

The logo for 'Help a Child' features the words 'Help a' in a red, sans-serif font above the word 'CHILD' in a larger, bold, orange, sans-serif font. A red silhouette of a person with arms raised is positioned between 'a' and 'C'.

Parenting

Module: Supporting Children
in their Education



Help a Child (HAC) is a Christian, child-focused development organization working with local Partners in Asia and Africa. The Head-office is based in the Netherlands where the organization is known under the name Red een Kind (REK). Help a Child wants every child to have a loving and dignified existence and a promising future.

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| Information for the Facilitator

Goal of the Module: making parents aware of the importance of educational support, getting a clear view of educational options in the area and finding ways of how they can support their children.

Introduction to the theme

Children should be allowed to attend school in their neighborhood. It is important that parents are aware of the educational system in their area and that they understand it is the responsibility of parents to ensure a good education for their children. In this module parents are going to share their experiences and knowledge to help each other to improve the support they are giving their children in terms of education.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Education helps children to prepare for the future, finding better opportunities and creating career goals. It helps them living a better life, live a longer life and it gives them the opportunity to help their family later on. Research has showed that educated people live a happier life and that they find more fulfillment in life.

Supporting children in everything they do can be difficult sometimes. Maybe sometimes your child gets bad grades or does not listen to the teacher. It is so easy to become mad at the child and punish it. But what happens when you use positive stimulant to encourage good behavior? Help parents to analyze their own educational support and encourage them to set goals and improve their support skills.

Important to know

There are some exercises in the sessions that need some preparations. Be sure you know what to do during the complete session and prepare well.

Session build up

Session Title	Content of the session
1. The timeline of education	Analysing the timeline of education, all the sorts of education children can receive, to make clear where we are talking about.
2. The importance of education	Making the parents aware of how important education is for children. Looking at different aspects of development.
3. How to support your children?	Zooming in into the way the parents support their children and letting parents set goals to improve their educational support.

Session 1: The timeline of education

Goal: Being aware of the education system and the positive effects of education

Materials: A flipchart, papers, markers, pencils

Duration: About 2 hours



| Introduction for the Facilitator

Introduction to the theme

As a parent, it is important to know the educational system your child can follow. All parents know something about it, and have experiences with it. In this session it is time to share their knowledge and experiences with each other to understand the system: how does it work and what kind of positive effects does it have for your child?

Important to know

You need to prepare this session well. Make sure you know the educational system of your country to talk with the parents and give them the right explanation when needed.

| Exercises

Welcome

This is our first session of the module Educational Support, from the Parenting series. In this module we will look at the support you can offer your children in their education. What kind of education is possible? Why is education so important? What does your child need and how can you support him or her? It is good for the children in our community (*mention the name of the community*) to grow up educated. So they can take care of themselves and to continue and empower our community!

Before we really start, let's talk through our basic rules again to refresh. What is important to make sure the sessions will go on smoothly?

- Be there at every session. If you are not able to come, make sure people know and will inform you about what happened
- (*Bring up the rules you set up with the group at the very first gathering*)

Ok, now that we all know again what is being expected, we can really start.

We will start with looking at the timeline of education. We will do that in smaller groups, so that everybody will be able to participate and think about the subject. After that we will discuss it with the whole group and see if every timeline is the same.



Exercise 1: The timeline of education

Time: about 30 minutes

1. Split up the group in small groups of max. 6 parents. Give each group a big paper and some markers.
2. Let each group draw a timeline.
3. Give the groups the task to fill in the timeline for a child, from ECE center to university, what kind of education can they follow?
4. When the timeline is done, give the parents the task to write down what children will learn at every sort of education. What is important to learn at an ECE center? What do they learn in primary school? Etc.

Feedback to the group

Well, this was the first activity to show the educational options in our community/country. Let's put all timelines together, do they look the same? What's the first option of education in the life of a child?

