



HANDBOOK FOR SAFE ENVIRONMENT, CHILD CARE AND LEARNING OF SEASONAL MIGRANT CHILDREN AT WORKSITES

Developed By
Migration Information and Resource Centre
Aide et Action - South Asia

FOREWORD

Migrant children spend half of their lives in worksites and lose out on their childhood. Being out of their domain, they face vulnerabilities and miss out on peer development process in the source areas. At the worksites, the children are deprived of care, protection, health, nutrition, learning, and exposure. Their overall childhood well-being is low in comparison to their peers in the source villages. Early years are critical for a child's development. Since the foundations for physical, motor, cognitive; language and psycho-social development are laid during the first five years of his/her life. Children constitute around 25% of the total migrant population in India who work in semi-urban locations as seasonal migrant wage labourers. Instead of gaining any access to a healthy environment, nutrition and learning, these children spend half of their life in makeshift, unfriendly, unhygienic and testing conditions in brick kilns, stone quarries, construction sites, rice mills, plantations and other sectors. To accompany and help their parents these children struggle for their daily living.

Aide et Action has set up Child Care and Learning Centers with the support of Bernard Van Leer Foundation in brick kilns and construction sites where children (from all age groups) spend their days, playing and learning in a joyful environment. These centers prepare the younger ones for schools and provide them with a caring and healthy environment. These centers also reach out to school going children and enroll them in the schools closest to the worksites. Adolescent girls, parents, worksite owners, neighborhood schools, ICDS centers and PRI members are also key stakeholders of this initiative.

The experience of Aide et Action in working with young migrants has taken the shape of this handbook to ensure holistic development of children along with the advancements made in their physical, mental and social well being.

This handbook will be helpful in the following ways;

- Support the organizations and facilitators on intervening with the migrant children;
- Assist in developing steps to facilitate the process of creating linkages for accessing their basic services;
- To be used as a principle for the organizations and facilitators in running child care centers at the worksites and in understanding the technicalities of running a child care centre for migrant children within the worksite;
- Create a structured way for the functioning with measurable monitoring indicators;
- Help the worksite owners in setting up facilities for the migrant children;
- Help the local community and peoples' representative in facilitating the process;
- Help the policy makers in formulating policies for migrant children needing early childhood care, education, protection and health service facilities at the worksites;
- Make the government services more responsive towards migrant children living in worksites.

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Chapter 1

Migration and Children

A: Background

A.1: Context of Migration

Migration implies to move, either temporarily or permanently from one place or area to another. Internal migrants who move within national boundaries are several times more significant in terms of the numbers involved compared to those who move across countries, but fail to receive the attention international migration receives from researchers, international organizations and funding agencies. In India, the number of internal migrants are 309 million or 30 per cent of the population (Census of India, 2001), and by more recent estimates 326 million or 28.5 per cent of the population (NSSO 2007–08). Lead source states of internal migrants include Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh, Andhra Pradesh, Chhattisgarh, Jharkhand, Odisha, Uttarakhand, and Tamil Nadu, whereas Delhi, Maharashtra, Gujarat, Haryana, Punjab and Karnataka are the key destination areas. There are conspicuous migration corridors within the country: Bihar to National Capital Region, Bihar to Haryana and Punjab, Uttar Pradesh to Maharashtra, Odisha to Gujarat, Odisha to Andhra Pradesh and Rajasthan to Gujarat (UNESCO/UNICEF, 2012b). Despite the fact that approximately three out of every ten Indians are internal migrants, internal migration has been accorded very low priority by the government, and existing policies of the Indian state have failed in providing legal or social protection to this vulnerable group. This can be attributed in part to a serious data gap on the extent, nature and magnitude of internal migration.

Migration in India is primarily of two types: (a) Long-term migration, resulting in the relocation of an individual or household and (b) Short-term or seasonal/circular migration, involving back and forth movement between a source and destination. While, short duration migration is mostly practiced in agriculture sector, long duration or circular or seasonal migration is quite prevalent in construction, brick making and other allied sectors. Migrant population overwhelmingly belong to the scheduled castes, scheduled tribes and other backward classes. They comprise of the landless and the poor who possess the least amount of assets, skills or education. The seasonal migration is often linked to debt cycles and the need for money for repaying debts, through which the people are exploited and rendered into forced labour conditions. They have to migrate on seasonal basis to urban areas of different states for wage employment with a contractual process at hand.

A.2: Migration and Children

As per the NSS estimates, only 82,370 children below the age of 15 or 0.4 per cent of the migrating children in 2007–2008 were reported as migrating for work, while 70 per cent were reported as accompanying their parents or earning members. At the destinations, 298,747 children were reported as workers, with male children being represented in almost the same proportion as female children. There are many industrial and agro industrial sectors like brick making, salt manufacturing, stone crushing units, construction, fisheries, rice mills etc., running mostly on migrant labour and require contribution of family labour. Therefore the entire family including the children migrates to the worksites. The family has to take the children with them due to various reasons. Some of the key reasons are-

- a) Younger children need care and attention of the mother;

Gap in facilities for children at the Destination vis-à-vis at the Source Village

Source	Destination
<ul style="list-style-type: none"> ➤ Access to Immunization ➤ Access to early childhood care and education ➤ Access to nutrition services ➤ Access to health facilities ➤ Access to schools ➤ Protection from exploitation ➤ Freedom of movement ➤ Safe space for play ➤ Visible to all government programmes and facilities 	<ul style="list-style-type: none"> ➤ No immunization ➤ No early childhood care and education ➤ No nutrition ➤ Lack of health facilities ➤ Do not access schools ➤ No protection from exploitation ➤ No freedom of movement ➤ Harmful and unsafe physical environment ➤ Invisible to all government programmes and facilities ➤ Location disadvantages ➤ Non implementation of labour laws



- b) Children become a part of the labour unit or contribute to the family labour;
- c) Elder children take care of their siblings and assist in household chores;
- d) Lack of residential facilities for school going children at the source.

Hence, the children of internal migrants get excluded from basic but essential services at the destination which substantially affects their ability to participate in communities and societies. Eventually this exclusion denies children of their rights making them invisible to the government programs and facilities.

A.3: Key Concerns

Very often migrant women and children get excluded from government sponsored state health care, nutrition and education programs. This increases their risk of disease and poor developmental outcomes. Furthermore, mothers working as daily labourers have limited time to provide direct care to their children or to breastfeed their young ones. The children of seasonal

migrants do not receive adequate nutrition, care and reside in inhuman condition. There is a dearth of opportunities for them to learn in an alien location and unfriendly physical environment. Hence children do not reach their full individual potential because of their families' changing geographic locations.

The adverse impact of the worksite on the children of seasonal migrants is felt in four stages of development;

- i) Infants and toddlers (0-3 years)
 - Deprived of appropriate care, nutrition and health;
 - If the child is born inside the facility, it is difficult to obtain a birth certificate for the parents;
 - The infants and toddlers often require more open space to crawl, play and learn to walk;
 - Babies spend a lot of time on the floor. But in worksite environment infants do not get adequate space to spend their childhood due to the low height

and less space of the house and also because both their parents move out to work.

ii) Early childhood (3-6 years)

- Unsafe physical environment to nourish their physical & motor, cognitive, language, social & emotional, and creative development;
- In the worksite children of this age group do not access anganwadi, crèche, safe drinking water and proper sanitation;
- Living in a hazardous and unhealthy environment leads to various diseases and even puts their life at risk.

iii) School going children (6-14 years)

- Lose out school education due to their seasonality of migration;
- Mostly remain as school dropouts or do not have access to schools in the place of work because language is a barrier
- Children of this age group engage themselves in various other activities that include work on site with the members of the family causing health hazards, exploitation and abuse.

iv) Adolescent children (14-18 years)

- Remain out-of-school and contribute to the family labour;
- Exposed to risks of drug abuse and sexual exploitation;
- Adolescent girls are vulnerable to sexual exploitation and fall victims to early marriage and early pregnancies;
- Face the risk of contracting HIV/AIDS, sexually transmitted diseases and other health problems etc.

B. Working with Young Migrant Children

Aide et Action (AEA) is an international developmental organization formed in the

year 1981 and is working in 26 countries. AEA works to ensure education for all, specially for the disadvantaged and marginalized, by addressing the inadequacies of the education system. Taking up migration as one of its themes from among the 9 themes, AEA engages with migrant population to promote safe migration, reduce distress migration and ensure education, protection and safe & healthy environment for migrant children.

The migration thematic unit of AEA South Asia was initiated in 2009. The unit is known as Migration information & Resource Centre (MiRC) and has its office in Bhubaneswar, Odisha. The purpose of the thematic unit is to provide programme design; training and capacity building; research and policy work on migration with special emphasis on child education, protection, health, nutrition and safe & healthy environment issues, to the regional offices and other agencies.

Aide et Action has been facilitating worksite schools and early child care centers in brick kilns, construction sites and rice mills in close partnership with local NGOs, Dept of Labour, Dept of Education, Dept of Women and Child Development and Dept of Health of both the migrant sending and receiving states of India, especially in the states of Andhra Pradesh, Madhya Pradesh, Odisha and Tamil Nadu. Following are some of the key interventions of Aide et Action in the area of education and early child care of migrant children.

B.1: Education- The first field operation on education of migrant children was launched in Tamil Nadu, in 2006 and in Nalgonda of Andhra Pradesh in 2009 to make education accessible to children of brick kiln workers from Odisha. The inter-state collaboration with the Govt. of Odisha, AP and Tamil Nadu was initiated for making provision of text books, mainstreaming, training and extend support to migrant education volunteers. In Tamil Nadu, the education of Telugu and Odia Migrant workers' children at construction sites, rice mills and brick kilns are taken care of.

The field operation thus, expanded to a larger scale in Odisha, Andhra Pradesh and in Tamil Nadu during 2010-2013.

Aide et Action has facilitated the process of establishing the schools in or near worksites at the destination. It engaged education volunteers from source locations and provided mother tongue based teaching-learning materials to the children. On the other hand, the organization has set up seasonal residential hostels to arrest child migration. Children are provided with breakfast and dinner at the seasonal hostels and lunch at the school by the government as a part of mid day meal scheme.

The education volunteers are recruited from the source areas of migrants who have done their intermediate or graduation. These volunteers are trained to facilitate the process of learning among the children and mainstreaming them back to their village school after the end of brick making season. Their primary responsibility is to support the children in improving competencies and learning abilities through activity based learning. Based on the learning of worksite schools, the government of Andhra Pradesh and Tamil Nadu initiated a process to enroll migrant children of other states into a school closer to the worksite and also facilitate the process of availing text books from the Government.

Aide et Action supports the government by linking them with education volunteers who can teach in the mother tongue of the children. Aide et Action has been facilitating worksite schools in brick kilns, construction sites and rice mills in close partnership with local NGO, Dept of Labour and Dept of Education, SSA, Govt. of Tamil Nadu and Andhra Pradesh. The migrant children are now getting school uniforms and mid day meals from the schools of the host state governments. AEA is coordinating with the governments of source & destination in engaging education volunteers; making provision for the supply of text books, and mainstreaming children back after return.

B.2: Early Childhood Care and Education

Aide et Action embraces the term “Early Childhood Care and Education (ECCE)” because it best encapsulates the wide range of programs necessary for a holistic approach to a child’s development; healthcare, domestic care, community support, cognitive and socio-emotional development. AEA’s intervention with the migrant children is quite different from its intervention on ECCE with other children. The migrants have no access to Anganwadi, safe drinking water and sanitation facilities and working around poor living conditions results in diseases like malaria, diarrhea, water borne and respiratory diseases. In the absence of crèches, young children are left to be taken care of by their siblings. Without pre-schooling children’s transition to formal schooling remains incomplete. Taking an innovative approach for special care of the young migrants, in 2013 AEA started Child Care and Learning Centers (CCLC) in 65 worksites in four cities of India; Bhopal, Bhubaneswar, Chennai and Hyderabad. Until November 2015, it has covered nearly 9464 out of 10829 identified children in the age group of 0-14 years, out of which 4724 are in the age group of 3-6 years, 1804 are between the age group of 6-14 years and 2936 are below 3 years of age.

B.3: Source and Destination Linkages

The children of migrants are the floating population. They move between source and destination areas. Migrant children find an interrupted education and early child care accessing to anganwadi, when they migrate with their families for work. Aide et Action having realized the importance of bridging the missing link between the source & destination, has taken several measures to ensure the migrant children do not miss out on the early child care and education.

After migrant children’s return to the source villages, Aide et Action reintegrates them in to the village anganwadi and school. This

ensures uninterrupted schooling, early child care, full immunization, less school dropouts, and reduced chance of children getting into labour at a young age. This practice created a model and when the matter was taken to both the state governments of the sending and receiving states, especially with the government of Odisha, Andhra Pradesh and Tamil Nadu, they responded very positively to the endeavor. The migrant receiving states like Andhra Pradesh and Tamil Nadu are providing school or anganwadi leaving certificates as the case may be, which helps the migrant child to get mainstreamed to his/her village school or anganwadi respectively. With its evidence based model AEA aims for policy changes in bridging the missing link between the source & destination across India.

