



# MONITORING CHILDREN'S DEVELOPMENT



**RWANDA**



## **1 - Early Learning and Development Standards**

## **2 – Early Child Disability Detection tools**





# 1. Rwanda's Early Learning and Development Standards

ELDS are statements about what young children should know and be able to do at *different ages and stages* of development.



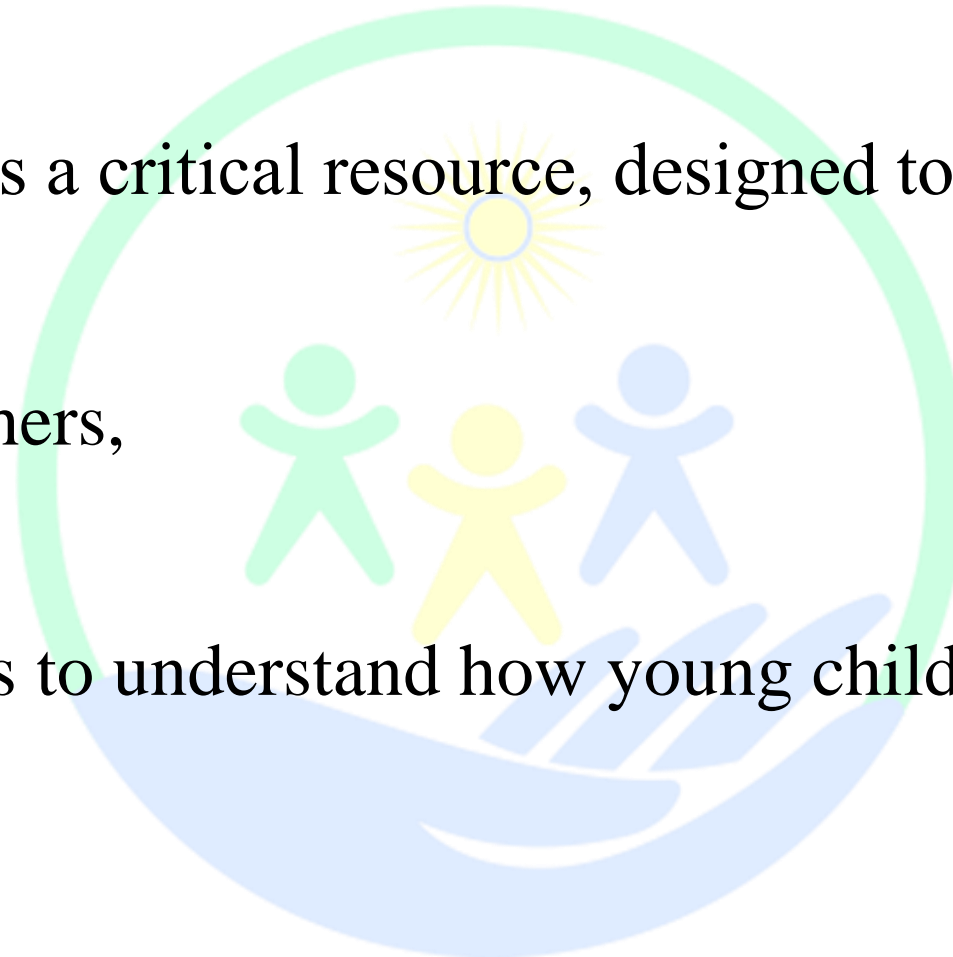
# Target audience



Republic of Rwanda  
National Child  
Development Agency

Rwanda's ELDS is a critical resource, designed to support:

- ✓ Parents,
- ✓ Caregivers/teachers,
- ✓ Leaders, and
- ✓ Decision makers to understand how young children develop and learn.





Organized into  
**Chapters**, each  
covering one large  
age group:  
Infants  
Toddlers  
Preschoolers

Chapters organized  
into smaller age  
groups.

