



Early Childhood Development in Emergencies (ECDiE) Training Module

Facilitator Guide

Acknowledgments

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Introduction

The Early Childhood Development in Emergencies (ECDiE) Module is part of the [Education in Emergencies \(EiE\) harmonized training package](#), a set of short training modules developed by INEE and the IASC Education Cluster.

This Module seeks to introduce frontline responders, humanitarian program developers and implementers of all sectors, and non-early childhood development specialists to the basic concepts and frameworks of ECDiE as a comprehensive approach that addresses the holistic needs and rights of children - from conception to age 8 - and their families, affected by emergencies. ECDiE serves pregnant and lactating women, caregivers, and the most vulnerable children, including displaced children, children with disabilities, developmental delays, and other needs. ECDiE is multi-sectoral, culturally relevant, inclusive and:

- Seeks to prevent and mitigate crises' negative effects by providing nurturing care through mental health and psychosocial support, age and developmentally-appropriate early learning and play opportunities, and access to health care and nutrition.
- Recognizes primary caregivers as the first teachers and advocates in children's lives and, therefore, supports parents, caregivers, and families to provide protective, nurturing, accessible, and inclusive environments.

This module can be used independently or with other modules in the full EiE Harmonized Training Package.

Target audience

Frontline workers, humanitarian program developers, and implementers of all sectors (non-early childhood development specialists).

Learning objectives

By the end of the training, the participants will be able to:

1. Place ECDiE as an essential component of humanitarian responses to crises and emergency situations.
2. Explain the importance of using an integrated approach to serve the holistic needs of young children and their caregivers.
3. Identify good practices to serve the needs of all young children and their caregivers using a holistic, integrated approach.

Main Learnings and Takeaways

- The first 1,000 days of a child's life are critical for brain development and physical growth; this period is also crucial for children's attachment to their caregiver, socio-emotional development, language development, etc.
- ECDiE is a comprehensive approach that holistically addresses the needs and rights of all children from preconception through 8 years of life affected by crises - including children with disabilities, developmental delays, and other needs.
- The impact of emergencies can affect children's long-term development during childhood and adulthood, affecting their wellbeing and that of their families and communities.
- Investing in early childhood development represents an unparalleled window of opportunity. This investment makes a difference in children's lives by enabling them to develop their

abilities to participate fully in tomorrow's society as active and productive citizens. It provides an opportunity to “build back better.”

- To determine the ECDiE intervention's scope, teams should analyze the local characteristics, needs, and strengths. A solid understanding of existing ECD infrastructures and potential partners will aid in a more rapid response.
- Conducting a situation assessment/analysis ensures a response that appropriately considers the context.
- Multi-sectoral collaboration and coordination are essential to providing holistic and integrated support to young children and caregivers.
- Play is crucial for children's physical, psychomotor, and intellectual development, socializing, strengthening their identity, and developing their autonomy.
- Caregivers can make huge differences in children's recovery from the impacts of emergencies.
- It is important to consider transition strategies that consolidate the recovery of physical and emotional environments to strengthen the resilience of children, their families, and their support networks. This creates an opportunity for community ownership and participation in the face of new risks, as it can help learning and continuous improvement in the risk management and ECD cycle.

Alignment with the INEE Competency Framework

This module aligns and contributes towards Level 1 of the [INEE Competency Framework](#) in particular domains:

- 0.3 Rights-based approach
- 1.2.1 Coordination mechanisms
- 1.2.2 Cross-sectoral collaboration
- 2.1.2 Vulnerable groups
- 2.2.2 Wellbeing
- 5.2.1 Planning

Module Overview

Module Timeline

This module is organized as a face-to-face workshop with an estimated duration of 120 minutes.

Training Approach

The suggested methodology for this module is the **Jigsaw method**.

The Jigsaw is a method for all literacy levels and is easy to facilitate once you understand the mechanism. The Jigsaw technique helps all learners understand a significant amount of content in a brief window of time as they become 'experts' on at least one specific aspect of the content. Learners are empowered as they are encouraged to present what they have learned to others. Each learner has an active role in teaching and learning to experience deep understanding. It is based on cooperative learning, which involves learners working together to accomplish shared goals or complete group tasks; it is widely recognized as a strategy that promotes socialization and learning (The Education Hub, 2020).

Consider the following when applying the Jigsaw method:

- Your role as facilitator is not to teach the content directly. You will facilitate and support the learners in implementing a dynamic and interactive learning activity.
- Diversity is an important aspect of collective learning. Form groups that are diverse from a gender, ethnicity, race, ability, etc. perspective.
- *Jigsaw groups* are for teaching and learning the content. Participants will present each other with the assigned Handouts.
- *Expert groups* consist of participants from across the Jigsaw groups who are assigned to examine the same Handouts.

The steps of the Jigsaw method are:

1. Divide participants into groups of 5 people.
 - a. If the number of total participants is not multiple of 5, a different Handout assignment can be done to accommodate the number of participants.
2. Assign each participant in each group 2 consecutive Handouts.
3. Appoint one participant from each group as the group leader; they will support the group when presenting the content from the assigned Handouts.
4. Give participants 10 minutes to read and study their Handouts and prepare to present them to their group. Make sure that, at this stage, participants have direct access only to their assigned Handouts.
5. Then, form temporary expert groups by gathering participants with the same Handouts.
 - a. Give participants in these expert groups 10 minutes to discuss the main points of their Handouts and rehearse their presentations.
6. Bring the participants back into their original groups. Ask each participant to present their segment to the group.
 - a. Participants should take 10-minute turns teaching the content they learned while others take notes and potentially ask questions. Group leaders should support this process.
 - b. Call "SWITCH" every 10 minutes to keep everyone on time.
7. After all groups have finished or after 50 minutes, call all groups to come together for plenary reflections and discussion.