B.4: Decent Housing: Safe Living Environment for Children at Worksites

The living condition of migrants at the worksite are unsafe, unhealthy and hazardous. Especially at the brick kiln, they live in a small hut, where one has to crawl like an infant to enter their house. The makeshift houses have no ventilation and are located in a dusty atmosphere. In order to ensure safe and healthy living environment for the young migrant children, Aide et Action and Bernard van Leer Foundation (BvLF) demonstrated a replicable decent housing at the Brick Kiln of Hyderabad and Chennai. 12 units of decent houses were built in each of the worksites. The size of each house is 10 feet x10 feet which are built with locally available materials like short PVC pipes for ventilation, empty bottles for lighting, cooking space outside the living area, play area for children, separate space for learning and a compound wall to keep away from dust and pollution.

The houses were allotted to families with infants, young children and pregnant women. Such model houses brought smile to the families of young children. They now feel safe in a healthy living environment. It has also increased the productivity of the working

members in the family.

Facility owners' involvement is ensured with an enormous support by contributing space, bricks, bamboos, heat proof sheet and labourers. The owners are sensitized on the importance of providing safe and healthy living environment for the children and migrant workers at the worksite.

C. Need for a Guideline

Migrant children spend half of their lives in worksites and lose out on their childhood. They face vulnerability because they are out of their domain and peer development process in the destination areas. At the workplace the children are mostly away from care, protection, health, nutrition, learning, exposure, and overall childhood well-being is low in comparison with their peer in the source village. The girl child suffers the most.

The World Bank has estimated that over 30% of the global burden of disease is associated with poor sanitation, unsafe water, and poor housing. Children over one month of age are particularly vulnerable to the health risks of unsafe water and poor sanitation. Acute respiratory infections, diarrhea, measles, malaria and malnutrition are the five major causes of under-five mortality. About 28% of all deaths in developing countries are due to infectious and parasitic diseases among children under five years of age.

However, contemporary research establishes the fact that a child's brain grows at an extraordinary pace in the first six years of his/her life and lays the foundation for lifelong development. The experiences that a child draws from the surroundings contribute significantly to the formation of the synaptic connections in the brain. It is only because at each point of contact, the migrant families face barriers related to demographic factors, language, culture, and social security status. And this makes these children invisible to all government and non-government programmes.

A seven city study conducted on the children living with their parents in brick kilns and construction site etc., by Migration information and Resource Centre of Aide et Action evidently brings out the plight of migrant children at the worksite. The study reveals the following:

- ❖ The number of children need early child care in the age group of 0-3 years and 3-6 years are 27% and 29% respectively;
- ❖ Only 5.9% of children access Anganwadi services at the worksite;
- ❖ Around 60.27% of the worksites are having Anganwadi within a distance of 1 Km;
- ❖ 73% of children do not get any immunization at the worksite;
- ❖ 65.32% children suffer from one or the other diseases at the worksites. The common diseases are cold, loose motion and fever;
- ❖ 67% of the worksite children eat food prepared with rice and dal only making them vulnerable to malnutrition;
- ❖ 80% of children do not access education at the worksite.

Process followed for preparing the Handbook

Therefore, it is apparent that early years of childhood form the basis of intelligence, personality, social behavior, and capacity to learn and nurture oneself as an adult. These developed guidelines outline various stages of interventions with the migrant families, children needing early child care and education along with other multiple stakeholders directly or indirectly associated with the migrants. This is a learning experience and an evidence based structured process, followed by AEA for addressing the needs of migrant children.

These guidelines will be helpful in the following ways;



- Support the organisations and facilitators on intervening with the migrant children;
- Assist in developing steps to facilitate the process of creating linkages for accessing their basic services;
- To be used as a principle for the organisations and facilitators in running child care centers at the worksites and in understanding the technicalities of running a child care centre for migrant children within the worksite;
- Create a structured way for the functioning with measurable monitoring indicators;
- Help the worksite owners in setting up facilities for the migrant children;
- Help the local community and peoples' representative in facilitating the process;
- Help the policy makers in formulating policies for migrant children needing early childhood care, education, protection and health care facilities at the worksites;
- Make the government services more responsive towards migrant children living in worksites.

Chapter 2

Guideline I - Initiating the Process

While working with migrant children especially on the issue of early childhood care and education, as a professional, one has to understand the requirements necessary to initiate child care learning programme at a worksite or a place where migrant children live. It is not possible to run a full-fledged, round the year child care centre for the migrant children. A temporary but an unique arrangement in the form of Child Care and Learning Center (CCLC) should be initiated for a period of 6-8 months. Therefore, one should have the knowledge and understanding on various processes which needs to be initiated to ensure child care and learning for children.

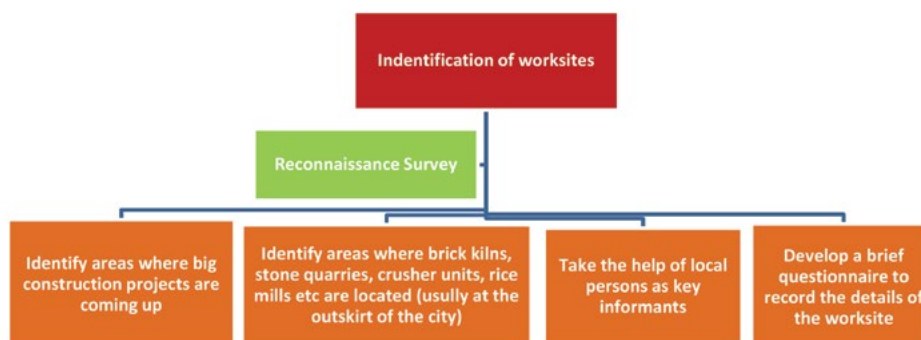
2.1: Identification of worksites with young migrant children

With the growing infrastructural development in the country a large number of informal wage earners move to the cities. Therefore, it is important to identify the worksites which keep families in its vicinity. The families of migrant labourers reside mostly in brick kilns, stone crusher units and large construction sites. These worksites are normally located within and or in the outskirts of the cities.

To identify the worksites absorbing migrant families with children, the first thing that needs to be done is a reconnaissance survey. The reconnaissance survey should be conducted within the 25 Km radius (it depends on the total covered area of the city) of the city. The people of the locality can be referred as key informants to provide basic information on the worksite. In order to maintain the database of the survey, a structured questionnaire has to be adhered to. The questionnaire has to cover the name, locality, number of families residing, number of children belonging to different age group etc. Based on the findings of the reconnaissance survey a baseline survey, questionnaire is to be prepared.

2.2: Baseline survey of the worksites

The baseline survey should be conducted to ascertain the demography and living condition of the migrant children. It is required before setting up the child care and learning centre (CCLC) to extract the prevalence of children in a worksite. It serves as a benchmark for all future activities of the project. In the context of establishing a CCLC, the target community for baseline survey is the migrant families with children. A detailed structured household questionnaire is to be developed for the baseline survey. The baseline survey questionnaire will be divided into two parts. The first part of the questionnaire will cover general information like: family details, occupation, income, literacy level, coverage under different social security schemes, and migration details etc. The second part will

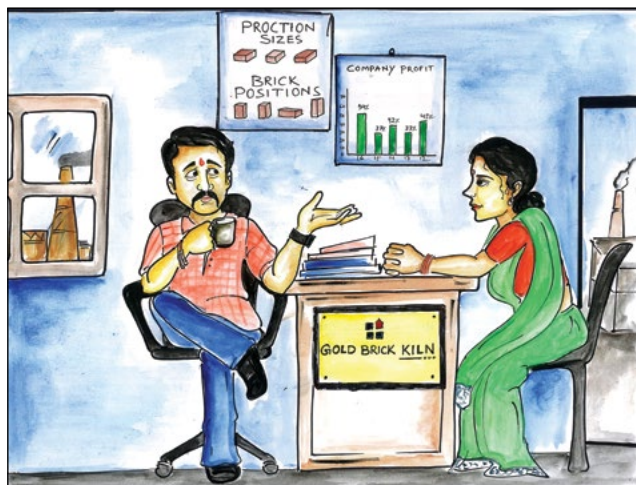




cover participation of the household in local governance process, especially their access to anganwadi, school, healthcare facilities, maternal care etc., and will also include the physical environment.

During the baseline survey **focus group discussions** with the community, migrant families and children separately may be held. But the discussion has to be free-flowing. With the children, no pre-determined questions should be used. This will help in getting comprehensible ideas on the existing facilities, gaps, needs and the kind of intervention needed for the children in the worksite. They have to be facilitated by one facilitator.

2.3: Consultation with worksite owners



It is important to note that before doing the baseline survey, the owner of the worksite must be taken into confidence. As experienced by Aide et Action, some worksite owners may not cooperate and not allow the surveyors inside the worksites. In this case, the worksite owners need to be persuaded on the importance of the baseline survey. He must be shared with the brochure on the objective of the CCLC and the findings of the baseline survey. It is also advisable to obtain a letter from the government departments like the Dept. of Women and Child Development (WCD) or Education or Labour addressing the worksite owners on the objective of the survey.

2.4: Consultation with parents



Once the baseline survey is over, the data needs to be analyzed. Based on the analysis of the data, consultations with the parents of the targeted children should be held. The importance of early childhood care and education should be discussed with them and the objective of the CCLC should be spelt out. More importantly, this will create an atmosphere to generate maximum cooperation from the parents for sending their children to the centre regularly.

2.5: Identification of facilitators

It is crucial to have dedicated volunteers to run the Child Care & Learning Centre (CCLC) inside the worksite. Many early childhood professionals work in early childhood education and care services. But while working with migrant children, especially in a temporary make shift arrangement it requires flair amount of understanding of the location and knowledge of the government sponsored early childhood care and education services providing organisations like the location of the nearest anganwadi, primary health centre and school etc. Therefore, it is very important to identify facilitators with the right kind of attitude and responsibility to play a role which can contribute to the effective running of the CCLC. Following are the key standards that are needed to be followed to identify the facilitators for the CCLCs.

- ❖ Engagement of local women having a qualification of minimum of matriculation;
- ❖ Preferably they should be from the neighborhood of the worksite;
- ❖ Knowledge on the language spoken by the children at the worksite is preferable;
- ❖ Must know how to deal with children's concerns and demonstrate what actions have been taken;
- ❖ Basic minimum understanding on different child care services provided by the government at the Anganwadis and other services like education and healthcare;
- ❖ Knowledge of the nearest location of government child care institutions from the worksite;
- ❖ Willingness to interact and care for migrant children and other stakeholders.

2.6: Training of the facilitators

After hiring the facilitators they need to be trained and familiarized with the services, policies and procedures required for Early Childhood Care & Education (ECCE). The training programmes should be so designed that the facilitators must acquire the techniques of effective child care, teaching and learning methods involved in ECCE. Reporting is another key component that the facilitators need to be trained about.

2.7: Setting up CCLCs

After setting everything in place, the Child Care and Learning Centre (CCLC) should be opened where children in the age group of 3-6 years will come to get an improved early child care. It is also important to note that sometimes mothers will leave the toddlers in the hands of their elder siblings at the centre and also children in the age group of 6-14





years of age, those who are not engaged in any work may come to the CCLC. Therefore, the CCLC should be well-equipped to handle all categories of children.

Though the activities inside the centre should focus on children up to 6 years of age, the intervention with the school going age children and the adolescents will be additional activities that the facilitators would be assigned with. As migrant children are unfamiliar with the centre, they should be allowed to come and sit for a couple of hours. The efforts of the facilitators should be to manage the children and try to keep them engaged at the centre. When the children get familiar with the facilitators and the centre's environment, various activities, using different methods like action plays, games etc may be initiated to engage them. The details on how and what kind of activities should be conducted with the children and role of the facilitators on various activities are given in details, in the guideline II, III, IV.

2.8. Building Partnerships

Looking at the magnitude of problems faced by the migrant children at worksites in receiving early child care and education, it is vital to build partnerships with different stakeholders and government service providers. They all play a critical role in ensuring essential services to migrant children. It is also important to remember that the CCLCs are only temporary arrangements. The whole objective of this arrangement is to ensure access and availability of government sponsored early child care and education services to migrant children. Therefore, the facilitator of the CCLC has to play a very significant role in establishing linkages with key stakeholders like the worksite owners, neighboring community where the migrant population lives, and the various child care institutions of the government.

This part of the guideline focuses on the role of facilitators on establishing partnerships with various stakeholders.

2.8.1. Formation of Mothers' Committee

Mothers committees have to be formed in the CCLC. It must include pregnant women, lactating mothers and mothers of children who will be accessing the centre. The role of the mothers committee would be to promote community based monitoring. It is also important to keep in mind that the mothers at a worksite environment are working mothers. Therefore, the meetings and activities of the mothers' committee should be planned as per the available free time of the mothers' particularly during the afternoon or evening based on suggestions coming from the mothers.

