



Child and Youth Sector Focus



SECTOR FOCUS

Why GTG?



01 CHILDREN



Education

02 YOUTH



Livelihood



Health



Partnership



03 ELDERS



04 ADULTS



Community Development Network

For Sustainable Development



ASPECT OF CURRICULUM	INFANT/TODDLER	PRESCHOOL
Focus of Curriculum	<p>Process — learning evolves through relationships and responsive caregiving.</p> <p>The basic processes of learning emerge in this period, including engagement, gathering and making sense of sensory input, developing security, exploration, and an emerging sense of identity.</p>	<p>Content — learning emerges through exposure to concepts, play, and activities.</p> <p>The learning processes established in the infant/toddler period are applied to specific tasks, skills, and content.</p>
Content	<p>Defined by the infant’s focus and interests; can be informed by appropriate Early Learning Guidelines.</p>	<p>Defined by state pre-k standards and preparation for kindergarten entry. Typically includes a focus on traditional academic subjects (e.g., math, science, literacy, social learning).</p>
Goals	<p>“Goals” are generally developmental and provide the framework for planning individualized experiences that will support each child’s development.</p> <p>Flexible interactions that are responsive to the child’s agenda are primary over preset goals.</p>	<p>Specific identification of content/skills to be learned or achieved.</p>



ASPECT OF CURRICULUM	INFANT/TODDLER	PRESCHOOL
Family involvement in curriculum development	Critical to the development of an effective and individualized plan, based on infant/toddler need for consistency in routines across settings.	Less critical to the development of curriculum; typically takes the form of parent advisory council participation in selection of program's curriculum.
Implementation of curriculum	Relationships are the context for curriculum implementation and learning; responsive caregiving and use of individual caregiving routines (e.g., diapering, meals) provide the frame for curriculum implementation.	Developmentally appropriate activities and play, including a mix of small- and large-group activities, and teacher-directed or child-selected options.
Role of Teacher-Caregiver	Facilitator/Primary Caregiver Observes and reads cues of infants and toddlers; provides responsive caregiving (follows baby's lead with personal attention and response based on the child's interest and need). Assures that the environment supports the engagement of infants and toddlers through experiences based on each child's developmental level and interest.	Teacher/Facilitator Utilizing observation and knowledge of enrolled children and guidance from state pre-k standards, plans schedule and activities for the day; assures learning centers available and prepped for appropriate content; may utilize a "project" approach that supports learning across subject areas within a focus topic of interest to the children. Directly and indirectly engages children in learning concepts across developmental domains, including social and emotional development.



ASPECT OF CURRICULUM	INFANT/TODDLER	PRESCHOOL
Context/ Environment	Sets the tone for intimacy, and provides infants a safe, healthy, secure space for consistent routines, exploration, and learning. The routines of infant caregiving (e.g., meals, feeding, naps, diapering, toileting) provide the context for much of their learning.	Promotes exploration and engagement. The environment is typically arranged in learning centers that stimulate learning within or across domains and content areas. Group size is larger, with more formal structure and parameters in place as a preparation for the kindergarten experience.





Physical Development

Focus	Characteristics of 5 – 8 year-olds	Characteristics of 9 – 11 year-olds	Characteristics of 12 – 14 year-olds	Characteristics of 15 – 19 year-olds
Physical Development	Youth are mastering physical skills, exhibiting better command of large muscles (e.g., legs) than small muscles (e.g., hands and fingers).	Youth are physically stronger and exhibit better balance and coordination; small muscle coordination is advancing.	Both genders experience physical changes (e.g., height, voice, secondary sex characteristics) that are rapid and profound. Physical strength, balance, and muscle coordination continue to advance.	Most teens have gone through puberty. Physical strength, balance, and muscle coordination are well developed.
Maturation Rates	Physical growth for this age group is generally gradual and consistent across gender.	Youth are maturing physically at different rates. Most females will be maturing faster than their male counterparts with some females entering puberty.	Sexual maturation and growth rates vary within and between genders; however, changes in females generally occur sooner than for males.	Rates of sexual maturity and growth are similar between genders.
	Best Practices for 5 – 8 year-olds	Best Practices for 9 – 11 year-olds	Best Practices for 12 – 14 year-olds	Best Practices for 15 – 19 year-olds
Program Applications	Provide physical experiences that utilize both large and small muscles, but do not require precision or detail for the youth to be successful.	Provide active learning experiences that allow for more precision-oriented tasks.	Provide fun, active learning experiences such as sports and games.	Youth have achieved a high level of physical competence; activities that require detail, precision, and/or physical endurance are appropriate.



