

# East Africa HCD Curriculum Review Report

*Uganda Christian University, Mukono, Uganda*

*23<sup>rd</sup> – 27<sup>th</sup> May, 2010*

**Theme: “Keeping our eyes on the goal”; promoting a healthy professional development in Holistic Child Development. Heb 12: 1-2**

**”A candle that lights another loses nothing” (Chinese saying)**



**Participant’s group photo**

## **Introduction**

We thank God because all the invited participants came and we had very fruitful deliberations. On day one we were hosted at Uganda Christian University. We were welcomed by the Vice Chancellor Prof Rev. can Stephen Noll who also made a key note address. The Dean of the school of Divinity and theology Dr. Rev Olivia Banja was also with us and shared with the team how child development has been integrated in the school. We later visited the children’s library and Kids centre that demonstration centers for HCD students and also service providers to the university community. We later moved to Colline Hotel where the rest of the discussions were held.



**Prof. Rev. Can. Stephen Noll giving a keynote speech**



**Peggy Noll sharing with Participants about the children's library**

## **Our expectations**

During the conference it our desire was to review the existing curricular for appropriateness to the needs of learners (both formal and informal).

During the three days we worked hard to build **consensus on minimum standards** on;

- **Core Competencies** : We hope to identify the essential knowledge,skills,values,attitudes and practices required by our learners
- **Syllabus content**: the learning content or the materials being studied or to learned at every levels

Because of the limited time we were not able to cover;

- **Teaching methodology**: preferred approach chosen for and to be used in the presentation of the learning content
- **The teaching technique or approach** ; i.e. the methodology or process used to carry out the training such us how we integrate faith in the teaching
- **Instructional materials**; identify the locally available essential books, posters and other teaching and learning materials for the learners.

## **Outcomes**

We shared our expectations, what we were doing, our target groups and discovered that we had things in common regardless of the academic levels of our learners

## THINGS WE HAVE IN COMMON:

WE ARE ALL: Practitioners & Equippers BUT our contexts are different

WE ARE ALL: Targeting people working with Children and as a result reaching the child

WE ARE ALL: Bible/Christian Based

WE ARE ALL: Institutions of Higher Education (Tertiary Level)

WE ARE ALL: Academic and Professional

## OUR FOUNDATIONS & CONTEXT:

- Professional Training in Knowledge, Skills & Attitudes
- Biblical World Views as our Distinctive
- Children viewed from theological perspective
- Theological understanding is the foundation & guide in all areas of our academic knowledge, learning, methods & practice.

*We are therefore, equipping people for professional practice & skill with children, which is based on scientifically & biblically sound theory, and applied appropriately in cultural contexts.*

## OUR TARGET GROUP AS A WHOLE:

- Teachers
- Childcare workers
- Sunday School Teachers
- Church Leaders & Pastors
- Managers (Organizational Heads of Childcare Programs)
- Parents
- Community Development Workers

Based on this statement we divided ourselves in groups to identify the differences for the individual levels of training which we later shared in the plenary to build a consensus.

We were also able to examine our realities by discussing the pre-requisites, needs, challenges, opportunities and the contemporary issues.

## The needs

- **Diploma**
  - Need to have a paradigm shift in attitudes and values
  - General need to understand children and their world
  - Need for effective communication

- Understanding children’s special needs
- Understanding the context & social challenges
- Character of the practitioners – Leadership Self, Beginning Leadership Skills needed in ministry
- Formal, Informal & Short Course Training
- **BA**
  - Lack of Professionalism in Childcare workers
  - Lack of Professionals doing child care and development ( knowledge and skills)
  - Neglect of the key players in the child care settings
  - Need for value to be placed on child issues (materially/morally)
  - Lack of commitment to children’s ministry
  - Lack of theological understanding of the child
  - Need for a core/Deep knowledge of children
  - Allowing Scripture to saturate & engage us into what we are doing
  - To provoke thought and promote critical thinking about child related issues.
- **MA**
  - Lack of expertise/specialized people in the area of child development – Higher Academic Qualifications Needed
  - Apply existing knowledge in order to address specific needs
  - Harmonization/Integration of the inter-disciplinary subjects that make up HCD as a whole
  - Lack of Professionalism/Management in CD
  - Lack of spiritual component in HCD
  - Lack of Sound Research that is African Based
  - Professional Growth in the field of CD
  - Need to deal with children as significant members of society