Suggested Role of Mothers' Committee (The centre facilitator to facilitate the mothers' committee to perform these roles)

- ❖ The Committee will organize regular monthly meetings to discuss various issues of the CCLC and of mothers and would further record the minutes of the meeting;
- ❖ ICDS Supervisor, ANM, Anganwadi worker may be invited to the meetings as if required;
- ❖ Check regularity on functioning of CCLC;
- ❖ Ensure coverage of all eligible beneficiaries in the worksite;
- ❖ Review nutritional status of children in the age group of 0-3 years and 3-6 years etc., (if provisioning of food is made at the centre);
- ❖ Review functioning of non-formal PSE – activities per day, development/use of local learning and playing materials; organisation of parents meet, etc.;
- ❖ Review facilities available at the CCLC in the light of established norms, infrastructure including clean water, functioning toilet, play area, PSE/medicine kits, cooking utensils, etc;

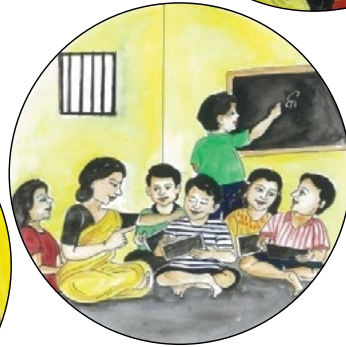
- ❖ The Committee may consider ways of locally strengthening the CCLC in terms of infrastructure, mobilizing resources from the community;
- ❖ Identify those children who are not attending school and inform the facilitator for their enrollment;
- ❖ Attend any local disputes related to the CCLC and resolve such disputes amicably with the support of the worksite owner, facilitators and other concerned individual or group;
- ❖ Interact with the AWW/ICDS Supervisor and find ways to locally strengthen services or correct shortfalls;

The Committee and its members will conduct their business in a manner that it does not disturb the day-to-day activities of the CCLC.

2.8.2: Building partnership with worksite owners

The worksite owners are the first contact point for a facilitator in the worksite. The owner needs to be taken into confidence before setting up the CCLC. It is his premises which will be used for the early care of the migrant children. In most of the cases, the families of the migrant children also reside inside the premises of the worksite or the accommodation arrangement is made near the vicinity of the worksite by the owner. A good rapport with the worksite owner makes the functioning of the CCLC unproblematic and effective. Therefore, the facilitator needs to focus on the following points while dealing with the worksite owners-

- ❖ Make the owner feel that it is one of his responsibilities to take care of migrant children;
- ❖ Update the owner regularly about the progress of children in the centre;
- ❖ Persuade the owner to contribute towards the nutrition and other equipments for the



centre (till accessibility of the government facility is achieved);

- ❖ Invite the owner to visit and observe the activities of the centre;
- ❖ Persuade the owner to accompany the facilitator for discussion with the local community, government school and anganwadi authorities. This will influence them to give their consent for the enrollment and extension of child care services to the migrant children at the worksite;
- ❖ Persuade the owner to provide travel facility to the migrant children going to school if the school is at a distant from the worksite;
- ❖ Submit a consolidated report on the mainstreaming of children enrolled in CCLC and neighbouring government school to the owner after the children migrate back to their source village;
- ❖ Sensitize the owner to take the responsibility of maintenance of the CCLC and its equipments, upon the closure of the centre for a temporary period.

2.8.3: Building partnership with neighboring community

The neighboring community is also referred to, as the host or receiving community. Mostly the location of basic services and

entitlements providing institutions are located in the habitation of the receiving community. Sometimes the receiving community treats the migrants as outsiders and hence protests when they access the services meant for them. Therefore, the partnership with the receiving community has a valuable role to play in addressing the early child care and education needs of migrant children. The facilitator has to bridge the gap and create a link between migrants and host communities, help promote mutual understanding and combat misunderstandings. The facilitator must ensure the following strategies while building partnership with the neighbouring community:

- ❖ Identify the community leader or the local panchayat representative;
- ❖ Be always respectful of their time, share the purpose of the CCLC and the expected outcome of it;
- ❖ Engage the community leader as one of the key stakeholders of the centre and update them regularly and seek their suggestions on the centre;
- ❖ Build linkages with the school management committees of the neighboring school and mothers' committee of the local anganwadi and appraise them on the issues of migrant children;
- ❖ Engage the local community in creating linkages with the school, anganwadi and health service authorities etc., This will promote ownership of the programme among the receiving community.

2.8.4: Building partnership with migrant family

- ❖ Introduce and welcome the family in the centre;
- ❖ Introduce the family and children to the facilitator in the centre;
- ❖ Discuss the daily routine and current activities;

- ❖ Encourage the child to participate in activities being conducted in the centre. Invite their family to be involved in this process;
- ❖ Encourage families to ask any question they may have in relation to the centre and to share specific information about their children including their likes and dislikes, and routines;
- ❖ During the orientation, the enrolment documents are checked in consultation with the family, to ensure all necessary information is recorded on file.

2.8.5: Building partnership with key service providers

2.8.5.1: Establishing link with the ICDS centre near to worksite

As discussed earlier, the children of seasonal migrants are frequently left unattended while their parents work, or that they accompanied their parents to work sites. These children often do not receive proper nutrition and required immunization. The CCLC centers only take care of the children and build school readiness. Therefore, to address the issue of nutrition and immunization the facilitator must link the CCLC centre to the nearest Integrated Child Development Services (ICDS) centre. In the following suggested ways the facilitator must ensure the government sponsored child care services to the migrant children:

- ❖ Share the mapping/survey data of children and women needing pre/post natal care with the nearest anganwadi centre;
- ❖ Coordinate with the neighborhood anganwadi centre to establish a mini-anganwadi in the worksite where more than 15 children are residing;
- ❖ Convince the local officials to take a cluster approach in setting up anganwadi consisting of two or more worksites in case the required number of children is not there as per the norms;

- ❖ Coordinate with the anganwadi worker for extension of ICDS services to the migrant children at the CCLC;
- ❖ Coordinate setting up of crèches for below 3 years children in migrants' residential areas.

2.8.5.2: Establishing link with neighborhood school

Under Section 10 of the RTE Act, it is the duty of every parent and guardian to admit their children aged between six and 14 in a neighbourhood school for pursuing elementary education and Section 8 defines the term "compulsory education" to mean the duty of the government to ensure and monitor admission, attendance and completion of elementary education by every child. Therefore in order to ensure the education of migrant children the facilitator must ensure to:

- ❖ Share the mapping/survey data of children in the 6-14 years of age group residing in the worksite with the neighbourhood school;
- ❖ Share the transition assessment report of the child, if the child is enrolled in the CCLC;
- ❖ Assist the teacher in tracking every migrant child in the locality and ensure their full enrolment;
- ❖ Facilities of transportation for the migrant children from their habitation to schools;
- ❖ Coordination with the migrant children enrolled in neighbourhood school to ensure that the interstate migrant children have received text books;

- ❖ Monitor the regular attendance and progress of the migrant children by interacting with their school teacher;
- ❖ In case of seasonal migrant children migrating back, ensure a school leaving certificate from the school. This will help in mainstreaming the children back into their source school;
- ❖ Ensure that the enrolled migrant children get midday meal from the school.

2.8.5.3: Establishing link with health service providers

Seasonal migrants lack awareness of health promoting practices and their entitlements to health. They also lack awareness on the location of nearest government healthcare institution. Not being able to access health care facilities they often tend to face numerous health issues and hazards. Therefore, the facilitator of the CCLC must build linkages with:

- ❖ The local ASHA and ANM to ensure the proper care of women needing pre/post natal care, immunization, medicines and hospitalization, etc;
- ❖ Coordinate with the local PHCs for mobile health camps in order to reach out to the migrant children and their families;
- ❖ Evolve measures to make the government health facilities accessible to the migrant children and pregnant mothers;
- ❖ Ensure that the PHCs and government healthcare programs including hospitals do not discriminate against migrant children, pregnant women and workers.

Chapter 3

Guideline II – Engaging with Young Migrant Children

3.1: Establishing trust

The facilitators should establish a trust with the children and their parents. Therefore they have to develop good rapport with both children and their families. It is crucial when they are welcoming a new child into the CCLC. Building the foundations of these relationships is an ongoing process in which a facilitator plays a vital role. The relationship that a facilitator builds, provides assistance in understanding the child's habit, routine, preferences, and signs. Thus, it enables them to feel trusted and secured within the early childhood environment.

Building trust consists of:

- ❖ Consistent and reassuring routine and habit;
- ❖ Positive verbal responses and interaction with children (soft tone, welcoming smile, warm body language);
- ❖ Physical responses (cuddles, sitting with the child);
- ❖ Responding to a baby/infant in an unhurried, gentle and sensitive way.

When trust between a facilitator and child is not established, uncertainty and confusion can occur. Time and patience is required to build relationships, and to develop an understanding of the child and their family.

The first step in establishing trust is gathering information on the child. Following are the information the facilitators need to keep about a child:

- ❖ The times when the child normally likes to sleep or be fed;
- ❖ The length of time the child usually enjoys to sleep or feed for;
- ❖ Clues that the children will show when they are hungry, tired, and thirsty or wanting a cuddle or support - for example when some children get anxious they like to be cuddled;
- ❖ Clues the child will show you if they are sick or unwell;
- ❖ Times the child will usually be dropped off and picked up from the service;
- ❖ Likes and dislikes of the child;
- ❖ Any fears or phobias the child may have.

It is important that the facilitators should identify each migrant child's and its family's needs and try to accommodate them where it's possible. Some children arrive at CCLC quite happy and confident and leave their family so as to play with their friends or engage with toys without any additional support. While for some others, the idea of getting separated from a loved one is overwhelming and the most difficult part of the day. In these situations children can often scream, cry, become extremely upset or angry and may actually refuse to leave their parent's work place. This is a difficult situation for all and creates a great deal of stress. To reduce the levels of stress during these times, it is important to understand how children may react to the situation, how to work with the child and family, and develop some strategies to support the child successfully transitioning into the day at the service.

Some of the key strategies would be:

- ❖ Repeated prior visits to the centre when the child will be left for the first time without their family support;
- ❖ Short separation times prior to lengthy ones — if possible, ask the family member

to collect their child after a few hours initially and then slowly extend the hours;

- ❖ Encourage the family to make the child understand that they are going and will be back again.

Establishing a trusting relationship with a child takes time and effort. Interactions provide the opportunity for facilitators and children to build and strengthen their relationship.

3.2: Identification of child needs

Child care settings have been linked to both positive and negative consequences for child development. The development of a child is mainly dependent on the time he/she spends with their mother. But in the case of a migrant child, the mother goes off to work leaving

the young child alone at home or for them to play near to her work place with their siblings or other children. This makes the child more neglected and detached. Therefore, the facilitator should identify the kind of needs the child requires in case he/she is an infant, toddler, in his/her early childhood, or is school-aged.

The age groups of these categories are as follow:

- ❖ **Infants:** 0-12 months old children
- ❖ **Toddlers:** 12-36 months old children
- ❖ **Early childhood:** 3-4 years old children
- ❖ **School-aged:** 6 years old and older children

Infants – 0-12 months old children

Consistency	The facilitator should respond to the infant’s needs. The responses a facilitator gives should be consistent.	<i>Example:</i> When an infant is upset, a facilitator should respond. She must hug or cuddle the child with a smiling face. This response of the facilitator should be the same all the time in such cases.
Physical Care	The facilitator should handle babies with ease, and understand the process of feeding and the importance of cleanliness.	<i>Example:</i> A facilitator should easily change diapers, wash a baby’s body, and know how to serve the appropriate food.
Emotional Support	The facilitator should learn an infant’s moods and signals. Facilitators should comfort, play with, and talk to infants.	<i>Example:</i> If an infant rubs his/her face when he/she is tired/getting irritated/angry/scared; the facilitator should learn such signals.
Mobility	The facilitator needs to help babies use different positions throughout the day, and to encourage physical play. Time spent out-of the door is also good for infants.	<i>Example:</i> An infant should not spend the entire day doing a single activity. The facilitator should help the baby to play lying down, sitting up, and standing or crawling as is appropriate. A facilitator should help an infant learn motions like waving and clapping. A walk outside is a good way for babies to explore their world.

Role of facilitators in identifying the needs at each stage

Early childhood needs: 3-6 years old children

Three, four and under six years old children have many of the needs like that of babies and toddlers. However, the facilitators still need to provide a safe environment where dangerous materials would be out of the reach of children. They also often need to assist children in using bathroom and in keeping clean. Children continue to need consistent, caring response from facilitators.

Toddler Needs: 12-36 months old children

Atmosphere	Toddlers need an atmosphere that encourages exploration while providing safety.	<i>Example:</i> A facilitator should provide plenty of opportunities for a toddler to explore, perhaps with manipulatives like blocks or creative dough. A facilitator must also set limits since toddlers are just learning about their world. For instance, a facilitator would stop a child from throwing blocks.
Mobility	Toddlers need to explore their physical capabilities.	<i>Example:</i> A facilitator should help a toddler to crawl, walk, slide, and run. A facilitator should also help a toddler concentrate during quieter times.
Language Development	Toddlers are ready to learn a lot of language!	<i>Example:</i> A facilitator should talk and sing with a child. They should also read books and name objects for a toddler.
Emotional Support	Toddlers require patience, routines, and encouragement to try to do things themselves.	<i>Examples:</i> A facilitator needs to be patient with a toddler's desire for repetition, such as singing the same song multiple times. They should follow a daily routine that the child can grow to understand (i.e. time to eat, time to nap). A facilitator should encourage a child to try things like putting on his/her own clothes, offering assistance only as necessary.
New Skills Mastery	Toddlers can learn new skills, from working with their hands to getting along with others.	<i>Example:</i> A facilitator should provide opportunities for a toddler to colour, mould, and create things. Toddlers should also learn to interact appropriately with other children.
Physical Care	Facilitators need to keep dangerous things out of the reach of toddlers. Facilitators also need to pay attention to a toddler's toilet and nursing needs.	<i>Example:</i> A facilitator should store cleaning agents out of the reach of children. They should discuss weaning and toilet training with parents.

