

<p><b>STANDARD SECTOR INDICATOR CODE:</b> HE-127</p>	<p><b>Adopted Practices to Increase Early Childhood Learning:</b> Number of individuals adopting two or more evidence-based age-appropriate practices or new behavior/s to increase early childhood learning and improve young child development.</p>	
<p><b>HEALTH SECTOR</b></p>	<p><b>Sector Schematic Alignment</b></p> <ul style="list-style-type: none"> <li>• <b>Project Area:</b> Maternal, Neonatal, and Child Health                             <ul style="list-style-type: none"> <li>• <b>Project Activity Area/Training Package:</b> Early Childhood Development</li> </ul> </li> <li>• <b>Project Area:</b> HIV Mitigation                             <ul style="list-style-type: none"> <li>• <b>Project Activity Area/Training Package:</b> Community Care of OVC</li> </ul> </li> </ul>	
<p><b>Type:</b> Intermediate-term Outcome</p>	<p><b>Unit of Measure:</b> Eligible Individuals</p>	<p><b>Disaggregation:</b> <b>Sex:</b> Male, Female <b>Age:</b> 0-9 years, 10-14 years, 15-17 years, 18-24 years, 25+ years</p>

**To be counted for this indicator the following criteria must be met:**

- The individual must have attended at minimum of at least 1 hour of training or mentoring on early childhood development
- The training/mentoring must have been conducted in an individual or small group setting. Research shows ideal group size is less than 25 individuals, although in some instances group size can be significantly larger.
- The individual must have demonstrated two evidence –based activities to stimulate early childhood development under the supervision of the Volunteer or their partner in order to make sure that everything is done correctly. These activities are described in the ECD training package.
- The individual must report regularly practicing the two age appropriate evidence –based activities during the last 3 days. These activities are described in the ECD training package.

**Definitions:**

**Early childhood** is broadly defined as children from 0-8 years old but generally is targeted at children prior to attending primary school.

**Developmental milestone** is an ability or set of functional skills or age-specific tasks that most children can do at a certain age range. Developmental milestones can involve physical, social, emotional, cognitive and communication skills such as walking, sharing with others, expressing emotions, recognizing familiar sounds and talking.

**Early childhood stimulation and development activities** - activities that encourage a child’s interest, promote parent-child attachment and help to promote age-appropriate intellectual development, physical and mental skills through stimulating one or more of the five senses are considered early childhood stimulation activities. There are several practical and effective techniques that parents and caregivers can learn to promote attachment, intellectual and sensory development in children 0-8 years old.

**Responsiveness:** parenting that is prompt and appropriate to the child’s immediate behavior, needs and developmental state

**Adopted two practices or behaviors:** individuals/caregivers must implement two practices or behaviors which they have previously effectively demonstrated. The individual must then self-report to have utilized both of those behaviors within the last three days.

**Methods or activities to improve early childhood development:** Any activity that promotes age appropriate

development of intellectual, physical and mental skills through stimulating one of more of the five senses count toward this indicator. Examples of simple age appropriate early childhood development activities are shown in the chart below.

NEWBORN, BIRTH UP TO 1 WEEK	1 WEEK UP TO 6 MONTHS	6 MONTHS UP TO 9 MONTHS	9 MONTHS UP TO 12 MONTHS	12 MONTHS UP TO 2 YEARS	2 YEARS AND OLDER
<p><b>Your baby learns from birth</b></p>  <p><b>PLAY</b> Provide ways for your baby to see, hear, move arms and legs freely, and touch you. Gently soothe, stroke and hold your child. Skin to skin is good.</p>  <p><b>COMMUNICATE</b> Look into baby's eyes and talk to your baby. When you are breastfeeding is a good time. Even a newborn baby sees your face and hears your voice.</p>	 <p><b>PLAY</b> Provide ways for your child to see, hear, feel, move freely, and touch you. Slowly move colourful things for your child to see and reach for. <i>Sample toys: shaker rattle, big ring on a string.</i></p>  <p><b>COMMUNICATE</b> Smile and laugh with your child. Sing to your child. Talk to your child. Get a conversation going by copying your child's sounds or gestures.</p>	 <p><b>PLAY</b> Give your child clean, safe household things to handle, bang, and drop. <i>Sample toys: containers with lids, metal pot and spoon.</i></p>  <p><b>COMMUNICATE</b> Respond to your child's sounds and interests. Call the child's name, and see your child respond.</p>	 <p><b>PLAY</b> Hide a child's favourite toy under a cloth or box. See if the child can find it. Play peek-a-boo.</p>  <p><b>COMMUNICATE</b> Tell your child the names of things and people. Show your child how to say things with hands, like "bye bye". <i>Sample toy: doll with face.</i></p>	 <p><b>PLAY</b> Give your child things to stack up, and to put into containers and take out. <i>Sample toys: Nesting and stacking objects, container and clothes clips.</i></p>  <p><b>COMMUNICATE</b> Ask your child simple questions. Respond to your child's attempts to talk. Show and talk about nature, pictures and things.</p>	 <p><b>PLAY</b> Help your child count, name and compare things. Make simple toys for your child. <i>Sample toys: Objects of different colours and shapes to sort, stick or chalk board, puzzle.</i></p>  <p><b>COMMUNICATE</b> Encourage your child to talk and answer your child's questions. Teach your child stories, songs and games. Talk about pictures or books. <i>Sample toy: book with</i></p>