(Go through all options in the right order, check what every group has written down and what they think is important that children will learn in that phase. Be sure you prepared this part well and have the right & complete timeline of education in your neighbourhood with you!)



Exercise 2: Choose a side

Time: about 30 minutes

1. Let everyone stand up. Split the room into two parts: the left side is 'young children' (about 0-12 years), the right side is 'youngsters' (about 12-20 years).
2. Now explain to the group what you are going to do. You are reading a sentence out loud: their task is to decide if this is a development task for young children or for youngsters. If they think the answer is 'young children', they walk to the left side of the room. Do they think the answer is 'youngsters', they walk to the right side of the room. (See the sentences below: read them in random order!)
3. After each question, have a small conversation about who has experiences with this development task. Does someone recognize this with his or her child? What is difficult about this for the child? What is difficult about this for the parent? How can the child be supported in this part of development? Why is it important that a child develops this skill?

Young children:

- Learning at school in a systematic way, instead of learning at home and choosing themselves about what to do and what to explore/learn.
- Developing locomotion: learning to walk, crawl, throw, catch, hop, run, etc.
- Developing more complex locomotion: learning to ride a big, to swim, etc.
- Developing fine locomotion: drawing, writing, cutting, puzzling, etc.
- Learning the language: understanding, talking and writing.
- Learning to understand, to think and to reason.
- Developing a growing consciousness of their own emotions, learning to play and work together.
- Creating an idea about their own competences compared to others.

Youngsters:

- Less depending on their parents, discovering their own place in the family, within changing relationships.
- Gaining knowledge and skills to be able to practice a profession and deciding to work.
- Doing nice activities in their spare time and spending their time appropriate.
- Finding, creating and maintaining a place to live and learn to deal with roommates.
- Accepting the existence of authorities and power 'above' them, functioning within valid rules and codes and stand up for their selves.
- Taking care of their own health and appearance, having a good condition, eating healthy, being content with their appearance and avoiding excessive risks.
- Creating and maintaining social contacts, having friendships, trusting and mutual acceptance.
- Discovering possibilities and opportunities in intimate and sexual relationships.

Feedback to the group

By doing this activity we had a closer look in what young children and youngsters need to develop to function well in an educational system. Children and youngsters go through different phases of development. It is important that they participate in the educational system so they can work on the points of development we just discussed. As we have said before, it is not always easy for us as parents to support our children in the best way, but that is why we come together and support each other!

In the next exercise we are going to be a little creative. Let us have a look at our perception of children who go to school and children who do not go to school.



Exercise 3: Make a drawing

Time: about 30 minutes

1. Let everyone sit down at a place where they have the space to make a drawing.
2. Hand out papers and pencils to every parent, so they can make a drawing. If you do not have any papers or pencils, search for a place where everyone can use the sand to make a drawing in.
3. Give the parents the task to first draw a child who receives education, who can go to school and is taught all kind of things.
4. After that, let the parents make a drawing on the second paper (or another place in the sand) of a child who cannot go to school and has not so many possibilities to develop him or herself.
5. When everyone is done, gather all drawings together. On the left side all of the drawings of children that go to school, on the right side all the drawings of children who cannot go to school.

Feedback to the group

Let us take some time to look at the drawings... How do the children look like at the side of where they are receiving education? Do they look happy? What do they wear? How can you see they have developed some skills?

And compared to the other side, the side of where the children do not receive education. How do they look different from the other group? What is their facial expression? Does it look like they are being challenged?

What does this mean to you? When you see these drawings, which one would be better?

Which side do you want for your child, for the children in the rest of the community? When I look at it I want to have education for all of the children of the community!

Let's split up in groups for the next and last activity of today. We are going to take a look at all of the positive effects of education.



Exercise 4: The positive effects of education

Time: about 30 minutes

1. Split up in groups of max. 4 people.
2. Give the small groups a paper and a marker and let them write down at least 15 positive effects of receiving education. What does it do to a child? What does it mean for the future?
3. When all groups are done, let every group present their positive points.
4. Take time to discuss those positive points.