Emotional Development

Focus	Characteristics of 5 – 8 year-olds	Characteristics of 9 – 11 year-olds	Characteristics of 12 – 14 year-olds	Characteristics of 15 – 19 year-olds
Self-perception	Self-centered and sensitive. Express a wide range of feelings. Easily upset by criticism, failure, or changes in plans or routines.	Self-confidence and self-esteem can be fragile. Need recognition and praise.	Youth can be highly self-conscious and self-critical. Changing body images may result in anxiety and embarrassment. Youth are at risk of having low self-esteem.	Feelings of being inferior and/or inadequate are prevalent among this age group. Some males may still be going through puberty and may be uncomfortable with their changing body image
Dependence/Autonomy	Strongly dependent on adults and seek adult attention. Willing to help and desire to please.	Begin questioning parental authority, but look to those “in charge” to help guide appropriate behavior. Admire and imitate older youth.	Mood swings are common. Independence is desired, but youth still require parental guidance.	Achieving independence from adults; cultivating own identity.
	Best Practices for 5 – 8 year-olds	Best Practices for 9 – 11 year-olds	Best Practices for 12 – 14 year-olds	Best Practices for 15 – 19 year-olds
Program Applications	Focus on cooperative activities so all youth have the opportunity to experience success. Avoid competition and comparisons. Low youth/adult ratio for activities is desirable. Be available to discuss feelings.	Positive feedback is essential. Allow youth to identify their own progress; comparisons with others can be detrimental to self-confidence and self-esteem. Suggested improvements should be done individually and in a caring and consistent fashion.	Plan activities that help youth build skills without comparing them to others or singling them out among their peers. Do not use put-downs or sarcasm.	Plan activities where youth have increased responsibility within their roles. Provide opportunities for youth to be accountable to themselves and others. Communicate in a supportive and constructive fashion that treats youth as young adults.



Social Development

Focus	Characteristics of 5 – 8 year-olds	Characteristics of 9 – 11 year-olds	Characteristics of 12 – 14 year-olds	Characteristics of 15 – 19 year-olds
Interactions	Youth are beginning to explore social settings (e.g., clubs, sports, youth groups) outside of their homes, but still need adult approval.	Youth express themselves by guiding their own activities. They enjoy teamwork, but may begin exhibiting a sense of competition.	Youth begin to exhibit more independence, shifting from a reliance on parents to forming own values. However, adult approval is still important.	Youth are more independent; exhibit an increased willingness to accept responsibility and fill adult leadership roles.
Relationships	Friendships are evolving, with possibly more than one "best friend." Youth continue to be self-interested, but are starting to develop empathy. Cross-gender play takes place, with same gender favored at the end of this stage.	Youth enjoy group activities and exhibit group loyalty. They hold older youth in high regard and try to emulate them. Require adult direction to remain on task.	Youth are concerned about peer relationships and personal appearance. Excessive grooming behavior is common and normal.	Youth seek individual identity, yet they also seek status within their peer groups. Their interest in mixed gender activities and dating increases.
	Best Practices for 5 – 8 year-olds	Best Practices for 9 – 11 year-olds	Best Practices for 12 – 14 year-olds	Best Practices for 15 – 19 year-olds
Program Applications	Youth still need individual attention. Small group and mixed gender activities and allow exercising social skills. Cooperative rather than competitive environments are encouraged. Use interactive experiences.	Youth prefer same gender groups that plan their own activities. This age group benefits from interactions with older youth as role models/mentors. Adult leadership is important.	Provide experiences for youth to learn about themselves. Include opportunities for youth to plan mixed gender activities.	Promote activities that encourage individual development. Create a supportive peer environment. Provide mixed gender, self-planned activities with leadership roles such as spokespersons, coordinators, coaches or tutors, group leaders, or mentors.



Child and Youth Sector Focus

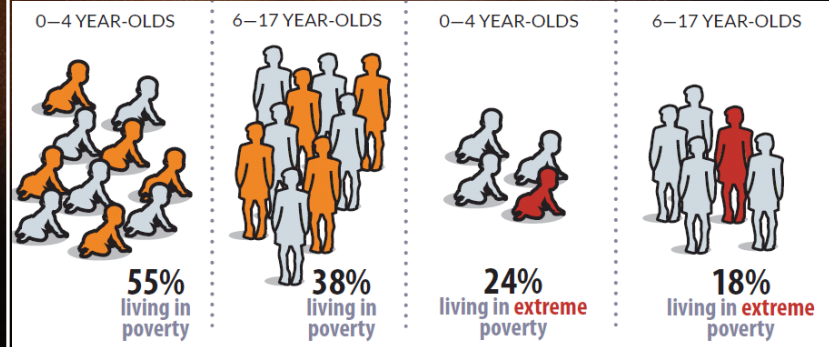
Relevance:

Worldwide, Uganda is the leading country with the youngest population of 78 per cent below age 30 years and half (52%) of the population are aged 15 years and below (UBOS, 2012). About 6.5 million (21.3%) Ugandans are in the age group 18 to 30 years.

The number of young people in Uganda is projected to reach 7.7 million by 2015. "Most of Uganda's young population aspires for various forms of services in terms of education, employment and family formation.

This is the challenge for the country to address urgently" (The State of Uganda Population Report 2012, 2013).

#Justification:



Source: UBOS and UNNICEF 2015 Situation Analysis of Children in Uganda

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PALMS PROJECT IMPLEMENTATION OVERVIEW	START DATE	END DATE
Phase 1: CDN Projects Preparation	3 RD SEP 2016	16 TH DEC 2016
Phase 2: BHI Sustainability + M&E Blue Prints	19 TH DEC 2016	31 ST JAN 2017
Phase 3: CONCEPT Realization	1 ST FEB 2017	15 TH MAR 2017
Phase 4: Final Preparation & Go Live	16 TH MAR 2017	1 ST MAY 2017
Phase 5: Post Go Live Support	1 ST MAY 2017	31 ST APRIL 2018



GTG INTERNATIONAL ORGANISATION
Community Development Network
For Sustainable Development

Action: THE ONE DOLLAR INSURANCE FUND (ODIF).



Purpose: Eliminate income inequality by active involvement of the poor/VMGs in ESD & livelihood projects to attain Basic Household Insurance (BHI), sustainable living access quality, equitable & affordable services in all communities.