Each chapter includes:

**Detailed Standards:**

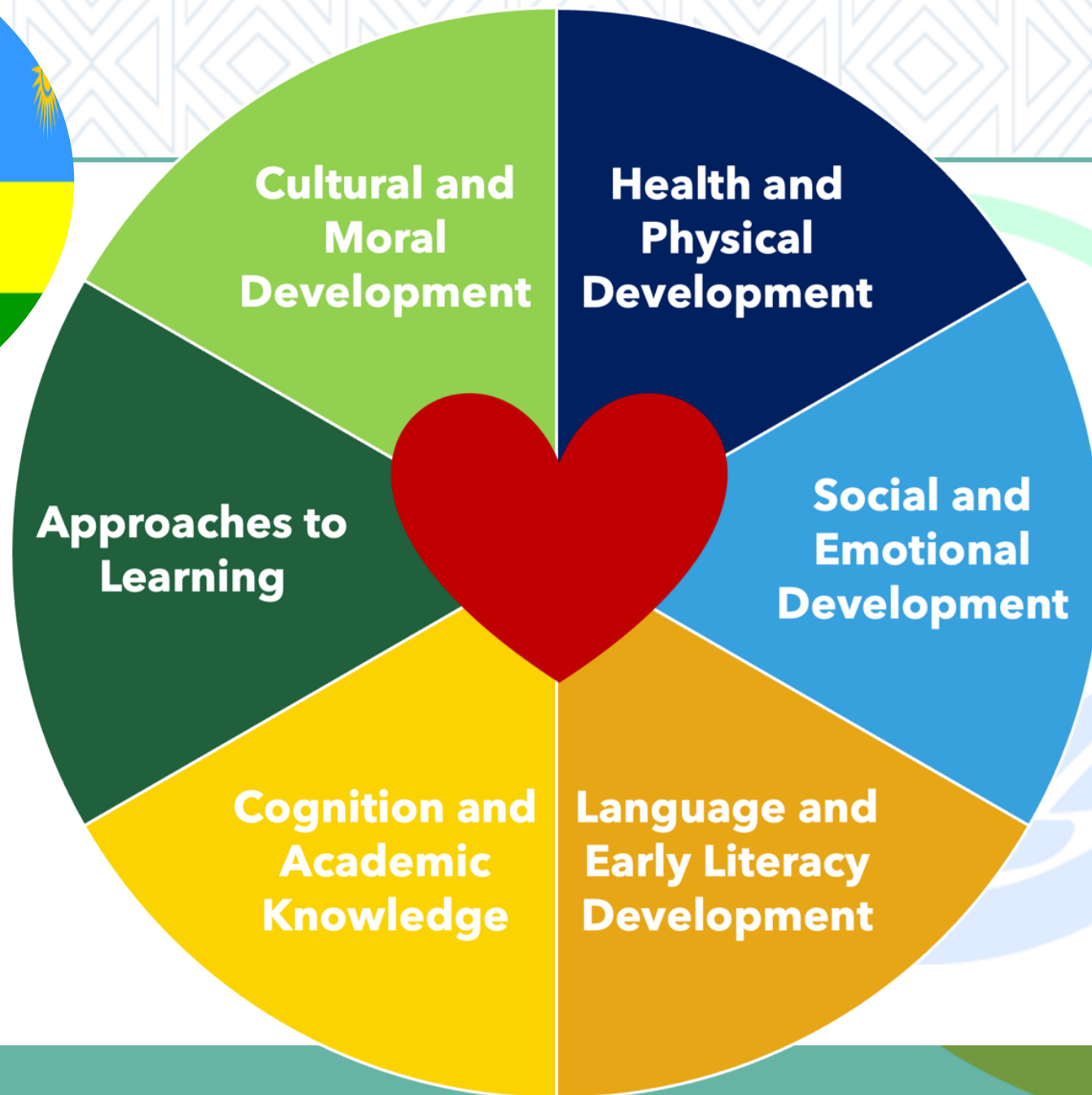
Detailed indicators with descriptors and examples provided to support development of key documents.