Feedback to the group

Thanks everyone for thinking and making a list about all the positive points of education! This helps us being aware of the importance of education for children (and youngsters).

Closure

Thank you everyone for working together today. We have worked and thought a lot about the education system and the positive points of receiving education. The next time we will have a look at the importance of education at the specific schools and centres.

Close the gathering with a song, dance or prayer.

| Homework

For next time, I would like you to do the following at home: ask your children how they think about school, what do they like? What do they not like? How do they think about homework? Next time we will talk about that.

Session 2: The importance of education

- Goal:** Making parents aware of the importance and possibilities of education
- Materials:** A flipchart/papers, markers/pencils
- Duration:** About 2 hours



| Introduction for the Facilitator

Introduction to the theme

We all know something about education, but together we know a lot more. Talking and discussing about education will make parents aware again about its importance.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Education helps children to prepare for the future, finding better opportunities and creating career goals. It helps them living a better life, live a longer life and it gives them the opportunity to help their family later on. Research has showed that educated people live a happier life and that they find more fulfillment in life.

Important to know

Again, be sure you know about the education possibilities in your neighborhood.

| Exercises

Welcome and recap

Welcome everyone! It's good to see you all again! Last time we have looked at the educational system and the positive effects it brings to our children. Today we will zoom in into the specific school's children can follow and why it is so important!

Last time we closed the gathering with homework. The homework was to talk with your children about school. What do they like about school? What do they not like about school? How do they think about homework? Let's talk about that in groups, so everyone can share.



Exercise 1: The experience of your child

Time: about 20 minutes

1. Split up in groups of max 5.
2. Let every group discuss about the questions above, let them start a group conversation.
3. Give everyone the space to share, exchange experiences with children of all ages.

Feedback to the group

Gather everyone around again and let each group summarize the outcome of their conversation. What is the main experience of their children? Does it look alike or are there big differences? How is that possible?



Exercise 2: ECE Centres

Time: about 30 minutes

1. Tell something about the importance of ECE Centres (Early Childhood Education Centres, also named as 'Nursery' or 'Kindergarten') and the possibilities of ECE Centres in your neighborhood.
2. Now ask the parents: 'Who has experiences with ECE Centres?'. Invite a few of them to tell about their experiences with ECE Centres for their child(ren) in front of the group. What did your child do at the centre? What did your child learn? Did you see your child developing? How was the experience for yourself?
3. If you want, you can invite a staff member of an ECE Centre from the neighborhood. Let him or her give a short presentation about the importance of going to an ECE Centre for children!

Feedback to the group

Thanks for sharing! I think this helped us in creating our vision about an ECE Centre. If you still have some questions about ECE Centres, feel free to ask them later on, to the experienced people!

ECE Centres are the first options of getting official education for children, it's the first possible 'school' for them. At the first gathering we saw what the rest option are: primary school, secondary school and college/university. Let's have a look at that.



Exercise 3: The importance of education

Time: 65 minutes in total (about 20 minutes to prepare, about 15 minutes per group for presentation & discussion)

1. Split up the group in 3 smaller groups and let them find a place to sit
2. Divide the theme's over the groups: group 1 gets ECE/primary education, group 2 gets secondary education and group 3 gets vocational training/college/university.
3. Give each group the task to prepare a presentation about their subject. Each presentation must contain:
 - How does it work?
 - What do children learn?
 - What skills do they develop?
 - Why is it so important?

- Where can it be followed in the neighbourhood?
 - Two hypotheses that need to be discussed with the group
4. Give the groups enough time to prepare.
 5. Let the groups present their subject in front of the rest and let them discuss the hypotheses.

Feedback to the group

Thanks everyone for putting so much effort in this! I think we all had some new insights.

Closure

Today we closed the gathering with the importance of education. Now we know that education is really important in the life of a child, we have to look at how we can support them. Next time we will talk about that.

