



GLOBAL
SCHOOLS
FORUM



Early Childhood Education Learning Series

Module 4, November 2020

In Attendance Today

14 GSF-Member organisations which run or support schools in **18 countries** and impact over **a million children**.



About GSF's ECE Offer:

- Based on members' needs to improve their ECE programmes
- Specific to the context and needs of low-resource environments in which our members operate
- It is not a one-time webinar/session; it is a six-month long engagement with peers and Hippocampus
- Designed for individuals who make ECE decisions for their organisations



Objectives of Module 4

Programmatic Decisions

Participants will be able to:

learn from Hippocampus' experience of surveying and adapting ECE approaches and then apply those learnings to their respective context.



Norms and to-do's:

- Keep the video on, if possible
- Stay on mute when not speaking
- Please type your questions in the chat-box. The moderator will either read them out or ask you to say the question out loud.



DESIGNING AN EARLY CHILDHOOD CURRICULUM

The Hippocampus experience



HIPPOCAMPUS
LEARNING CENTRES



Pedagogy & Curriculum

Activity based learning, Play way, Montessori, IB, Reggio...

\$

Statutory

- Policy
- Curriculum guidelines
- Regulation



Age groups

- 6 months -2 years
- 3 years
- 4-6 years



Classrooms

- Pupil to Teacher ratio
- Investment per classroom



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Parents

- Parent aspiration
- Parent engagement



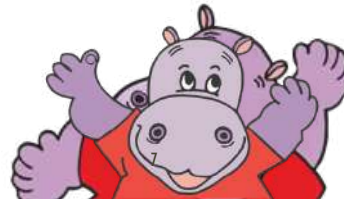
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Teachers

- Teacher ability & qualification
- Teacher support, training and mentoring



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FACTORS IN DESIGNING AN ECE PROGRAM

The context



The organizational beliefs



The program aspiration



the
program
design

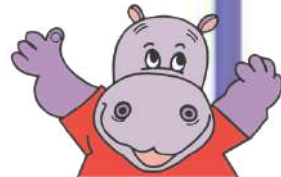


**THE ASPIRATIONS AND
CONSTRAINTS AT
HIPPOCAMPUS**



**WE CHOSE TO
WORK IN
RURAL INDIA**

Rural has low density of population
700m people distributed across
600,000 villages



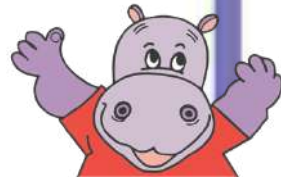
**OUR PARENTS
ARE VERY
CONSERVATIVE
IN THEIR
APPROACH TO
LEARNING**

Learning = Rote, Writing, Homework

Limited awareness about education pedagogies, Risk averse on education choices

Reluctant to participate in classroom

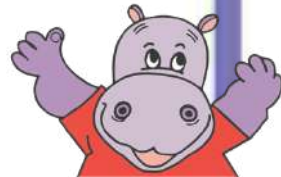
Budget for child's education is -
US\$100pa



**MANY WOMEN
AVAILABLE TO
BECOME
TEACHERS BUT
ARE LOW
SKILLED**

Default to Instruction led learning

Unwilling to participate in long trainings

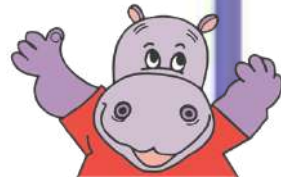


**OUR
ASPIRATION IS
FOR LEARNING
TO BE HOLISTIC
& JOYFUL**

To cover all domains – social, emotional, physical, **cognitive** and language

Children to learn 2 languages - English, and mother tongue

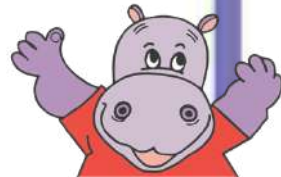
Learning methods to be joyful



**AND WE
DESIGNED THE
ORGANIZATION
TO BE
FINANCIALLY
SUSTAINABLE**

Low capital investment – sub\$1000 per classroom

Teacher to Pupil ratio – 1:25





PROGRAM DESIGN



NEEDING TO BALANCE CONSTRAINTS AND ASPIRATIONS



📖 Joyful learning
Holistic learning
Rural India

📖 High pupil teacher ratio
Low skilled teachers
Conservative parents
US\$1000 investment per classroom

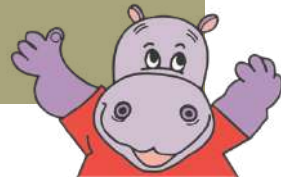


MAPPING OUR REQUIREMENTS TO AVAILABLE PROGRAMS

	Montessori	Reggio	Playway	Teacher facilitated	Conventional, Instruction led
Low teacher skills, limited training					✓
Low parent participation			✓	✓	✓
Meeting aspiration of risk averse parents					✓
Delivers Joyful Learning	✓	✓	✓	✓	
Delivers Holistic Learning	✓	✓	✓	✓	
Low classroom investment		✓		✓	✓