**Developmental Checklists and Red Flag Checklists:**

indicators to help understand whether children are developmentally on track and whether a child might need specialist attention for a potential delay or disability.

**Care Cards:**

A small set of bulleted items that support a parent to provide holistic, nurturing care for children in each of the 9 smaller age groups (4, 8, 12, and 18 months; 2, 3, 4, 5, and 6 years).



Organized around 6  
integrated  
developmental  
domains

# Domain Mapping



Domain	Sub-domains	Infants	Toddlers	Preschoolers
<b>Health and Physical Development</b>	1.1: Gross Motor Development	X	X	X
	1.2: Fine Motor Development	X	X	X
	1.3: Sensory Development	X	X	
	1.4: Health, Hygiene and Safety		X	X
<b>Social and Emotional Development</b>	2.1: Self-Concept	X	X	X
	2.2: Emotional Expression	X	X	X
	2.3: Relationships with Caregivers	X	X	X
	2.4: Relationships with Peers	X	X	X
<b>Language and Literacy Development</b>	3.1: Language Use and Understanding	X	X	X
	3.2: Appreciation of Literature	X	X	X
	3.3: Pre-literacy and Reading		X	X
	3.4: Emergent Writing		X	X
<b>Cognition and Academic Knowledge</b>	4.1: Logic, Reasoning, and Problem Solving	X	X	X
	4.2: Numeracy (Number sense and Operations)		X	X
	4.3: Mathematics		X	X
	4.4: Sciences		X	X
	4.5: Creative Arts		X	X
<b>Approaches to Learning</b>	5.1: Curiosity and Initiative	X	X	X
	5.2: Attention, Persistence, and Engagement	X	X	X
<b>Cultural and Moral Development</b>	6.1: Citizenship		X	X
	6.2: Country and cultural knowledge		X	X

# Age Groupings



Name of Range	Covering Ages	Description	Stages within this range
<b>Infants</b>	Birth- 12 months	This refers to the first year of life, starting from birth and extending 12 months.	<ul style="list-style-type: none"> <li>● Birth to 4 months</li> <li>● 5 to 8 months</li> <li>● 9 to 12 months</li> </ul>
<b>Toddlers</b>	12-36 months	This refers to the approximate period between a child's first and third birthdays. To 'toddle' means to walk with unsteady or tottering steps. The term is descriptive of the developmental stage, indicating a time when children are quickly gaining abilities, though they have not yet mastered them.	<ul style="list-style-type: none"> <li>● 12 to 18 months</li> <li>● 18 months to 2 years</li> <li>● 2 to 3 years</li> </ul>
<b>Preschoolers</b>	3-6 years	This refers to the pre-primary age range of children between 3-6 years.	<ul style="list-style-type: none"> <li>● 3 to 4 years</li> <li>● 4 to 5 years</li> <li>● 5 to 6 years</li> </ul>




## Domain 3: Language and Literacy Development

### Sub-Domain 3.1: Language Use and Understanding

Standard: Toddlers begin to understand the communicative and social function of speech and engage in age-appropriate approximations of language.