## The Challenges

- **Diploma**
  - Lack of Teaching Resources
  - Qualified & High Quality personnel
  - Marketing of the program
  - Church/Institutional sponsorship
  - Some are lacking accreditation – Some are accredited by their reputations & quality of training
  - Standardization – How does this feed into BA programs
  - Minimum Benchmarks (whether Spiritual/Academic/etc...of grads)
  - What is “Holistic” Child Development? How is it defined?
- **BA**
  - Poverty – Mindsets, Worldviews, rather than Actual Poverty
  - Lack of Human Resources
  - Lack of Material Resources
  - Church community – Marketed where the church leaders, community and the children take ownership of the programs
  - Building resilience in the community
- **MA**
  - Undergraduate foundations – needed for H CD
  - Lack of Competent lecturers in the field of CD who can integrate faith and learning
  - Lack of professional guidelines & governing bodies/policies
  - Lack of sponsorship from churches that allows them to participate in the training

## The Opportunities

We recognized the increased interest in ministering to children. Many different organizations that are working with children in Africa need trainings for employees. We also noted that there are already institutions training at higher levels in the area so we have staff to train at different levels especially at diploma and degree levels. We also noted that the job market is growing and we in Africa generally have an enabling political climate.

## The Critical/Contemporary Issues

This included the need to Champion the HCD in seminary Institutions across Africa. We also noted the need to standardize the curriculum and setting up quality assurance measures. Community Ownership for Initiation & Sustainability of Programs was also earmarked as important aspect to be considered. We also discussed the aspect of promoting HCD across the region and the issues of capacity building to make this happen we agree had to be intentional.

## Way forward



**Participants in one of the Plenary**

All in all this was a great opportunity to update some of the subject content of what we are currently offering. We also were able to check on the relevance of some of the subjects we are offering. It is our desire to make a curriculum which is **more responsive** to the realities in Africa.

- We designed a framework that shows who we are ;why we are training in HCD;what learners should be able to do and what content is need to achieve it , in ministerial formation of child care workers at different academic levels ( Certificate, diploma, degree and Masters level . It has been attached as appendix.
- We also discussed the informal training package for church leaders involved in holistic child development ministry designed by Petra College, in South Africa

It was evident that we needed another follow up meeting so that we can agree on the teaching /learning methods, assessment (how we will know that learners have achieved the goals), management (how we will make it happen) and evaluation /review (how we want it improved)

We were all very grateful to Compassion International for its demonstrated commitment to the cause of promoting children well being worldwide. All participants acknowledged what we covered were beyond their expectations. We commend Professor Victor Cole for his excellent facilitation skills. They were also grateful to Uganda Christian University for their wonderful hospitality and the Colline Hotel which was a home away from home.

We are sincerely grateful to Dr. Dan Brewster and Dr. Morompi Ole Ronkei for the catalyst role and pray we shall bring this good work to its end as we only went half way. It is our humble appeal that a follow up meeting will be held this year to complete this noble task.

## **Conference Attendees & Programs Represented**

### **MA Programs**

1. Daystar University (Kenya) – Malinda
2. St. Paul’s University (Kenya) – Charity
3. International Leadership University/NIST – (Kenya) – John

### **BA Programs**

4. St John University (Tanzania) – Meshack
5. Rwanda Institute of Evangelical Theology (Rwanda) – Benjamin
6. Uganda Christian University (Uganda) – Fred & Imelda

### **Diploma Programs**

7. Gaba Bible Institute (Uganda) – Lena & Duncan
8. Child Development Training & Research Ctr. (Ethiopia) – Guilat & Daniel
9. Uganda Martyrs Seminary Namugongo (Uganda) – Ruth