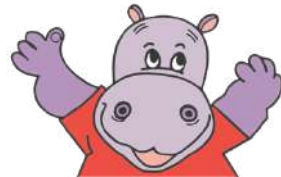


LEADING US TO DESIGNING A CUSTOMIZED PROGRAM



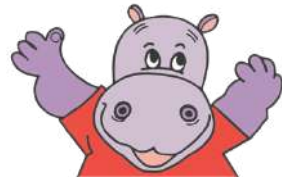
THE CORE CURRICULUM

- For 3 age groups, starting from 2.5 years
- Age-appropriate child developmental milestones
- Borrowing from Play-way/activity-based methods
- Classroom techniques like Small group time, Circle time
- Novel methods of using Phonics to teach children English, while teachers don't speak English fluently.
- Learning outcome at the end of Kindergarten to be higher than established School readiness defined



LESSON PLANS FOR CONSISTENCY ACROSS GEOGRAPHIES

- Detailed micro lesson plans
- Covered classroom activities by the minute
- Included detailed instruction for parent engagement, festivals, activities and events



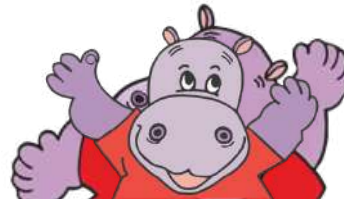
NEEDING EXTENSIVE TEACHER TRAINING AND SUPPORT

Training

- Pre-service training – 12 days
- Modules include – pedagogy, child management, classroom management
- Additional focus on parent management and centre administration
- Performance based training includes real life case studies to self improve teaching skills.

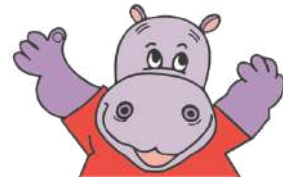
A need for ongoing support

- 10 days of In-Service training focused on understanding lesson plans
- Periodic classroom observations and feedback



LEARNING DEMONSTRATED THROUGH WORKBOOKS

- Student workbooks designed with colorful images aligned to daily lesson plans
- Workbooks also focus on writing practice for children
- Home fun book, with creative activities, aligned to daily lesson plan, for parents to see their children learning



**WE KNEW WE HAD SUCCEEDED
WHEN 50 COMPETING APS SCHOOLS
ADOPTED OUR PROGRAM IN
THEIR SCHOOLS**



WE STARTED A RCT WITH JPAL

- 5-year RCT to study the impact of Early Education on children in South Asia
- Started in 2016
 - 1st end line at end of 2 years, beginning of Grade 1 completed in 2018
 - 2nd end line at end of Grade1 in 2019
 - 3rd end line at end of Grade 3 in 2021



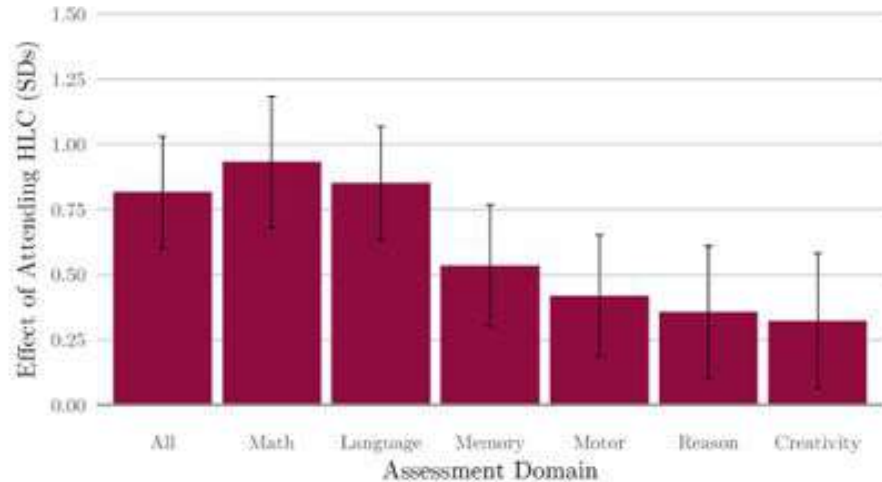
GOT GREAT RESULTS POST THE 1ST ENDLINE

Child who attended HLC
scored 0.82 standard
deviations better

This means that attending HLC
roughly doubled a child's
natural cognitive development

Recent research on the **Head**
Start program in the U.S.
found gains less than half
this size.

Difference Between Treatment and Control on Test Performance



THE SECOND END-LINE RESULTS ARE OUT, AND THERE WERE SOME SURPRISES

In the next session, we shall cover what it means to do an evaluation, what results to expect and how Hippocampus is changing post the RCT