More Structured Materials	Facilitator needs to provide more complex materials for children to work with. This helps children prepare for future school skills, like math and writing.	<i>Example:</i> Students in their early childhood should have access to items like puzzles, paper, crayons, and scissors to allow them to make new things and create.
Assistance with peer relationships	At this stage, children are learning how to make and maintain friendships. Facilitator needs to help them in this process.	<i>Example:</i> A facilitator needs to help children learn to take turns and not to try to solve difficulties with friends through hitting.
Consolation and comfort	Early childhood learners still need their facilitators to comfort them in disagreements and disappointments. Children in this age are still learning about the world and are not too big to not cry.	<i>Example:</i> A facilitator needs to hold and comfort a child who cry even on small matters and refrain from reprimanding them.

School-aged children needs: 6 years old and older children

Most of the families are regular migrants who live half of the year at worksites. There are also others who may be migrating every alternate year, while some are new entrants. In most of the cases the child gets detached from his/her natural environment, social fabrics and excluded from education, child care and health services. Due to mismatch between the migration seasonality vis-à-vis the calendar year of education, many of the children who migrate get excluded from attaining education or are never given attention for their uninterrupted study. When these children land at a worksite and particularly within the state boundaries of their migration destination, they further get alienated since they are unable to access any education facility at the place of living.

3.3: Setting up the environment of Child Care and Learning Centre

Ensuring the environment is set up and monitored for optimum health and well-being is very important.

Large rooms often require more equipments to fill them. By leaving an excess of space within a large room, children may be encouraged to run inside. By placing out more equipments

to fill the space, however, a higher level of supervision is going to be required. But it is often difficult to have more early childhood professionals in the room than the amount, the minimum child to facilitator ratios require. Large furniture, dividers, shelves or outdoor climbing equipments may also restrict the view of a supervising adult.

Small rooms may cause children to display frustration as children may not be provided with enough space to develop their play. L-shaped rooms and yards present a visual barrier and early childhood professionals can be faced with 'blind spots' resulting in places and pieces of equipments which are out of the line of vision or hearing.

The age and stage of children need to be taken into consideration when setting up a room.

Birth to two years

The younger the child, the more open space they will require within an indoor environment. Babies crawl and learn to walk. The more obstacles they have in the way, it is more likely that they will collide with them. Babies spend a lot of time on the floor. Furniture and other obstacles may give way to visual barriers to these children. They may also act as visual barriers for early childhood professionals supervising the children.

Detection	The facilitator needs to detect the activities of school aged children. The facilitator also needs to identify the class wise number of school-aged children.	<i>Example:</i> A facilitator should observe the activities of the school-aged children like whether they are playing, engaging themselves in some household or worksite work or attending the CCLC.
Assistance to prepare school readiness	The facilitator needs to build the reading, writing and spoken skills of children based on their learning capacity.	<i>Example:</i> Many migrant children lack school readiness. The facilitator should assist in developing the school readiness.
Assisting for enrolment	The facilitator needs to identify a nearest school for enrolment of the child.	<i>Example:</i> Age appropriate enrolment of migrant children should be done after a thorough discussion with the parents and school authorities. The help of the worksite owners should also be taken.



Two to three years

Children at this age learn to coordinate their movements and navigate their way around furniture and other obstacles in the room.

Three to five years

Children of this age can have more structures in their environment as they are able to control their physical movements. They are, however, taking more risk than ever before due to their new-found skills. Within this age group, children will be testing their abilities as well as interacting more closely with other children, which may present a risk within itself.

It is not always possible to provide space for each group of children in a worksite environment. Therefore, *when setting up an environment in an early childhood education and care service, it is important to not have any corners or areas where the children may not be visible.*

3.4: Assessing the environment

When the facilitator assesses the environment for risks, she asks herself the following questions:

- ❖ Is the equipment safe, with no sharp edges or small pieces for a child to choke on? Is the resource in good working order?
- ❖ Are the electrical cords and power points inaccessible to children in case there is an electricity connection?
- ❖ Are wet floor areas cleaned up immediately and necessary signage put up in place?
- ❖ Are potentially dangerous materials or chemicals out of the reach of children?
- ❖ Are water trolleys emptied immediately after use to reduce the risk of children drowning?
- ❖ Is the equipment or resource appropriate for the range of development?

Asking questions such as the above will help the facilitators to reflect on the environment, staff practices and ways to manage risks which may jeopardize the safety of children physically or psychologically.

Ensuring quality:

- A. To standardize the quality of CCLC available to children, basic quality standards and specifications will be laid down. The following base standards would be non – negotiable for promoting CCLC and shall be made mandatory for all service providers rendering child care and learning for migrant children:
- Qualified and trained facilitators, who speaks the language of migrants;
 - Centre should be easily accessible and within the worksite;
 - CCLC should run at least for 3-6 hours duration;
 - 1 room measuring at least 35 square meters for a group of 30 children and availability of adequate outside space for a group of 30 children;
 - Age and development appropriate, child centric learning and playing materials in their mother tongue;
- Adequate and safe drinking water facilities;
 - Child friendly toilets and hand wash facilities;
 - Availability of First Aid kit in the centre;
 - The facilitator/caregiver: child ratio of 1:25 for 3-6 years old children and 1:10 for less than 3 years in crèche should be ensured.
- B. The primary language of interaction with the children will be the mother tongue of the child;
- C. Promote learning through the use of traditional songs, stories, lullabies, folk tales, local toys and games as play and learning materials;
- D. Every single child should be assessed using the assessment sheet and plan to be developed accordingly;
- E. The centre should be evaluated on a quarterly basis through FGD and consultation with key stakeholders;

Chapter 4

Guideline III – Child Care and Learning

At a worksite environment, the migrant children do not get enough care and learning opportunities. The unsafe and hostile surroundings make them feel bored; develop mental stress and withdrawal from the outer world. Hence a good childcare and learning encourages migrant babies and young children to develop and learn. It helps them to share, make friends, and find out new things for themselves – and therefore have a happy experience. This part of the guideline has focused on various child care practices and learning for development at various stages of childhood, a facilitators need to take care of children at a Child Care & Learning Centre (CCLC).

4.1: Child Care

4.1.1: Infants: 0-12 months old children

Providing child care for infants is different than caring for older children. Babies have special ways of communicating, specific nutritional needs, and unique scheduling routines. It is important for child care providers to know and understand infants' specific needs and ways of communicating so they can provide better child care facility.

- ❖ Infants need caring adults they can depend on. The facilitator can build trust by spending one-to-one time with babies and responding quickly to their needs. When children have a secure attachment, they feel sure that the later will care for them. These babies feel safer and spend more time exploring their world;
- ❖ Infants have their own special ways of telling you when they are happy, tired, hungry, bored, need to stop playing or need a fresh diaper. They have many ways to communicate with their child care providers. Watch where they are looking at, the kind of facial expressions they make, and take notice of all their different body movements. Listen to the little babbling sounds infants make and their different crying messages. All of these signals and more will help you get to know each infant under your care;
- ❖ It is important to talk to infants even though they aren't talking. Even when they can't speak a word, infants are capable of communicating. Infants say things with their bodies, waving arms and wiggling feet, when they cry, and through the little cooing sounds they make. Talk to infants throughout the day. Babies learn language, by hearing you speak. Make eye contact, smile and laugh. Listen and look for the many ways that babies communicate with you;
- ❖ Get to know each baby's schedule. Some babies have very regular routines and are often hungry and tired at the same time every day. Other babies are irregular in their habits, and you will have to work a little harder to get to know just what they need. This can sometimes make it challenging for providing care to the child. Tune into babies' needs and let them eat and sleep on their own timetable. As they get older, they will be more able to stick to the same schedule as other babies;
- ❖ Playing games with infants is more than just fun. Infants learn a lot when you play games like peek-a-boo with them. Try playing the same game regularly. Infants are always processing and putting together the world around them. Simple games teach them cause and effect. They enjoy anticipating what is going to happen next;
- ❖ Have an outdoor play area that is safe and interesting for babies. Find ways to explore

the outdoors with the babies in your care. Even trips around the neighborhood or block can be great learning adventures for babies.

4.1.2: Toddlers: 12-36 months old children

- ❖ Provide places to climb. Toddlers practice their large motor skills by climbing on everything. Having safe, well-padded climbing equipment will give them safe places to practice and reduce the chance that they will climb on tables, chairs, bookshelves and other furniture;
- ❖ Choose toys that stack, fill and dump. Blocks, cardboard boxes, buckets and sand, and shape sorters give toddlers the chance to practice their small motor skills;
- ❖ Make the space safe. Toddlers need a place that is safe to explore and experiment. Get down on your knees so you can see what the toddlers see. Remove everything breakable or dangerous from toddlers' reach. Cover electrical outlets and cords and secure window blind cords up high;
- ❖ Encourage children to try. Celebrate success like when children stack blocks. Encourage them to take the next step, but do not push them too hard;
- ❖ Be patient with toileting. Learning to use the toilet requires physical control, thinking skills and emotional readiness. Remember that children are ready for toilet learning at different times. Look for signs of readiness. Help children learn, provide lots of encouragement and handle accidents casually. Talk with families about toileting and work together to help each child learn at his or her own pace.

4.1.3: Early childhood: 3- 6 years old children

- ❖ Provide quality physical care for children including ensuring adequate rest, food and drink and using and promoting hygienic practices;
- ❖ Provide food according to nutrition

adequacy guidelines;

- ❖ Ensure that opportunities for rest are provided and are varied according to the age of the child, their cultural background, development and needs;
- ❖ Implement and promote hygiene, taking into account child's age, development, cultural background and needs;
- ❖ Provide a range of experiences and an environment which encourages independence;
- ❖ Set up environments and equipment to facilitate physical experiences and play;
- ❖ Promote physical activity to children;
- ❖ Provide a safe and secure environment which enables children to be themselves and to manage change;
- ❖ Respond to children's emotional needs, giving due regard to child's age, culture, development and need, including children with severe illness or long/frequent periods of hospitalization.

4.2: Child Learning & Development

Children do not just grow in size. They develop, evolve, and mature, mastering every complex understanding of the people, objects, and challenges in their learning environment. There is a general pattern or sequence for development that is true of most children; however the rate of development varies from child to child. Development can be divided into various areas, although these areas often overlap. Children learn through play — through the experiences and learning environments offered, through trial and error, through practice and exploration. Through play, children will develop across all areas of development; however it is the facilitator's responsibility to assist in the facilitation of these skills and abilities. Facilitators support the development of children in differing ways

based on children's individual preferences, needs and play styles, and what the facilitator feels is the best method as well as what they know. This knowledge can come from formal training, past experiences, influence of family members, advice and guidance from other industry professionals and own upbringing or trials and errors. *Hence there are five kinds of developments the facilitators need to focus on for the holistic development of life skills through an integrated and play based approach.*

4.2.1: Physical development

Being physically active every day is important for the healthy growth and development of babies, toddlers and pre-school children. Play

can enhance the development of a child's gross motor, fine motor and fundamental movement skills. Play can also foster a child's physical well-being and fitness. Developing good physical fitness habit is a lifelong investment as it promotes a healthy lifestyle.

Observing gross motor skills

Gross motor skills are those actions that use large muscle groups and whole body movement. A child's gross motor skills and abilities are usually acquired during infancy and early childhood as part of the child's motor development. The facilitator should encourage following things to observe gross motor skills:

The facilitators should facilitate the following 12 fundamental movement skills:

- | | | | |
|--------------|-------------|--------------|--------------|
| 1. Balancing | 4. Catching | 7. Galloping | 10. Kicking |
| 2. Running | 5. Hopping | 8. Skipping | 11. Striking |
| 3. Jumping | 6. Throwing | 9. Leaping | 12. Dodging |



Locomotion	The ability to move or the act of moving from place to place <i>Example:</i> walking, running, jumping, crawling, swimming
Balance	To be in equilibrium <i>Example:</i> To balance on one foot
Strength	To demonstrate the ability to lift or push another object or own body weight
Agility	Ability to start, stop, and move the body quickly in different directions
Projective skills	The ability to project objects from the body <i>Example:</i> Throwing or kicking a ball
Bilateral Coordination	The ability to use both hands for the completion of separate tasks <i>Example:</i> Picking up an object with one hand whilst putting down an object with the other hand
Unilateral coordination	The ability to use both hands for the completion of the same task
Coordination	The skilful and effective interaction of movements <i>Example:</i> Picking up a ball, dropping it and kicking it mid air
Crossing the midline	The ability to complete tasks or reach for objects which may be on the opposite side of the body <i>Example:</i> Reaching left for a cup with the right hand
Stamina	To demonstrate the energy and strength to continue to do something over a long period of time
Spatial awareness	To have an understanding of the body in relation to the space around it <i>Example:</i> Climbing through tunnel, reaching for an object
Body awareness	To have an understanding of the body and what it can do <i>Example:</i> Twist, bend, balance

Observing Fine Motor Skills

Fine motor skills can be defined, as the coordination of the small muscle movement which occurs in the hands and the fingers, usually in coordination with the eyes.