### **Certificated / Non-Formal Programs**

10. Petra College (S.Africa) – Dirk & Jan
11. Compassion International – Morompi
12. Viva Africa – Isobel

### **Program in Beginning Planning Stages – Not currently running**

13. Light University (Burundi) – Gregoire
14. Africa International University/NEGST (Kenya) – Alice & Victor

Key Competencies	Key Competencies	Key Competencies	Key Competencies	Key Competencies
Certificate Non Formal	Certificate Formal	Diploma Formal	BA Formal	MA Formal
Learners are able to <b>identify</b> negative traditional values their societies place on children.	Learners are able to <b>discuss</b> negative traditional values their societies place on children and offer practical solutions to remedy the problem.	Learners are able to <b>investigate &amp; evaluate</b> the negative traditional values their societies place on children and offer practical solutions & applied theories to remedy the problem.	Demonstrate understanding of different philosophies behind Holistic Child Development and interpret in terms of a sound theological framework	Critical engagement of existing biblical foundations for HCD and implications for HCD ministry.
Learners are able to <b>identify</b> issues faced by children in various contexts.	Learners are able to <b>identify, discuss, and apply practical skills</b> in working with children in various contexts.	Learners are able to <b>identify, discuss, and apply practical skills, strategies &amp; theories</b> in working with children in various contexts.	Demonstrate understanding of the role of the church in HCD	a).To source, identify, assess and interpret growth and developmental deficiencies among diverse categories of children. b).Critically engaging existing theories of child development from a biblical and theological perspective
Learners are able to <b>communicate</b> effectively with parents, caregivers & children.	Learners <b>use skill &amp; knowledge to guide their communication</b> with parents, caregivers & children.	Learners use <b>skill, knowledge, &amp; basic theory to guide</b> their communication with parents, caregivers & children.	Apply a Biblical framework to deal with ethical issues concerning children	Critically engaging existing national and international conventions on children from a biblical perspective
Learners are able <b>identify</b> the various needs of children.	Learners are able to <b>identify</b> the various needs of children and <b>are knowledgeable about the variety of techniques</b> needed to care for them.	Learners are able to <b>identify</b> the various needs of children and are able to <b>apply various theories, skills, &amp; strategies</b> about the variety of techniques needed to care for them.	Demonstrate understanding of the growth and development of children in a holistic way	To design, implement and evaluate appropriate interventions in HCD
Learners <b>Demonstrate</b> Christ Like Character through their involvement in children’s ministry	Learners <b>Demonstrate</b> Christ Like Character through their <b>increased involvement</b> in children’s ministry	Learners <b>identify</b> key biblical texts and theological/historical issues surrounding HCD	Effectively interact with children in different settings and developmental stages	Capacity for ongoing spiritual formation and growth
		Learners <b>Demonstrate</b> Christ Like Character through their <b>personal management &amp; basic leadership skills</b> in children’s ministry	Effectively interact with parents and families in different settings	To translate HCD research into Social policy

			Apply principles and methods to enhance faith formation in children	
			Apply principles of primary health care with children and families	
			Apply principles and skills to counsel children	
			Describe the national and local cultural and political set up and its interpretation in a Christian perspective in promoting children's well being.	
			Facilitate a process for the community to take ownership, initiate and sustainably manage child Ministries and program	
			Apply local and international policies and laws on children in a specific context	
			Advocate for children	
			Apply fundamental principles of project management	
			Demonstrate servant leadership and good stewardship	
			Demonstrate skills in personal management.	
			Demonstrate good interpersonal skills	
			Effectively engage with children with special needs	
			Apply basic skills in collecting, interpreting and presenting data	

Programs	Who we are	What we do & why	The Needs in our context & of target groups – Tie up the loose ends	Key Competencies (Specific, Operational & Measurable Terms) that address the needs	Identify content materials to address the competencies	Specify appropriate methods/methodology to address the content.	Contextual Relevant Resources
Certificate Non Formal	We are a Bible Based, Non Accredited, Short-Term Training Programs (anything less than 1 year in length)	We seek to provide <b>vision casting &amp; a brief overview</b> of HCD to community workers, parents, and the church community in order to create <b>awareness</b> of the importance of ministry to children.	<p>Bring <b>awareness</b> of the negative traditional values of children</p> <p>Develop <b>awareness</b> of children &amp; their context</p> <p>Provide <b>awareness</b> of how to effectively communicate to parents &amp; children</p> <p>Bring <b>awareness</b> of children with special needs</p> <p>Develop Christian <b>perspectives</b> on child's issues</p>	<p>Learners are able to <b>identify</b> negative traditional values their societies place on children.</p> <p>Learners are able to <b>identify</b> issues faced by children in various contexts.</p> <p>Learners are able to <b>communicate</b> effectively with parents, caregivers &amp; children.</p> <p>Learners are able <b>identify</b> the various needs of children.</p> <p>Learners <b>Demonstrate</b> Christ Like Character through their involvement in children's ministry</p>	<ul style="list-style-type: none"> <li>• History of Children &amp; childhood</li> <li>• Helping Children Grow Spiritually</li> <li>• Building Relationship with Children</li> <li>• Walking with Wounded Children</li> <li>• Health &amp; Nutrition</li> <li>• Ministering to Children with Disabilities</li> <li>• Biblical Perspectives on Children</li> </ul>	<p>All courses utilize the following teaching methods:</p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Discussion</li> <li>• Reflection</li> <li>• Group Work</li> <li>• Audio/Visual</li> <li>• Field visits</li> <li>• Observation</li> </ul>	<p>All courses utilize the following resources:</p> <ul style="list-style-type: none"> <li>• training manuals</li> <li>• power-point presentations</li> <li>• local newspaper &amp; magazine articles</li> <li>• basic training videos</li> <li>• Bible</li> </ul> <p>All materials will be in simple, understandable, non academic language.</p>