Module Materials

1. **Facilitator Guide** (this guide): Explains how the session is conducted. Only the facilitator needs this guide – it is not necessary to print, but feel free to do so.
2. **Slide deck**: The slide deck is provided as a guide for the facilitator to:
 - Give an initial overview of the flow of activity within a Jigsaw at the beginning of the session.
 - Serve as a refresher after the Jigsaw groups are finished to guide the plenary discussion. This slide deck is not meant to be taught as a lecture; these slides have been prepared simply as a review tool.
 - In low-resource environments, it is not necessary to show the slides on a projector but can be used as a summarization activity at the end of the session.
3. **Handouts**: The learning content the groups will discover in the Jigsaw activity. Participants should receive only two consecutive Handouts to guide their assigned teaching and discussion. Upon completing the workshop, participants should receive all Handouts for further reading after the workshop.
4. **Notes**: Sheets where participants can take notes in an organized way, highlighting their questions and main takeaways. Provide additional paper for notes if needed.

Training Preparation

Adapting the Content

As with any training, it is advised that any content you facilitate to a group be adapted for each unique audience. The content in this module is written at a level that should be accessible to most, though it can be adapted further depending on the audience's needs. Considerations for adapting include:

- **Get to know your audience.** Find out what participants already know about Early Childhood Development. Identify any significant gaps in their skills or knowledge.
- **Understand the learning environment and resources.** Learn more about the physical and cultural setting in which teaching and learning will occur. This will impact the way in which the training is delivered.
- **Incorporate the context.** To ensure the training is relevant to the context of participants, consider asking participants to learn and reflect on the content through specific examples or other elements that pertain to their own context and background.

Inclusivity

This training relies on reading comprehension and speaking, ensuring all participants receive the necessary support to engage appropriately. For instance, the Handout can be provided in digital format to be read using assistive technology or printed in alternative sizes upon request.

During the participant selection process, inform participants that anyone can participate while noting that participants may notify organizers/facilitators of any specific needs before the training.

Ensure the venue and the workshop materials are accessible to all, including inquiring about accommodation options for participants with disabilities.

Preparation Activities

1. Get familiar with the Jigsaw methodology. Understand your role and the role participants play in the activity.
2. Print one copy of the Facilitator Guide for facilitator use.
3. Print one copy of the Handout for each participant. Print in color if possible.
4. If possible, you can provide the Handouts on a table and invite the participants first to take only the two sheets assigned to them (or you can distribute them yourself). At the end of the session, the participants can collect the remaining Handouts to complete their collection.
5. If a projector is not available, prepare the following flip chart sheets for reference:
 - List the session's learning objectives
 - Make a diagram of the activity flow (slide 5)

During the Workshop

Encourage all the participants to reflect on how the content they read relates to their specific local contexts.

Provide enough time in the plenary session to identify possible future actions in the specific local contexts of the participants.

Training Delivery

Run-of-Show

Session duration: approximately 120 minutes

Activity	Slide(s)	Estimated Length	Activity Tools
Welcome and ice-breakers	2	10 mins	Notes
Module overview	3 - 4	5 mins	Slide deck or flip chart
Introduction to the Jigsaw method	5	10 mins	Slide deck or flip chart Handouts
Participants review Handouts	N/A	10 mins	Handouts
Discussion in “experts groups”	N/A	10 mins	Handouts Notes
Content presentation by participants	N/A	50 mins	Handouts Notes
Plenary discussion	6-16	20 mins	Slide deck or flip chart Handouts List of questions (next page)
Wrap-up	17	5 mins	Slide deck or flip chart Handouts

Reflection Questions

1. How did you find the process?
2. How relevant was the information included in the sheets? Was it at the right level? Are there any missing aspects you want to learn?
3. What did you learn about ECDiE?
 - a. Invite one member from each "expert Group" to share the most striking/interesting learning they gained from the topics they covered.
4. Share the most striking questions you noted that were not answered during the activity.
 - a. Involve other participants in responding, and if needed, provide a concise answer
5. How can you incorporate what you have learned in your work?

Additional questions by content areas

If there is time at the end of the Reflection Questions, you can engage the participants by considering some of the questions below to emphasize some key learnings the facilitator identifies from their interactions with the participants.

1. Why are social interactions important for young children?
2. Why is it important to assess developmental progress?
3. What are some of the negative impacts emergencies have on children and their caregivers?

4. Why provide ECDiE?
5. What are the five levels of the Socio-Ecological Model? What are the five components of the Nurturing Care Framework?
6. How can these frameworks support the implementation of ECDiE?
7. How do we ensure that all young children affected by crises are served?
8. How the rights-based approach can be used to design and implement ECDiE?
9. Why is it important to conduct a situation assessment in preparation for ECDiE?
10. Why is it important to consider the context when implementing ECDiE?
11. Who are some of the key actors that should be involved in an assessment and preparation stage?
12. Give an example from Health, WASH, or Nutrition of how to incorporate ECDiE interventions.
13. Describe the importance of play for young children.
14. How do crises and emergencies affect caregivers' capacity to support and care for their children?
15. Explain how caregivers can be better supported through ECDiE.
16. Provide some examples of mid- and long-term actions for transitioning into a recovery phase.

Feedback and Evaluation

Provide the participants with information on how to contact the implementing partner with feedback or further questions.