The facilitator should do the following things for development of fine motor skills among children:

Grasp	The grip used to hold an object
Hand/eye coordination	The ability to use the hand and the eye in coordination to complete a task <i>Example:</i> Catching a ball
Eye/foot coordination	The ability to use the foot and the eye in coordination to complete a task <i>Example:</i> Kicking a ball
Release	To let go of the grasp of an object voluntarily
Manipulative skills	The use of objects with the hand or foot <i>Example:</i> To use scissors to cut papers, a spade to dig
Perceptual motor skills	Refers to the brain process in relation to physical motor skills <i>Visual perception:</i> Is the child's ability to make sense of what is seen and then physically respond to it accordingly <i>Auditory perception:</i> Is the child's ability to make sense of what is heard such as telling the difference between rhythm, pitch, volume and beat and then physically respond to it accordingly
Handpreference	The use of objects using the right or left hand

Examples of activities which will assist in developing fine motor skills and intelligence include:

- ❖ Cutting
- ❖ Manipulating clay, play dough
- ❖ Placing pegs onto a clothes line
- ❖ Tearing newspaper or magazine into strips
- ❖ Spray painting onto large sheets
- ❖ Carpentry - hammering and manipulating screwdrivers
- ❖ Painting with eye droppers, cotton tips
- ❖ Finger puppets
- ❖ Threading

- ❖ Lacing and tracing activities
- ❖ Building with small blocks

For babies (birth to one year) physical activity – particularly supervised floor-based play in safe learning environments, should be encouraged from birth. Before babies begin to crawl, encourage them to be physically active by reaching and grasping, pulling and pushing, moving their head, body and limbs during daily routines, and during supervised floor play, including tummy time. Once babies are mobile, encourage them to be as active as possible in a safe, supervised and nurturing play learning environment.

Perception	The taking in of information, observing, or understanding by means of the senses
Attention span	The length of time that one can pay attention to, or concentrate on, one topic without becoming distracted
Selective attention	The cognitive process of selectively concentrating on one aspect of the learning environment while ignoring other things <i>Example:</i> Listening carefully to what someone is saying while ignoring other conversations in a room
Mental representation	The form of an idea or image
Recognition memory	Recalling/labeling concepts based on knowledge and prior experiences
Recall: short/long term	Recalling memory, events, representations of objects or items
Symbolic functioning	The imaginative use of objects for activities other than they are for <i>Example:</i> Using a bucket and spade to 'make a cake'
Scripts	The ability to retell routine or 'what comes next'
Reasoning	The ability to make decisions based on fact and knowledge
Problem solving	A series of decisions to resolve a situation
Predicting	The skill of explaining new events based on observations or information
Comparing	To give an account of similarities and differences between two (or more) items
Matching	To identify two or more items as being the same
Imagining	To believe in something created by one's own mind
Creating	To make, to manufacture, to put into existence
Counting (rote)	Numerical value. To count in rote is to count in the correct order without missing numbers
Experimentation	<i>Cause and effect:</i> To perform an action and then see the consequence of that action <i>Trial and error:</i> To perform an action and continue to do so until the desired outcome is reached or skill is gained
Imitation	To copy or mimic the actions, appearance, mannerisms, or speech of others
Object permanence	A key part of cognitive development when a child understands that an object still exists even though it is not necessarily in sight.

Toddlers (1 to 3 years) & Pre-schoolers (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day.

Young children don't need to do their three hours of physical activity all at once. It can be accumulated throughout the day and can include light activities like standing up, moving around and playing as well as more vigorous activities like running and jumping. Active play is the best way for young children to be physically active.

4.2.2: Cognitive development

Cognitive refers to the mind and thought processes. Using problem-solving skills, using the senses, developing concepts and using imagination and creativity are all aspects of cognitive development. Cognitive development within play can be developed by combining hands-on experiences, game playing, art and craft making, puzzles and imaginative play through the dramatic play area.

The role of the facilitator is important in developing the cognitive skills of migrant children. It is vital that when planning cognitive experiences, they reflect on the developmental abilities and capabilities of the child. For example, puzzles were listed above

as a cognitive experience; however, offering a one year old child a five-piece puzzle will only set them up for failure. Experiences and materials should be at a level at which the child will be able to participate successfully in. There are a variety of experiences which facilitators can implement in order to further develop a child's cognitive development and ability, for example:

- ❖ Books
- ❖ Posters
- ❖ Music, songs, finger staking rings
- ❖ Puzzles
- ❖ Pop-up and push-down toys
- ❖ Activity boards
- ❖ Posting and sorting boxes
- ❖ Show and tell
- ❖ Puppet play
- ❖ Collage, construction and printing
- ❖ Word games(Crosswords etc.)
- ❖ Nature experiments
- ❖ Science experiments
- ❖ Activities and experiences which include mother tongue of the child
- ❖ Picture cards
- ❖ Memory games



4.2.3: Social and Emotional development

Social development is when children learn to socialise and interact with people around them. It involves learning how to share, take turns, communicate, and displaying pro-social behaviours such as using appropriate strategies to gain resources during play and leisure.

Emotional development is connected with the social development of a child. It is the way a child is able to manage his/her own personal feelings, an awareness of others' feelings and how to interact positively and appropriately with others.

Children's social and emotional development is a result of the opportunities the child has had for social interaction (with adults and/or children); cultural background; the degree of security the child feels; any disability the child may have; influences on the child; and the child's inborn temperament.

Through the following activities the facilitators can encourage social & emotional development for children:

- ❖ Ensure to respond to children by role modeling the correct use of positive language;
- ❖ Encourage children to use their words and body language when communicating with others;
- ❖ Discuss facial expressions, feelings and solutions to social issues they face;
- ❖ Teach children about feelings: provide them with mirrors to look at themselves, make faces and name body parts;
- ❖ Give the child choice within play and leisure activities;
- ❖ Share with the child and encourage them to share back;



- ❖ Discuss with the child, their feelings, your feelings and the feelings of others;
- ❖ Provide the child with problem-solving opportunities;
- ❖ Promote self-esteem and self-concept;

4.2.4: Language development

Language is the use and understanding of words, grammar and sentences. It is also about the use of listening skills, as well as the use of body language and gestures. Language development and the ability to communicate with others is a very important step in the development of children as these skills will factor into all aspects of development.

Language development occurs rapidly over the first 12 years of a child's life. Children will develop the ability to follow directions, offer ideas or suggestions and apply language to social functions. Children begin to speak by making particular sounds, and their word vocabulary will increase at varying ages. All children are individuals and therefore they will develop at their own rate.



Children can understand more language than they can share because they often have the cognitive ability to comprehend but not the physical speech skills to say the words.

Children can be provided with a range of language forms within the early childhood environment. In the case of migrant children, special care need to be taken

while communicating with them as they are from different parts of the country/state and the spoken language may be different. The following forms of communication can be used to communicate with children:

- ❖ Hang signs in the room that encourage children to wash their hands.
- ❖ Hang street signs in the playground (Stop, Go, Zebra Crossing, Footpath etc).
- ❖ Place charts and pictures with words at children's level — include those with languages other than English.
- ❖ Label items around the room.
- ❖ Write letters and words in finger paint or in the sandpit.
- ❖ Have paper, pens and tape available for children to make signs for the room and their play.
- ❖ Use oral story telling as well as reading books to the children.
- ❖ Encourage children to 'read' stories to each other.
- ❖ Incorporate poetry into music and movement experiences.
- ❖ Use words and pictures on large recipe cards for cooking experiences.
- ❖ Invite family members and special guests to sing, dance and talk to the children in their home language.

The facilitator must find opportunities for encouraging a child's language development in every part of the day they spend with the children. From three months of age, the child starts to produce conscious vocalisation. From this point on, facilitators can and must encourage and foster language development.

The following are few examples to encourage a child's language development:

- ❖ Praise baby for his or her effort to vocalise

– model conversation, for example: baby talks and you look and listen, baby stops and you talk.

- ❖ Model appropriate language with clear pronunciation.
- ❖ Talk to the children whenever possible.
- ❖ Encourage baby to use a word to indicate his or her needs rather than pointing — for example, if a baby wants to drink and points to the water storage container, the facilitator might ask, “Would you like to drink water?”
- ❖ Include props such as telephones in home corner.
- ❖ Encourage children to use descriptive words for objects and textures around them such as sand, water, clay and play dough.
- ❖ Invite children to talk about what they are making or doing.
- ❖ Have stuffed animals, dolls, figurines and puppets available for dramatisation of stories.
- ❖ Encourage children to ‘use their words’ in times of conflict.
- ❖ Praise children who engage in conversation with other children to solve problem.
- ❖ Encourage older children to remember events, and take turns being the story teller.
- ❖ Model appropriate conversation techniques — taking turns to speak, eye contact, listening sounds.

4.2.5: Creative development

The way in which children use imagination, resources, materials and tools around them in order to express themselves is often considered as its own area of development. Children will develop through stages in terms



of their ability to draw and to use their mind to recall and represent aspects of their life through creativity. Imitating their mother in the dramatic play area, drawing their siblings in artwork and developing representations of the world around them through art and dance are all aspects of the development of creativity.

The provision of art, craft, music, as well as resources which can be used in imaginative and dramatic play, are important within the realm of creative development. The early childhood learning environment should be set up in a manner which facilitates and encourages children to express themselves creatively within their play.

The facilitators should be guiding children and following children’s leads rather than taking the lead in play experiences. This ensures that children develop their own imagination and creativity. Strategies the facilitator may use include:

- ❖ Setting up the learning environment to provide children with choices
- ❖ Ensuring that there is sufficient amounts of equipment
- ❖ Allowing children to add, build on or extend experiences
- ❖ Flexible routine
- ❖ Allowing children to move or join activities

- ❖ Encouraging children to be independent and lead play
- ❖ Avoiding interfering and leading the experience
- ❖ Encouraging children to participate and including all children
- ❖ Encouraging children to put forward their idea

Providing materials which are not used to make an end product is necessary for the development of creativity. Providing materials such as:

- ❖ Blank sheets of paper of all sizes, thicknesses and qualities
- ❖ blocks
- ❖ A variety of paints
- ❖ Play dough, clay, wire, sculpting materials
- ❖ Sand

Children should have the flexibility to use resources where they believe best suit. For example, a child may decide to make cakes in a shop using play dough and sticks.

Facilitators should encourage children to use their imagination and express their creativity in many ways. The following list provides just a few of the experiences, facilitators can provide the children with, to explore their self-expression:

Construction — teamed with animals, cars, figurines or simply on their own, construction materials provides an excellent medium for children to develop their imagination, self-expression and creativity. Children can experiment with different shapes and sizes of building materials and arrange them in a multitude of ways. The only limitation is their imagination. Within the realm of construction, there are also countless forms of materials available for the children to experiment with. Examples of construction materials include wooden blocks, connecting straws, magnetic blocks, clay dough etc.

Art and creative arts — people associate ‘creativity’ with art experiences, however this is by no means the only medium that can be used to develop this area. Art and craft techniques include (but are not limited to) painting, pasting, drawing, collage, ceramics, clay, and box construction.

Music and movement — this is a popular form of self-expression for children. Many children hold little or no inhibitions and delight in moving their little bodies to the beat of the music. Facilitators should experiment with different forms of music ranging from popular children’s music

Water and sand — provide excellent opportunities for self-expression. Sand play can allow children to express and release pent up emotions appropriately by pounding and thrashing the sand. Water play allows children to express their emotions in a relaxing and calm manner.

Dramatic play — Children are provided with materials that simulate the home learning environment and the children engage in role play. Facilitators can simulate any learning environment, with the only limitations being the materials they can find and their imagination. Examples of dramatic play opportunities that facilitators can facilitate include; role play of the home learning environment, brick making, a market situation, doctor surgeries, restaurants, hairdressing salon or a construction site etc.

Guidelines to handle children in special circumstance

The facilitator need to identify children who need special attention at the centre. Migrant children in a worksite environment belong to a heterogeneous group. Therefore, special care should be taken to identify the children who need special attention and care.

The special circumstances would be:

- ❖ The child remaining silent and indifferent at the centre



- ❖ Not taking interest in the activities of the centre
- ❖ Taking the objects of the centre to home
- ❖ Remaining adamant without any reason
- ❖ Drawing attention all the time

Some possible reasons of such behaviour may be:

- ❖ Tension/conflict at home
- ❖ Issues with the facilitator or peers
- ❖ Not interested in learning
- ❖ Some kind of disability

The role of the facilitator should be to understand the reasons of such behaviour from the parents and try to solve it in the best interest of the child.

If the problem is related to centre:

- ❖ Understand the problem and spend more time with the child
- ❖ Assign the activities as per the ability of the child
- ❖ Give more responsibilities to the children who are more troubling
- ❖ Interact with the child in between the activities
- ❖ Motivate and encourage the child
- ❖ Treat all children equally

If the problem is health related

- ❖ Facilitate health check up of the child
- ❖ Inform the parents on the illness of the child immediately



- ❖ Monitor the progress of the treatment as prescribed by the doctor from the parents

Few Suggestions on Care of Children with Disability

The facilitator need to take special care of children with disabilities in a CCLC. There must be no discrimination between the children with the disabilities and the normal ones. The facilitator needs to keep in mind the following suggestions while dealing with different categories of differently abled children.

For children with vision disabilities:

- ❖ Place direct lighting over work areas and locate art area near bright indirect light to assist children with visual disabilities;
- ❖ Make sure children identify themselves before speaking;

- ❖ Use thick cord taped to the floor to mark children's personal space;
- ❖ Use art materials that provide texture (e.g., gel paint that dries with a raised surface; tempera paint with sand added); high-contrast paper (light, dark, shiny, sparkling); bold colors that are easy to differentiate;
- ❖ Provide materials with Braille and tactual symbols along with opportunities for development of tactile skills.