					<i>pictures.</i>
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**Rationale:** Early child development (ECD) remains one of the most powerful levers for accelerating Education For All (EFA) and meeting the Millennium Development Goals for reducing poverty. Children living in poverty and exposed to HIV often lack opportunities for early childhood education and care. They frequently lack adequate parent-child attachment and stimulation and are developmentally delayed or at risk of becoming delayed in their development. Many are unready for school and tend to repeat grades and drop out early. Early childhood development (ECD) is considered to be one of the most cost effective strategies for promoting mental, physical, and emotional development with lifelong results and has been shown to be an effective strategy for reducing poverty and social inequity.

**Measurement Notes:**

- 1. Sample Tools and/or Possible Methods (for Peace Corps staff use):** Volunteers should use data collection tools to measure progress against project indicators. A data collection tool to measure this indicator could be based on [one of the](#) following methods—interview and survey—though there may be other data collection methods that are appropriate as well. For more information on the suggested methods, please see [Appendix I in the MRE Toolkit](#). Also be sure to check [this link](#) on the intranet page as sample tools are regularly uploaded for post use. Once a tool has been developed, post staff should have a few Volunteers and their partners pilot it, and then distribute and train Volunteers on its use.
- 2. General Data Collection for Volunteer Activities:** All Volunteer activities should be conducted with the intention of achieving outcomes – knowledge change (short-term), skills demonstration (intermediate-term), and behavioral changes (intermediate to long term) as defined by the progression of indicators within the objectives of a project framework. The progression of measurement for all Volunteer activities should begin with baseline data being conducted prior to the implementation of an activity (or set of activities), followed by documenting any outputs of the activities and then later at the appropriate time, measurements of specific outcomes (see the bullet on frequency of measurement).
- 3. Activity-Level Baseline Data Collection:** This indicator builds off of indicator **HE-124: Educated individuals on early childhood development**. Therefore, baseline data collected in the form of program records for HE-124 would apply to this indicator.
- 4. Frequency of Measurement:** After taking the baseline measurement (described above), Volunteers should take at least one follow-on measurement with the same individual(s), typically after completing one or more activities focused on achieving the outcome in this indicator and once they have determined that the timing is appropriate to expect that the outcome has been achieved. Please note that successful documentation of a behavior change or new practice may not be immediately apparent following the completion of activities and may need to be planned for at a later time. Once Volunteers have measured that at least one individual has achieved the indicator, they should report on it in their next VRF.

Volunteers may determine to take more than one baseline and one follow-on measurement with the same individual (or group of individuals) for the following valid reasons:

- Volunteers may want to measure whether or not any additional individuals initially reached with activities have now achieved the outcome in the indicator, particularly for any activities that are on-going in nature (no clear end date);
- Volunteers may want to enhance their own learning and the implementation of their activities by using the data collected as an effective monitoring tool and feedback mechanism for the need to improve or increase their activities;
- A Peace Corps project in a particular country may choose to increase the frequency of measurement of the indicator and Volunteers assigned to that project will be required to follow in-country guidance.

In all cases, any additional data collection above the minimum expectation should be based on the time, resources, accessibility to the target population, and the value to be gained versus the burden of collecting the data. Following any additional measurements taken, Volunteers should report on any new individuals achieving the outcome in their next VRF.

5. **Definition of change:** The minimum change to report against this indicator is that an individual reports that he or she has utilized at least 2 evidence-based activities for early childhood stimulation in the past three days. This individual must have previously demonstrated their ability to correctly implement these strategies. If the Volunteer's work provided the individual with the knowledge and skills needed to be able to demonstrate and adopt at least 2 evidence-based activities for early childhood stimulation then that individual should be counted for this indicator.
6. **General Reporting in the VRF:** This indicator is intended to capture programs targeting PLHIV, caregivers of OVC and others interacting with young OVC. The numerator can be generated by counting the number of individuals who were able to demonstrate and who reported utilizing 2 evidence-based activities to improve early childhood stimulation within the last 3 days as a result of receiving training or mentoring in this area. The denominator is generated by counting all individuals who participated in a training or mentoring activity with whom the Volunteer works.
7. **Reporting on Disaggregated Data in the VRF:** This indicator is disaggregated by "Age" and "Sex". When reporting in the VRF, a volunteer should disaggregate the total number of male individuals by 0-9 years, 10-14 years, 15-17 years, 18-24 years, 25+ years and the total number of female individuals by 0-9 years, 10-14 years, 15-17 years, 18-24 years, and 25+ years.

**Data Quality Assessments (DQA):** DQA are needed for each indicator selected to align with the project objectives. DQAs review the validity, integrity, precision, reliability, and timeliness of each indicator. For more information, consult the Peace Corps MRE Toolkit.

**Alignment with Summary Indicator:** No link