	At 18 months	At 2 years	At 3 years
Indicators	<ul style="list-style-type: none"><li>• Points and uses other non-verbal gestures to communicate information.</li><li>• Uses single words or short phrases to communicate wants and needs, including social-emotional needs, such as to be held or comforted.</li><li>• Uses words and short phrases to announce greetings and departures.</li></ul>	<ul style="list-style-type: none"><li>• Can follow simple, familiar, one-step instructions.</li><li>• Can form small sentences to express a range of ideas.</li><li>• About half of speech can be understood by familiar adults.</li></ul>	<ul style="list-style-type: none"><li>• Experiments with longer sentences, mixed with real, made-up, correct, and incorrect words.</li><li>• Receptive vocabulary is still more than double expressive vocabulary.</li><li>• Most of a toddler's speech can be understood by familiar and unfamiliar adults.</li></ul>
Supportive Practices	<ul style="list-style-type: none"><li>• Tune in to your toddler's early attempts at language – seek to understand what they are trying to communicate and help give them more words to add to their vocabulary for that scenario.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Let your toddler practice following directions, by giving them one instruction at a time and praising their success.</li><li>• “Converse” with your toddler, listening carefully to what they say and responding with complete sentences to what you think they are communicating.</li></ul>	<ul style="list-style-type: none"><li>• Praise your toddler's language efforts and listen to them when they speak.</li><li>• Remember that your toddler understands much more than they can express, even vocabulary that is not typically directed towards them. Do not limit or oversimplify your language for them unnecessarily.</li></ul>
Red flags	<ul style="list-style-type: none"><li>• Toddler is not attempting to communicate through sounds, gestures, or other means of verbal or non-verbal language.</li><li>• Toddler does not react to adults' language- does not appear to understand, hear, or otherwise take notice of others' language.</li></ul>	<ul style="list-style-type: none"><li>• Toddler is not attempting to speak any words or short phrases.</li><li>• Toddler has a limited receptive vocabulary and does not appear to understand any simple directions or age-appropriate discussion.</li></ul>	<ul style="list-style-type: none"><li>• Toddlers are not attempting to speak in sentences</li><li>• Familiar adults cannot understand most of what a toddler says</li><li>• Unfamiliar adults cannot understand anything that a toddler says.</li></ul>

# Supporting your toddler's development and learning from 12 to 18 months

Domain	How to support your child's development in this domain	
Health and Physical Development	<b>Introduce physical activities with new movements.</b> Encourage your toddler to put all their new movement skills to use with different physical activities. Give them safe spaces to run. Give them activities that encourage them to squat down low, stand up on tiptoes, and stretch and reach for objects. Play music and encourage them to dance, spin, clap, and tap instruments. Give them a ball and model kicking or throwing it.	
Social and Emotional Development	<b>Encourage interest in peers.</b> Your toddler is not yet ready to play with peers, but they are beginning to grow more interested in other children. Allow them to each play independently, but near each other and with similar materials. This is called Parallel Play and it is wonderful for building early play and pro-social skills such as cooperation and shared interest in activities. Don't force them to play together. Make sure your attention remains <u>your</u> on what your child is doing, not the other children so they know you are interested in them.	
Language and Literacy	<b>Tell stories!</b> Your toddler is still most interested in spending time with you and will love listening to you tell stories. These can be from books or stories you create. This will help them to learn about how stories are constructed, about sequencing events, about characters, and expose them to many other important pre-literacy activities. If you have books to read let them turn the pages at their own pace or play with the books on their own. This will set the foundation for a love of reading.	<p><b>Tell stories from books or create ones with your imagination</b></p>
Cognition and General Knowledge	<b>Show how everyday things work:</b> show your toddler how everyday things work to introduce concepts like size and weight. For example, let your toddler lift and empty a bucket. Then fill the bucket and let them try again. Explain that the water makes it heavy when it is full. Tip out the water and show them they can now pick it up again. You could use a small stone and a big rock to show differences in size and weight too.	
Approaches to Learning	<b>Model, support and encourage persistence:</b> Encourage your toddler to try again at things they can't do immediately. Offer your assistance to help them understand how something is done a second time. Don't set challenges that are too difficult, but ones that can't be done immediately and need some persistence. Celebrate their success when they manage to succeed after persisting.	
Cultural and Moral Development	<b>Set expectations for cleanliness:</b> show your toddler from an early age that being clean is important. Keep their face and hands clean, brush their teeth twice a day and gradually help them to learn how to wash their own hands and brush their own teeth.	