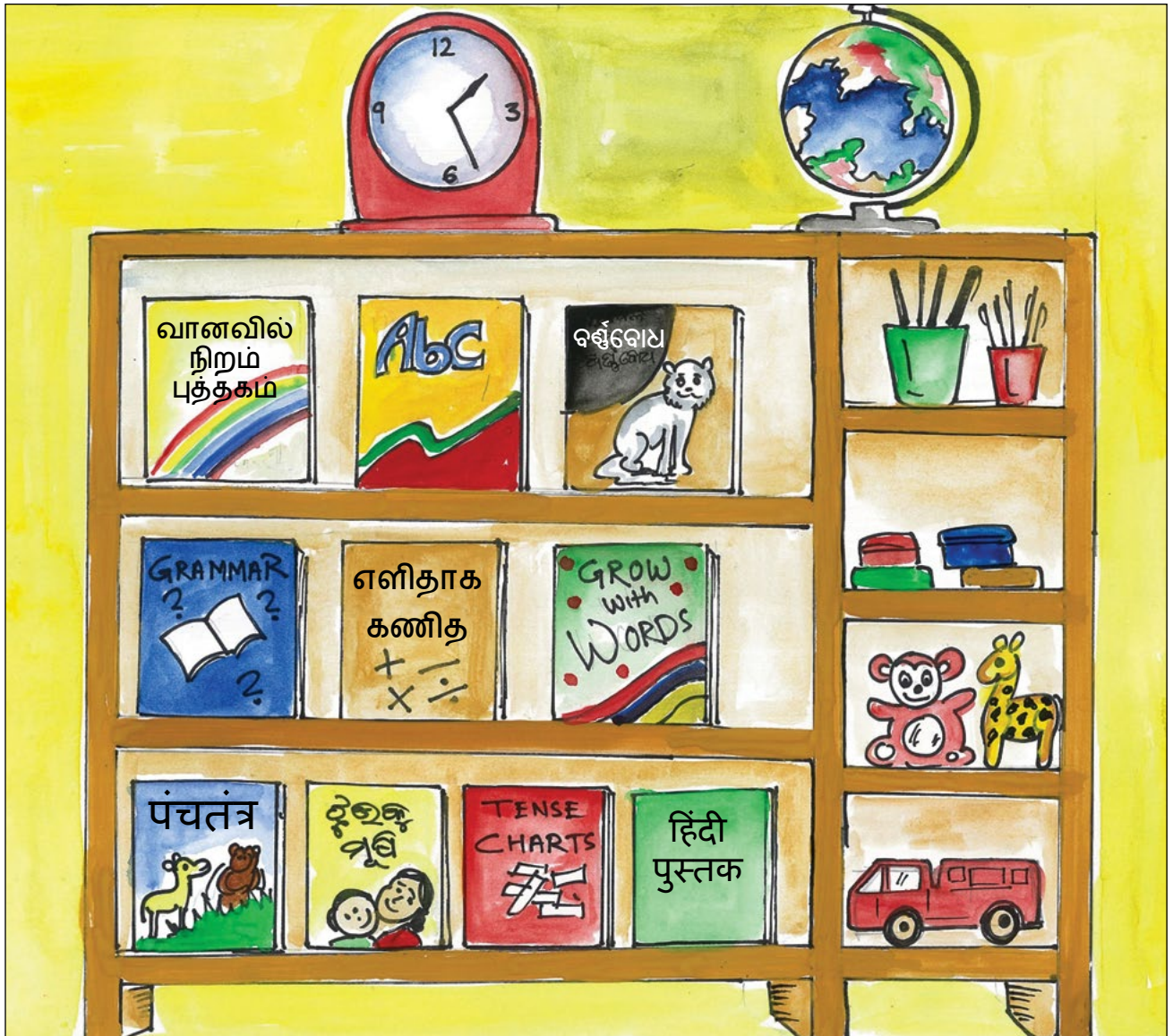
For children with hearing disabilities:

- ❖ Use visual pictures or symbols to illustrate the words to songs;
- ❖ Provide visual cues such as red and green cards to indicate that the drumbeat or music has started or stopped:

- ❖ Face children and tap out the rhythm on a drum in their view; invite them to feel the drum;
- ❖ Create "story boxes" for familiar stories. For example, place props for the story *The Three Little Pigs* in a box. When the story is read aloud, the props offer both tactual cues for the words being read, and the opportunity to act out story components. In this way concepts that might be available only by seeing or hearing will be made more meaningful while also allowing children more direct involvement with the story. These strategies enhance the activity for all children, not just those with a disability.

For children with language disabilities:

- ❖ Provide good models of communication (in any language);
- ❖ Use special or adaptive devices to increase a child's level of communication and/or participation;
- ❖ Use a favorite toy, activity, technology, or person to encourage communication and/or participation;
- ❖ Provide opportunities for interaction with typically developing peers;
- ❖ Use a variety of symbols (tactual symbols, object symbols, picture symbols such as Mayer-Johnson pictures) around the room



along with various printed materials that support children's primary languages while they are learning English (e.g., books, newspapers, magazines in the dramatic play area);

- ❖ Arrange the room to encourage language and conversations (e.g., tables pulled away from walls so that children sit or stand opposite each other).

For children with physical disabilities:

- ❖ Use adaptive equipment and furniture so children can participate in all parts of the curriculum, small and large group activities, circle time, etc., along with their peers;
- ❖ Ensure that classroom space allows for wheelchairs, walkers or other equipment so that children using them can move about the classroom safely and independently;
- ❖ Use adaptive equipment on the playground so that children can play with their peers and benefit from physical exercise;
- ❖ Make sure that the classroom is arranged so that toys, games, dramatic play and art materials are equally accessible for all children.

4.3: Activity Calendar

The facilitator should prepare an activity calendar keeping in mind the duration of the CCLC. While preparing the activity calendar the facilitator should keep the following things in mind:

- i) Age appropriate division of activities are made;
- ii) Each activity is provided with required time;
- iii) Keep in mind that children should be allowed to use the toilet at regular intervals;
- iv) Provide time for relaxation of children when they can take rest.

This will also help the facilitator to achieve subject wise objective of the programme and children will also develop the sense of punctuality and timeliness. (A sample activity calendar is annexed for reference)

4.4: Observation of Child's Progress

Observations are descriptive written records of children's actions, emotions and behaviours. Conducting and documenting observations is primarily the facilitator's responsibility in an early childhood service. It is essential that the facilitator should develop a clear understanding of each observation method and purpose. Just as a photograph clearly documents an event, so should a written observation. It should document an exact event or action of a child. An observation should be a 'written photograph' or 'snapshot' describing a moment in time (in writing). Remember that a photograph does not show someone happy, scared or frightened, it shows the specific actions such as smiling, frowning, crying etc.

In order to retrieve the most relevant and valuable information about children's learning, it is essential to understand how to accurately record written observations. Recording clear and accurate observations will give facilitators a truer picture of the child's overall development, including their strengths, needs and interests. The facilitator needs to maintain a daily diary which should document the activities to be conducted every day. The benefits of maintaining the daily diary are:

- i) Develop understanding on the all round development of the child;
- ii) Help in preparing the future plan of action and act as a guiding standard;
- iii) Help the facilitator in knowing the progress of the programme.

Below are few suggestions on how the facilitator would record observations:

Observation Opportunity	Examples of what can be recorded
Arrival and departure times	<p>Relationship with family members</p> <ul style="list-style-type: none"> ➤ ability to separate from family ➤ confidence ➤ ability to initiate play ➤ familiarity with routine ➤ recognition of own belongings ➤ self-help skills
Indoor/ outdoor play	<p>Milestones in all areas of development</p> <ul style="list-style-type: none"> ➤ interaction skills ➤ preferred play options and styles ➤ interests
Mealtimes	<p>Self-help skills</p> <ul style="list-style-type: none"> ➤ recognition of own belongings ➤ pro social skills ➤ awareness of health and hygiene principles
Transitions	<p>Familiarity with routine</p> <ul style="list-style-type: none"> ➤ ability to cope with change ➤ confidence in the learning environment ➤ listening and language skills
Group times	<p>Listening and language skills</p> <ul style="list-style-type: none"> ➤ ability to form/ join in a group ➤ concentration ➤ pro social skills
General daily interaction (with other child/children, parents, facilitator)	<p>Social skills and stage of play</p> <ul style="list-style-type: none"> ➤ language skills ➤ conflict resolution ➤ relationships and interaction styles

The easiest way to become familiar with expected skills and milestones for each age is to refer to the developmental checklists for the age of the child you are observing. The points on the checklist are the skills and abilities that are typical for the particular age. For example:

- ❖ When interpreting an observation on a four and a half year old, it is not important to interpret the child’s ability to walk from one area to another as the child would have mastered this skill three years ago. It would, however, be relevant to note the skill of walking from one area to another if the child has a physical disability.
- ❖ When interpreting an observation taken on a 14 month old, where the child engaged in solitary play, it would not be appropriate to note that the child does not have good social skills - it would be appropriate to note that the child displayed age appropriate social skills.
- ❖ When writing interpretations, it is important to write what the child can do or what the child is attempting rather than what the child cannot do. For example, when interpreting an observation on a two and a half year old who is trying to socialize with other children but cannot, it is more appropriate to write ‘attempts to socialize with other children’ in your interpretation rather than ‘not able to socialize’.

Preparing Each Child’s Profile

The facilitator should keep in mind that the seasonal migrant children stay only 6-8 months at the worksites. The child care and learning centers are not formal child care centers. Therefore, utmost care should be taken for preparing each child’s profile at CCLCs. The facilitator must maintain a separate file for each child. This will help in tracking the child’s progress in learning, reintegrating to a government run child care

centre (Anganwadi) or a school (primary school) either near the worksite or after they return back to their respective villages. Another most important thing the facilitator should keep in mind, that as the parents of these migrant children migrate to different places based on the availability of the work, the children at the worksite and the centre may not come back to the same worksite in the next season. Therefore, an error free recording of early care learning progress becomes inevitable.

The Child Profile provides an opportunity for children, their families and professionals to contribute to the child's transition to school.

- ❖ Summarizes each child's strengths;
- ❖ Identifies the child's approaches to learning;
- ❖ Notes their interests;
- ❖ Indicates how they can be supported.

The Child Profiling will help Anganwadi worker or the teacher to get a better understanding of the children prior to coming into their classes and ensure that continuity of learning and development for each child is achieved. This information will be used to effectively plan transition activities and class activities keeping in mind children's individual requirements.

The information assists facilitators in getting to know the children entering their classes and plan curriculum which builds on their previous learning and development. Based on each child's profile, a transition statement has to be prepared by the facilitator for mainstreaming these children into the formal process.

Post Migration Mainstreaming

The children of seasonal migrants return back to their native place after spending 6-8 months at the worksite. Therefore, when they are at the CCLC the facilitator must ensure that their learning should not get interrupted. As the facilitator is dealing with two categories of

children i.e. children needing early childhood care and children going to a formal school at the worksite, she has to take the following steps to ensure that these children get mainstreamed with their parent school after their return:

For children in CCLC

- ❖ Prepare a transition statement and get it signed by the nearest Anganwadi centre that the child has received child care and learning in the worksite;
- ❖ Appraise the parents on the transition statement and explain the parents how to use the transition statement in the following approach:
 - The parents need to take it to the village anganwadi centre and appraise the anganwadi worker on the immunization status, nutrition status and the type of care provided at the destination;
 - The parents insist the anganwadi worker to refer the transition statement and enroll & provide the necessary ICDS services to the child.
- ❖ In the case of lactating and pregnant mothers the above mentioned approach also needs to be taken;
- ❖ The facilitator must try to get an official letter for each child, addressed to their source anganwadi centre upon receiving child care at the centre from the ICDS supervisor or the appropriate authority;
- ❖ The facilitator must take the mobile number of parents (in the absence of mobile number, number of any village relative or the PRI member may be taken) to track the children;
- ❖ The facilitator must visit the source village of children to ensure their mainstreaming is done (Though it is not possible to track all children, sample visit must be carried out);

- ❖ After successful mainstreaming, the facilitator should share the information with the local anganwadi centre where the child has received extended ICDS services, the worksite owner and the other key stakeholders involved in the process.

For school going children

- ❖ Prepare class wise list of children who will be mainstreamed and match it with the list of children enrolled in the neighbourhood school;
- ❖ Share the list with the headmaster of the school and ask for a school leaving certificate. The parents of each child should accompany the child to school;
- ❖ Upon receiving the school leaving certificate, keep the photocopies of the certificates for official use and handover the original to the parents;
- ❖ Before handing over the original certificate to the parents, the parents must be explained clearly on the use of the certificate in the following way:
 - The parents would submit the certificate at the source school of the child;
 - The parents must ensure that on the basis of this certificate, the school re-enroll the child in appropriate class;
 - The parents must seek guidance from the facilitator in case of any difficulty arising while mainstreaming and inform the facilitator after the mainstreaming is over.
- ❖ The facilitator must take the mobile number of parents (in the absence of mobile number, number of any village relative or the PRI member may be taken) to track the children;
- ❖ The facilitator must visit the source village of children to ensure the mainstreaming is

done (Though it is not possible to track all children, sample visit must be carried out);

- ❖ After successful mainstreaming, the facilitator should share the information with the local school where the child has studied, the worksite owner and the other key stakeholders involved in the process.