Close the gathering with a song, dance or prayer.

| Homework

For next time, I would like you to think about how you were educated. How did that go? Did you get support? What did you miss in your educational support?

Session 3: How to support your children?

Goal: Zooming in into the way the parents support their children and making parents aware of different ways of support

Materials: A flipchart/papers, markers/pencils

Duration: About 2 hours



| Introduction

Introduction to the theme

Supporting children in everything they do can be difficult sometimes. Maybe sometimes your child gets low marks or does not listen to the teacher. It is so easy to become mad at the child and punish it. But what happens when you use positive stimulant to encourage good behavior? Try to let the parents find out themselves this session.

This session focusses on parents and their support in terms of education to their children. Give them time to analyze their own behavior and stimulate them to set up some goals about things they want to improve.

Important to know

Take your time to take a good look at positive and negative ways to deal with education of your child and make sure the scripts are played out well (if you want to, you can prepare the play before the session starts).

| Exercises

Welcome and recap

Welcome back everyone! Welcome to the last session of Parenting training in the theme Educational Support. Last time we looked at the importance and possibilities of education. I gave you the homework to think about your own education. How did you experience it and how were you supported? What did you miss in your educational support? Let's talk about that in the next exercise.



Exercise 1: Your experience in education

Time: about 20 minutes

1. Split up in small groups of max 5 people.
2. Give each group a paper and a marker.
3. Let everyone get a chance to share their experiences, positive and negative. One speaks, the rest of the group is allowed to ask questions to that person to clear some

things. One person of the group will write the important points down: split it up in negative and positive experiences/support.

4. When all persons in all groups have had the chance to share, gather everyone together again and let the groups present their positive and negative points to the rest.

Feedback to the group

What are the main points that came forward? What can we learn from these experiences?

What is good for us to do to support our children? What are things that will not support our children?

Let us have a look at the way you are supporting your children.



Exercise 2: How do you support?

Time: about 30 minutes

1. Let everyone make pairs and sit together.
2. Let them start a conversation about how they support their children. They can use the following questions:
 - Does your child need support?
 - With what does your child need support?
 - How do you give your child that support?
 - What is going well in supporting your child?
 - What do you find difficult in supporting your child?
 - How do your partner or other family members support your children? Are you thinking and doing the same?
 - What should you do more (often) in your educational support to your child?

Feedback to the group

Thanks for sharing with each other. This exercise we did in couples so there was enough space to talk and think. This subject can also be a bit difficult, because we are talking about our behaviour and the mistakes we sometimes make.

For the next exercise I need some volunteers. We are going to look at a roleplay about positive and negative stimulant.



Exercise 3: Positive or negative way of supporting?

Time: 45 minutes in total (about 15 minutes preparation, 30 minutes play & analyse)

1. Let 4 volunteers prepare the roleplays: give the other participants the task to prepare and think about positive or negative ways of supporting. Let them think about what do they have to observe in the play, how will negative or positive support be shown?
2. When the volunteers are ready, get everyone together and make sure everyone can see the volunteers that are going to do the roleplay.

3. Let them first play out the negative script. After the play, ask the group to name all the 'bad'/negative aspects in this script. What does the mom do and what effect did it have to Moses? (Mom yells, isn't interested, punishes, etc.)
4. After that, let them play the second script, the positive one. After the play, ask the group to name all the 'good'/positive aspects in this script. What does the mom do and what effect did it have to Moses? (is interested, gives compliments, helps, etc.)

Negative Stimulation

Moses is walking home from school. Today he had a test, he learned really hard for it, but it didn't go as he expected. He just passed the test, but his mark was not so good. While he is walking home he is thinking about what his mother will say...