Encourage persistence and celebrate success

# 1. Early Child disability detection tools



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A tool used to identify the possible presence of an as-yet undiagnosed condition in individuals without signs or symptoms





# Purpose of this tools

- To identify children birth to 6 years old at risk of developmental delay/disability
- To identify children birth to 6 years old with recognizable developmental delay/disability
- To use the information gained from the screen to ensure the child and their family access to the necessary health, education, and social support services to:
  - ✓ Support healthy development
  - ✓ Support family and child well-being
  - ✓ Support equitable access to quality education Ultimately, to increase the child's chances of a healthy, independent and productive life, as far as possible

# Who use the tool



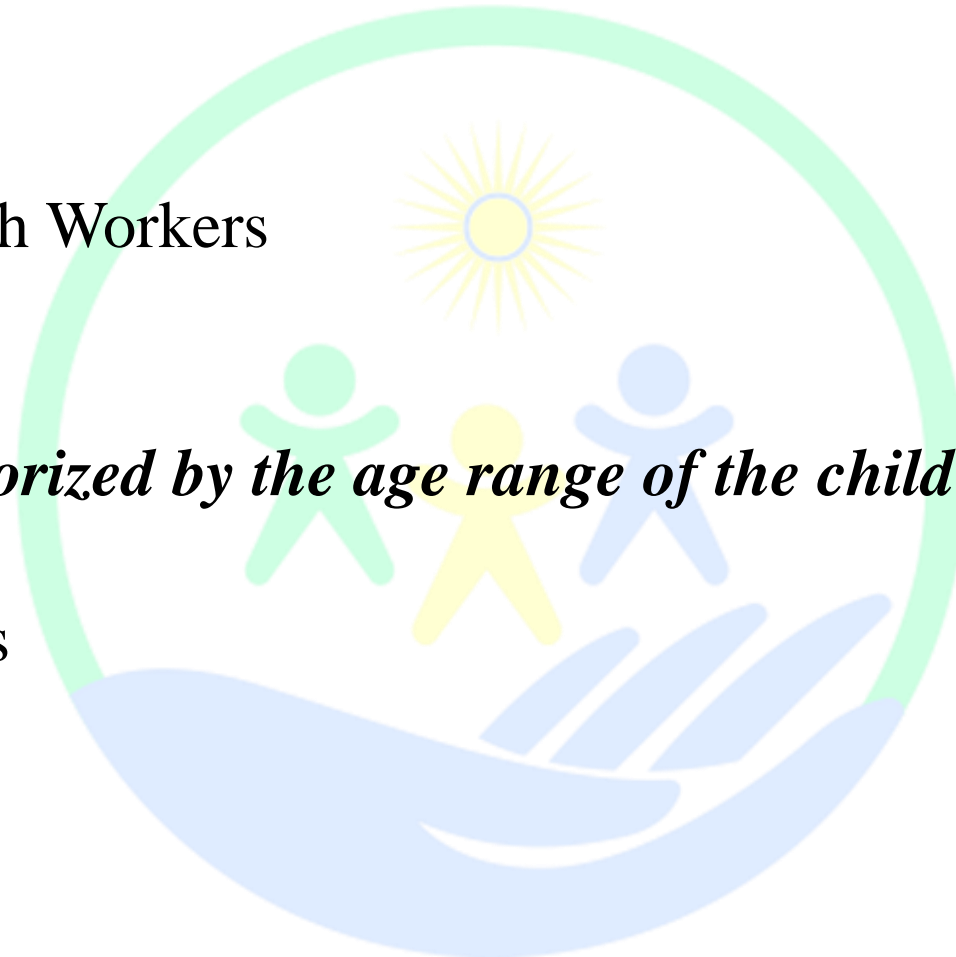
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*The tool is used by:*

- Community Health Workers
- ECD Caregivers

*The tools are categorized by the age range of the child:*

- Birth to 2,11 years
- 3 to 4,11 years
- 5 to 6,11 years





- The slightly adapted translation to make questions culturally relevant and clear
- Can be carried out by community-based professionals/volunteers e.g. ECD caregivers, health-care workers, nutrition staff, etc.
- Should be verified with the primary carer – they know the child best
- Identifies possible disability (related to functioning) that can then be addressed
- Children referred and supported in ECD services (using inclusive toolkits)



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*Thank you*