4.5: Child Protection Principles of the CCLC

All children have a right to grow up in an environment free from neglect and abuse. The children of seasonal migrant workers are more vulnerable to exploitation, neglect and abuse. It is paramount to protect the best interest of these children. Therefore, all child care and learning centers should have certain child protection principles as per the following:

- ❖ The facilitators and officials concerned with the centre must undergo relevant training on child protection;
- ❖ Must ensure that the children and their families have a right to participate in decisions affecting them;
- ❖ Must recognize and remain alert to the signs where children may need help or protection;
- ❖ Must take necessary actions to minimize the risk of harm to children and refer children to other professionals and services, wherever appropriate;
- ❖ Decisions regarding children are based on best available information. There must not be any undue delay in taking prompt action simply for the purpose of gathering more information;
- ❖ Care and supervision proceedings are instigated to protect children from further harm and neglect, when necessary;
- ❖ Must take urgent action in line with legislative requirements and national guidance, where children are in need of urgent care and protection at the worksite;

Chapter 5

Government Initiatives

5.1: For Early Child Care and Education

The national government took its first steps towards the creation of an early childhood education policy early in its tenure by forming the Committee on Early Childhood Education 1953. The first major piece of ECCE legislation was not passed until 1974's National Policy for Children. This policy resulted in the creation of the Integrated Child Development Services (ICDS), which was launched in 1975 with Below Poverty Line (BPL) status as criteria for the delivery of services. Under the Ministry of Women and Child Development (MWCD), ICDS has since expanded to cover all children and remains the most important structural innovation in the history of India's ECCE programs, but it has been helped along by several key pieces of legislation. After a Supreme Court order in the year 2004, ICDS endeavours to support all children and not just those classified as BPL. Further, according to the circular issued by the Ministry of Women and Child Development to the state governments in April 2011, the ICDS services were extended to the children of the migrant labourers/temporary residents throughout the country. The package of ICDS services includes:

- (a) Supplementary nutrition;
- (b) Immunization;
- (c) Health check-up;
- (d) Referral services;
- (e) Pre-school non-formal education and;
- (f) Nutrition & health education.

The concept of providing a package of services

is based primarily on the consideration that the overall impact will be much larger, if the different services developed in an integrated manner as the efficacy of a particular service depends upon the support it receives from related services.

Three of the six services namely Immunization, Health Check-up and Referral Services are delivered through Public Health Infrastructure under the Ministry of Health & Family Welfare.

5.2: For Education of Migrant Children

The 86th Constitutional Amendment Act 2002 makes education a Fundamental Right for children in the age group of 6-14 years by stating "the State shall provide free and compulsory education to all children of the age of six to 14 years in such manner as the State may, by law, determine". After the amendment to make it legally enforceable 'The Right of Children to Free and Compulsory Education Act 2009 finally came into force on 1st April, 2010.

Migrant Children and RTE

The current RTE Model Rules, 2009, outline the following process for mapping of disadvantaged children under Part III of the Rules on Duties of the State Governments and Local Authorities:

'For the purpose of determining and for establishing neighbourhood schools, the State government/local authority shall undertake school mapping, and identify all children, including children in remote areas, children with disabilities, children belonging to disadvantaged groups, children belonging to weaker sections and children referred to in section 4, within a period of one year from the appointed date, and every year thereafter.'

Section 5(1) & (2) (regarding free and compulsory education) and Section 9 (k) (regarding responsibilities of local authorities in the RTE Act) of RTE, outline the responsibility

of the authority with reference to facilitating the ease of transfer and migration. However, these are not in themselves sufficient to ensure the inclusion of migrant children. To ensure the enrollment in a neighbourhood school the Ministry of Human Resource Development in its letter no f.NO.I-15/2010-EE-4 dated 25th July, 2011 issues a guideline to all the state governments clarifying on how to do mapping of the neighbourhood children and enroll children of disadvantaged with a mention of children of seasonal labourers to the neighbourhood school.

It was a challenge for SSA to do the mapping of migrant children, identify the sending & receiving state places, enrollment in a neighbourhood school and mainstream them after their return in the parent school. The evidence based work of several NGOs including Aide et Action, to provide educational facilities to the seasonally migrating children prompted SSA to collaborate with the NGOs for the supply of text books, supporting the education volunteers, enrollment in the neighbourhood school, provision of uniform, mid-day meal and issue of school leaving certificate when the child returns to his/her village. Since 2005, this category of children is receiving an improved importance, especially in the states of Maharashtra, Andhra Pradesh, Tamil Nadu and Odisha.

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Activity Calendar

Activities for First Month

Sl. No.	Activities/ Week	First week	Second week	Third week	Fourth week
1.	Etiquettes	Teach about how to welcome others Check nails One word sentences	Teach about how to welcome others Check hair and nails One word sentences	Teach about how to welcome others Check cloths, hair and nails One word sentences	Teach about how to welcome others Check cloths, hair, nails and teeth One word sentences
2.	Prayer Exercise	Any prayer Starting with very light exercise	Prayer of the day Different exercise from previous weeks	Prayer of the day Different exercise from previous weeks	Prayer of the day Different exercise from previous weeks
3.	Talking with the children about the pets and other	Talk about the birds like parrot, peacock etc.	Talk about the other birds like crow, hen, peacock etc.	Talk about the bullock cart, tanga, rats and others	Talk about the monkey, goat, rabbits etc.
4.	Cognitive Development	Teach about themselves (like name, age, name of mother & father, home address, name of family members & relation with them	Teach about body parts and their functions	Teach about cleanliness of body parts How should they wash hand?	Inform about cleanliness of home, environment etc. Should teach that before eating they should wash their hands. Food should be covered.
5.	Creative Activities- Playing with Instruments; doing handwork	Teach about the different shapes through hand crafts. (i.e. round, square, triangle,	Weight: Making children aware of Light and heavy objects by carrying out different activities	Weighing scale: What is weighing scale, how to use it	Alphabets & Numbers: Teach 1-5, and use the slates too for writing down the same
6.	Acting Songs	Select action songs (of different aspects every week) which allows children to act in motion			
7.	Lunch Time	Start with hand wash and sing a song before taking lunch.			

8.	Stories	Select useful stories or stories with a moral or with social and other aspects
9.	Games	Select games like recognizing voice of different animals, birds, and others; play with ball etc.

Activities for second month

Sl. No.	Activities/ Week	First week	Second week	Third week	Fourth week
1.	Etiquettes	Teach about how to welcome others Check nails Cleanness of CCLC One word sentences	Teach about how to welcome others Check hair and nails One word sentences	Teach about how to welcome others Check cloths, hair and nails One word sentences	Teach about how to welcome others Check cloths, hair, nails and teeth One word sentences
2.	Prayer Exercise	Prayer of the day Starting with very light exercise	Prayer of the day Different exercise from previous weeks	Prayer of the day Different exercise from previous weeks	Prayer of the day Different exercise from previous weeks
3.	Talking with the children about the pets and other	Talk about fruits i.e. banana, orange, mango, papaya and grapes etc.		Talk about vegetables i.e. tomato, pumpkin, carrots, potato etc.	
4.	Cognitive Development	In this week, volunteer should teach children about 'My Home' Like where is my home? What is in home? Kitchen room etc. And how many windows, doors my home has? etc.	Teach about who lives in their home with them? How to give regards to elders and respect too.	Talk about 'MY Village' Like - Name of their village, What all are there in the village? Who lives in the neighborhood? Agriculture of village.	Talk about 'My Country' What is the name of our country? National flag?
5.	Creative Activities- Playing with Instruments; handwork	Height: Teach children about long and small Make line according to the height of the child. Differentiate small and long height using the things in the surrounding	Soft and hard: Teach them how to identify softness and hardness of anything? For example take cotton and stone etc.	Weather: What is rain? What is environment?	About Colors: About the main colors, Identification of different colors

6.	Acting Songs	Select action songs (of different aspects every week) which allows children to act in motion
7.	Lunch Time	Start with hand wash and sing a song before taking lunch.
8.	Stories	Select useful stories or stories with a moral or with social and other aspects
9.	Games	Select games like recognizing voice of different animals, birds, and others; play with ball etc.

Activities for third month

Sl. No.	Activities/ Week	First week	Second week	Third week	Fourth week
1.	Etiquettes	Teach how to welcome others Check nails Cleanness of CCLC One word sentences	Teach how to welcome others Check hair and nails One word sentences	Teach how to welcome others Check cloths, hair and nails One word sentences	Teach how to welcome others Check cloths, hair, nails and teeth One word sentences
2.	Prayer Exercise	Prayer of the day like "Hey Sharde Maa" Starting with very light exercise	Prayer of the day Different exercise from previous weeks	Prayer of the day Different exercise from previous weeks	Prayer of the day Different exercise like "Surya nam-askaar"
3.	Talking with the children about the vehicle	Talk about train, airplanes, cycle, scooter etc.		Talk about the bullock cart, Tanga, auto, bus etc.	
4.	Cognitive Development	Teach about Taste: Identifying tastes like salty, sweet, bitter by making them taste different food materials.	Teach about Water: Importance of Water, What make water works? Why it is necessary? Sources of water?	Talk about animals: Types of animals, Body parts of animals, Living place of animals etc.	Talk about teacher: Work of teacher, Where they work, Importance of teacher in life
5.	Creative Activities- Playing with Instruments; handwork	Difference between less & more Classification of nearest things. Natural experience. Ascending & Descending	Nutrition: Child Development. Morbid Diet Nutritious & Vitamins Nutrition for 6 month's child	Toys: How to make toys using clay, papers. How to draw picture of birds, bike. Paper cutting and folding.	Sounds: Identification of different types of sounds like sounds of vehicles, machinery, environment.

6.	Action Songs	Select songs of different aspects every week that will help in body movement; songs such as Rail chali, mannu bhai motor chali, chhuk-chhuk karti train aaye
7.	Lunch Time	Start with hand wash and sing some songs before taking lunch
8.	Stories	Select stories with a moral/lesson or with social and other aspects. Stories about crow, rabbit & tortoise
9.	Games	Select games like recognizing voice of different animals, birds; play with ball or any other playing materials.; Sound & ring game

Activities for the fourth Month

Sl. No.	Activities/ Week	First week	Second week	Third week	Fourth week
1.	Etiquettes	Teach how to welcome others Check nails Cleanness of CCLC One word sentences	Teach how to welcome others Check hair and nails One word sentences	Teach how to welcome others Check cloths, hair and nails One word sentences	Teach how to welcome others Check cloths, hairs, nails and teeth One word sentences
2.	Prayer Exercise	Prayer of the day like "vinti sun le hey bhagwan" Starting with very light exercise	Prayer of the day "shrutikarta" Different exercise from previous weeks	Prayer of the day "Tan ho sunder man ho sunder" Different exercise from previous weeks	Prayer of the day "Saraswati hum balak" Different exercise like "surya namaskaar"
3.	Talking with the children about birds.	Talk about birds - parrot, peacock ,crow, pigeon, hens, owls		Talk about other birds	
4.	Cognitive Development	Teach about sense organs & identifying smells of fragrance, bad smell, different food, fruits, flower, chemical etc.	Teach about birds: Importance of body parts of birds, colour, food & living condition.	Talk about festivals: Why we celebrate festivals	Talk about doctor: Work the doctor does, Where they work, Facility, equipment

5.	Creative Activities- Playing with Instruments, handwork	Thin & Thick Difference Between thick & thin Identify between thick and thin things; Compare with thin & thick	Plants & Trees: What is a plant & a tree Parts of a tree & a plant Identify plants & trees What is the importance of plants & trees in our lives	Shape & color Identification of shape and color	Numbers & Alphabets Numbers 1 to 15; Identify alphabets and learn to pronounce the letters and words
6.	Action Songs	Select songs of different aspects every week that will help in body movement; songs based on birds and animals			
7.	Lunch Time	Start with hand wash and sing some songs before taking lunch			
8.	Stories	Select stories with a moral/lesson or with social and other aspects. Stories about birds, crow, greedy cow			
9.	Games	Select games like recognizing voice of different animals, birds, and others, play with ball or any other playing material. Play games such as birds race, basket ball, identifying birds sound			

Activities for the fifth month

Sl. No.	Activities/ Week	First week	Second week	Third week	Fourth week
1.	Etiquettes	Teach how to welcome others Check nails Cleanness of CCLC One word sentences	Teach how to welcome others Check hair and nails One word sentences	Teach how to welcome others Check cloths, hair and nails One word sentences	Teach how to welcome others Check cloths, hair, nails and teeth One word sentences
2.	Prayer Exercise	Prayer of the day like "Sarasvati hum" Starting with very light exercise	Prayer of the day shrut ikarta Different exercise from previous weeks	Prayer of the day "vinati sun lo" Different exercise from previous weeks	Prayer of the day "Tan ho sunder" Different exercise
3.	Talking with the children	Talk about the sun & moon ,wells, villages, clay, rose			Talk about the tree & agriculture

4.	Cognitive Development	Teach about the importance of vegetables; Identify shape and colour of vegetables	Talk about festivals: Why we celebrate festivals & its importance	Talk about farmer & his work	Talk about germination
5.	Creative Activities- Playing with Instruments; handwork	How to make toys with sand and clay: Game of sand.	Method of crop: Plant & Tree: types of materials used in crops	Numbers & Alphabets: Identify numbers 1 to 5; pronunciation of numbers in Hindi	Police: Talk about their work, uniform & place
6.	Acting Songs	Select songs of different aspects every week that will help in body movement; songs based on birds, animals, chanda mama etc.			
7.	Lunch Time	Start with hand wash and sing some songs before taking lunch			
8.	Stories	Select stories with a moral/lesson or with social and other aspects. Stories about moon, fruits and flowers			
9.	Games	Select games like recognizing voice of different animals, birds, and others, play with ball or any other playing material. Play games such as passing the parcel, statue etc.			