Moses opens the door; he sees his mother standing in the kitchen. "Hé mom!" he yells. "Hmm" his mother answers. "I had a test today" Moses says. "Hmm". "I tried really hard but my grade isn't so good." "WHAT?!", his mom yells angry, "YOU HAVE A BAD GRADE?! HOW COMES??". Moses answers really sad: "I don't know mom, I worked so hard but I just don't get it". "OH COME OOOON! WORK HARDER NEXT TIME! I'M SO DISSAPOINTEED IN YOU, YOU STUPID KID!". Moses starts crying, he is feeling a bit unsafe. "I'm going to punish you for this! The rest of the week, after school, you are going to work at home, help in the kitchen, cleaning, working on the field, that's what you deserve. No playing with friends for you next week!". And Moses walks away crying...

Positive Stimulation

Moses is walking home from school. Today he had a test, he learned really hard for it, but it didn't go as he expected. He just passed the test, but his mark is not so good. While he is walking home he is thinking about what his mother will say...

Moses opens the door; he sees his mother standing in the kitchen. She kindly asks: "Hé son! How did your test go today?". "Hmm..." Moses answers. "Common boy, come sit with me. Let me see". And Moses walks there to sit with his mother. "Good Moses, show it to me". Moses gets his bag and gives the test to his mother. "How did you think it go?" asks mother. And Moses tells about how he did his best and worked so hard, but that he is not so content. "But you passed the test! So I'm proud of you! Let's see, what went not so well?". And Moses shows: "this part isn't so good and this part I find really difficult". "Ah, I see" mother says, "can I help you next time? I think it will work when we look at it together". "That's nice mom, thank you!". "Of course my son, you can do it! You passed this one, and we are going to work together to do the next test a little better. You are a smart kid!". And Moses walks away with a big smile on his face.

Feedback to the group

As we talked about, there are a lot of differences between these scripts. Think about what you recognize, what do you do sometimes? What kind of effect does that have on your child? Maybe there are some things you want to change, let us have a look at that in the next exercise.



Exercise 4: Setting goals for yourself

Time: about 10 minutes

1. Let the group make pairs (when there are couples in the group, let them sit together). Hand out pens and papers. Let everyone think for their selves about what they want to change in their educational support of their children? What can they do better? What do their children need? Let the pairs talk with each other about the questions and their answers/goals.
2. Let everyone, if they want to, write down some goals to take home, so they can remind themselves of their goals.

Feedback to the group

I hope we all learned a lot and we created some good, achievable goals. It is always good to think about what you can do better as a parent. What will help your child to grow up safe, happy and well educated?

Everyone's goals are personal. I am not going to ask to share it with the group. If you want to share your goals with someone so you can help and support each other, which is good, then feel free to do that after the next and last exercise.



Exercise 5: What did you learn?

Time: about 15 minutes

1. Gather everyone together again in a circle for a group talk.
2. You lead the group talk about what the parents have learned the most. Ask questions at what they have learned, what they will share with others, etc. Is there something they have missed in this module? Make sure everyone gets a moment to share their experience!
3. Concrete actions: what are the parents going to do, beside working on their goals? What are they going to tell their neighbors? Is there already a ECE Centre in their neighborhood, or are they going to start up one?

Feedback to the group

Good to hear from everyone about what they have learned the most. Make sure you are going to work on the goals you have set and the concrete plans you have. Help and remind each other sometimes!

I want to thank you very much for everything you shared with each other, it only brings you further.

Closure

I think it was a good decision to go for this module. There are more modules we can follow. Let me know what you think is interesting!

Close the gathering with a song, dance or prayer.



Annex 1 - Sample sheet for keeping the Records - Parenting Manual

Name of the module:

Name of the facilitator(s):

Date:

Attendance list

Name participant	Session 1	Session 2	Session 3	Session 4	Session 5



4. What can you do after this module as parents in your family?

5. Question for all parents: what can you do after this module as a group?

Other comments:

Please share this document with the Child Development Desk: childdevelopment@redeenkind.nl. We want to hear about your experiences so we can optimize the Parenting Modules.