Activities for the Sixth month

Sl. No.	Activities/ Week	First week	Second week	Third week	Fourth week
1.	Etiquettes	Teach how to welcome others Check nails Cleanness of CCLC One word sentences	Teach how to welcome others Check hair and nails One word sentences	Teach how to welcome others Check cloths, hair and nails One word sentences	Teach how to welcome others Check cloths, hair, nails and teeth One word sentences
2.	Prayer Exercise	Prayer of the day 'Kindness of god' Starting with very light exercise	Prayer of the day 'Tan ho sunder' Different exercise from previous weeks	Prayer of the day 'Shrustikarta' Different exercise from previous weeks	Prayer of the day 'Prabhu ji vinati suno' Different exercise

3.	Talking with the children	Talk about the tailor and his work		Talk about fruits, its shape, colour; about air, importance of air in human being's and animals' lives. Talk about festivals	
4.	Cognitive Development	Transport: Talk about types of transport	Motor Vehicles: Talk about different types of vehicles like jeep, Ambulance	Water: Soluble & insoluble things Absorbable & non-absorbable things	Talk About number counting, arrange the numbers in decreasing and increasing order. Teach them alphabet & names of different things
5.	Action Songs	Select songs of different aspects every week that will help in body movement; songs based on birds and animals			
6.	Lunch Time	Start with hand wash and sing some songs before taking lunch			
7.	Stories	Select stories with a moral/lesson or with social and other aspects. Stories of cat, rat, lion, friendship			
8.	Games	Select games like recognizing voice of different animals, birds, and others, play with ball or any other playing material. Play games such as dumb charades			

Activities for the Seventh month

Sl. No.	Activities/ Week	First week	Second week	Third week	Fourth week
1.	Etiquettes	Teach how to welcome others Check nails Cleanness of CCLC One word sentences	Teach how to welcome others Check hair and nails One word sentences	Teach how to welcome others Check cloths, hair and nails One word sentences	Teach how to welcome others Check cloths, hair, nails and teeth One word sentences
2.	Prayer Exercise	Prayer of the day 'Tan ho sunder' Starting with very light exercise	Prayer of the day 'Vinati suno hamari' Different exercise from previous weeks	Prayer of the day 'Shrusti-karta' Different exercise from previous weeks	Prayer of the day 'Ishwer tumhi daya karo' Different exercise

3.	Talking with the children	Talk about the identity of the flower by identifying its colour; about the national flower & national flag		Talk about Mahatma Gandhi. Talk about related words like lock and key, pen and paper	
4.	Cognitive Development	Identification: By vision; like darkness & brightness	Day Timing: About hours and minutes	Festivals: Importance of Festivals, reasons to celebrate	Water: Drinking water, pure and impure water; water born diseases; insects
5.	Creative Activities- Playing with Instruments; handwork	Making crest: hair combing, tearing a paper	Toy making by clay; draw a picture and fill in different colours	Wax work, Thread work, Stem print work	Numerical: Arrange the number in the right order; Counting things present in the surrounding environment
6.	Action Songs	Select songs of different aspects every week that will help in body movement; songs based on dolls, monkeys, etc.			
7.	Lunch Time	Start with hand wash and sing some songs before taking lunch			
8.	Stories	Select stories with a moral/lesson or with social and other aspects. Stories about mango, clay, rose, Jhansi ki Rani			
9.	Games	Select games like recognizing voice of different animals, birds, and others, play with ball or any other playing material. Play games such as chair race, basket games etc.			

Activity for Eighth month

Sl. No.	Activities/ Week	First week	Second week	Third week	Fourth week
1.	Etiquettes	Teach how to welcome others Check nails Cleanness of CCLC One word sentences	Teach how to welcome others Check hair and nails One word sentences	Teach how to welcome others Check cloths, hair and nails One word sentences	Teach how to welcome others Check cloths, hair, nails and teeth One word sentences
2.	Prayer Exercise	Prayer of the day 'Tan ho sunder' Starting with very light exercise	Prayer of the day 'Vinati suno hamari' Different exercise from previous weeks	Prayer of the day 'Shrustikarta' Different exercise from previous weeks	Prayer of the day 'Ishwer tumhi daya karo' Different exercise

3.	Talking with the children	Talk about Identification: by vision like natural lights, sources of light; Lighting for happiness; Potter; clay pot, work equipment & uses of clay pot		Morning: Describe morning; Physical exercises, morning walk,(suraj ki lalima, subha kab hoti hai, chidiyon ka chahkna) Evening: Describe evening (darkness; birds and animals ka ghar ki taraf lautna, jugnu ka chamakna)	
4.	Cognitive Development	Shape with dot, circle, triangle, oval square, etc.	Alphabets Hindi alphabets name & pronunciation Hindi words identify by chart	Numerical counting of numbers by stone, seeds	Magnet Magnetic game & uses what is a magnet?
5.	Creative Activities- Playing with Instruments; handwork	Making flower necklace & leaf art	Draw a picture & fill in colours; making paper watch	Making clay pearl; Draw a word diagram & touch with finger.	Net work, open the knot or button (button lagana aur kholana)
6.	Action Songs	Select songs of different aspects every week that will help in body movement; songs like tomato songs, cap songs, monkey songs, etc.			
7.	Lunch Time	Start with hand wash and sing some songs before taking lunch			
8.	Stories	Select stories with a moral/lesson or with social and other aspects. Example: Panchatantra Stories			
9.	Games	Select games like recognizing voice of different animals, birds, and others; play with balls; games like spoon race, jalebi race, balancing game, rope and ring games, etc.			

Guideline for conducting Day-Wise Activities and Time Table

Guidelines for conducting day-wise activities	
Time	Activity
9.00 - 9.20	The facilitator should receive each child in the centre and interact with them and allow the children to interact with each other
9.20 - 9.40	Conduct prayer and serve the snack (If such facility is available at the centre)
9.40 - 10.00	Conduct session exclusively on good habits for two days and conversation session for four days in a week as per topics given month-wise in the pre-school Curriculum
10.00 - 10.30	Take up school readiness activities for 4+ (UKG) as per pre-school curriculum and free play for 3+ (LKG)
10.30 - 10.50	Conduct Indoor games/Outdoor games/Physical exercises/Action songs as per the pre-school Curriculum
10.50 - 11.00	Free Play for children
11.00 - 11.20	This session is meant for story telling by following the strategies mentioned in Pre-School Curriculum guidelines book. During sharing of experience session, the children should be allowed to express their feelings freely or speak any topic on their own
11.20 - 11.30	Free Play for children
11.30 - 12.00	The facilitator to guide children to write Alphabets/Numbers etc in work book separately for 4+ (UKG) and 3+ (LKG) / conduct activities by using Activity Book /take up Creative activities/ Scientific activities as per Pre-School Curriculum
12.00 – 1.00	Lunch Break. Inculcate the habit of washing hands with soap and water before Lunch
1.00 - 2.30	Sleeping time for Children. Clean and neat mats/durries should be available in all CCLC. Children should not be allowed to sleep on the floor. During the time if children want to go home for sleep, allow them
2.30 - 2.50	Conduct Action Songs for 4 days in a week as prescribed
2.50 - 3.00	Break for Snacks
3.00 - 3.30	Take up School readiness activity as per Pre-School Curriculum for 4+ UKG and free play for LKG 3+ children
3.30 - 4.00	Recap the day's activities and prepare children to go home
Friday (2.30 p.m to 4.00 p.m)	The facilitator should go for home visits (prioritized). Outdoor games for children may be organized
Saturday (2.30 p.m to 4.00 p.m)	The facilitator should organize cultural activity or picnic or nature walk or celebration of birthdays etc. as prescribed in Calendar of activities
This guideline is based on the prescribed guideline for conducting Pre-School Education by Government of India	

Suggested Time Table								
Time / Day	9.00 - 9.20	9.20 - 9.40	9.40 - 10.00	10.00 - 10.30	10.30 - 10.50	10.50 - 11.00	11.00 - 11.20	11.20 - 11.30
Monday	Facilitator-Child & Child-Child interaction	Prayer & Snack	Good Habits	School Readiness Activities (UKG class for 4+) Free Play (LKG class for 3+)	Indoor games	Free Play / Hand wash	Story telling	Free Play
Tuesday			Conversation		Outdoor games		Story time with Charts/ Models/ Pictures/ Flash Cards	
Wednesday			Conversation		Indoor games		Story role play	
Thursday			Good Habits		Physical exercise		Dramatization	
Friday			Conversation		Action song by facilitator		Story time using sequence cards	
Saturday			Conversation		Action song along with Children		Sharing experiences	

Time / Day	11.30 - 12.00	12.00 - 12.15	12.15 - 1.00	1.00 - 2.30	2.30 - 2.50	2.50 - 3.00	3.00 - 3.30	3.30 - 4.00
Monday	Activity Book	Free Play /	Lunch	Sleep time	Action Song	Snack	School Readiness Activity (UKG Class for 4+) Free Play (LKG Class for 3+)	Recap / Preparation for going home
Tuesday	Work Book for UKG/ LKG				Action Song along with Children			
Wednesday	Creative activity				Action Song by Children			
Thursday	Activity Book				Action Song by Teacher			
Friday	Work Book for UKG/ LKG				* Outdoor games under supervision of the facilitator * Home visits by facilitator * Snacks			
Saturday	Scientific activity				* Cultural activity/Picnic/ Nature Work/ Celebration of Birthdays			

This time table is based on the prescribed time table for conducting Pre-School Education by Government of India

Annexure Indian Academy of Pediatrics prescribes immunization schedule

IAP Recommended Immunization Schedule 2013 for Children Aged 0-18 Years (With range)

Age Vaccine	Birth	6 wk	10 wk	14 wk	18 wk	6 mo	9 mo	12 mo	15 mo	18 mo	19-23 mo	2-3 yr	4-6 yr	7-10 yr	11-12 yr	13-18 yr
BCG	BCG															
Hep B	Hep B1	Hep B2			Hep B3											
Polio	OPV 0	IPV 1	IPV 2	IPV 3		OPV 1	OPV 2	IPV B1					OPV 3			
DTP		DTP 1	DTP 2	DTP 3					DTP B1				DTP B2			
Tdap															Tdap	
Hib		Hib 1	Hib 2	Hib 3					Hib Booster							
Pneumococcal		PCV 1	PCV 2	PCV 3					PCV Booster				PCV			
PPSV23												PPSV				
Rotavirus		RV 1	RV 2	RV 3												
Measles							Measles									
MMR							MMR 1					MMR 2				
Varicella							VAR 1					VAR 2				
Hep A							Hep A1 & Hep A2									
Typhoid												Typhoid				
Influenza						Influenza (yearly)										
HPV															HPV 1-3	
Meningococcal												Meningococcal				
Cholera						Cholera 1 & 2										
JE						Japanese Encephalitis										

- This schedule includes recommendations in effect as of November 2013.
- These recommendations must be read with the footnotes that follow. For those who fall behind or start late, provide catch-up vaccination at the earliest opportunity as indicated by the green bars.

	Range of recommended ages for all children
	Range of recommended ages for catch-up immunization
	Range of recommended ages for certain high-risk groups
	Not routinely recommended



Migration Information Resource Centre (MiRC)

MiRC, a migration thematic unit of Aide et Action addresses internal migration and children's issues in South Asia. MiRC provides techno-managerial services for research, studies, capacity building, networking and advocacy on inclusion and rights of vulnerable internal migrants in South Asia. MiRC acts as a catalyst in information sharing, micro-level experimentations, and influencing policies at the national level and in various migration source and destination states and cities of India. MiRC is committed to work with the poor internal migrant children and families, both at multiple source and destination. The focus of our work is to facilitate inclusive access to basic services, early childhood care & education, nutrition and healthy living environment for children on the move.

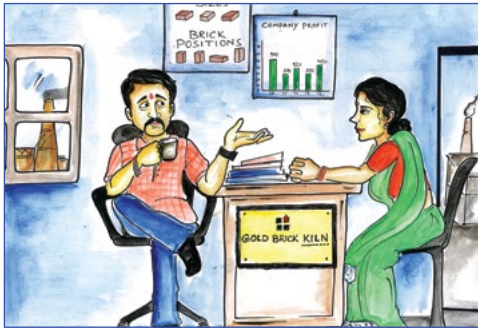
Stepping stones for Care and Safe environment for seasonal young migrants at worksites



Identification of worksites having migrant children



Collecting data of migrant children and family



Sensitising facility owner



Mobilising parents and children



Recruitment and orientation of facilitators



Setting up of CCLC



Collaboration and linkage with government services



Making child friendly CCLC for care and learning



Activities for physical development



Activities for cognitive development of children



Activities for Social development of children



Activities for language development of children



Activities for creative development of children



Care & Affection to small children



Special attention to children with Disabilities



Changing the world through Education

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