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Certificate Formal	We are a Bible Based Accredited or recognized institution or university providing 32 credit hours of HCD training (equivalent to 1 year study)	We seek to provide <b>practical skill and basic knowledge</b> of HCD to childcare workers and Sunday school teachers in order to create the <b>capacity</b> to effectively minister to children.	<p>Providing <b>practical skill</b> to reverse the negative traditional values of children</p> <p>Develop <b>practical skill &amp; basic knowledge</b> of children &amp; their context</p> <p>Provide <b>practical skill &amp; knowledge</b> of how to effectively communicate</p> <p>Develop <b>basic knowledge &amp; practical skills</b> to work with children with special needs</p> <p>Develop Christian <b>perspectives &amp; basic foundations</b> on child's issues found in the Bible</p>	<p>Learners are able to <b>discuss</b> negative traditional values their societies place on children and offer practical solutions to remedy the problem.</p> <p>Learners are able to <b>identify, discuss, and apply practical skills</b> in working with children in various contexts.</p> <p>Learners <b>use skill &amp; knowledge to guide their communication</b> with parents, caregivers &amp; children.</p> <p>Learners are able to <b>identify</b> the various needs of children and <b>are knowledgeable about the variety of techniques</b> needed to care for them.</p> <p>Learners <b>Demonstrate</b> Christ Like Character through their <b>increased involvement</b> in children's ministry</p>	<ul style="list-style-type: none"> <li>• History of Children &amp; childhood</li> <li>• Global Perspectives of Childhood</li> <li>• Helping Children Grow Spiritually</li> <li>• Children in Context</li> <li>• Understanding children at risk</li> <li>• Building Relationship with Children</li> <li>• Mentoring Children</li> <li>• Counselling Children in context</li> <li>• Health &amp; Wholeness</li> <li>• Special Needs Children</li> <li>• Biblical Perspectives on Children</li> <li>• Child, Church &amp; mission</li> </ul>	<p>All courses utilize the following teaching methods:</p> <ul style="list-style-type: none"> <li>• Assessment (Quizzes/Exams)</li> <li>• Written Assignment</li> <li>• Demonstration</li> <li>• Discussion</li> <li>• Reflection</li> <li>• Group Work</li> <li>• Individual Work</li> <li>• Audio/Visual</li> <li>• Presentations</li> <li>• Field visits</li> <li>• Observation</li> </ul>	<p>All courses utilize the following resources:</p> <ul style="list-style-type: none"> <li>• reading notes</li> <li>• training manuals</li> <li>• power-point presentations</li> <li>• local newspaper &amp; magazine articles</li> <li>• basic training videos</li> <li>• reference books</li> <li>• Bible</li> </ul> <p>All materials will be in simple, understandable, basic academic language.</p>

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Diploma Formal	We are a Bible Based Accredited or recognized institution/university providing 64-72 credit hours of HCD training (equivalent to 2 year study)	We seek to provide broad-based information, practical skills, strategies, & basic <b>foundational theories</b> in HCD to child development workers to <b>enable</b> them to effectively care for and minister to children.	<p>Encourage students to <b>seek &amp; acquire information, theory, skills &amp; strategies</b> to reverse the negative traditional values of children</p> <p>Expose Students to <b>foundational theories &amp; strategies</b> of working with children within their individual contexts</p> <p>Provide <b>skills, theory &amp; strategies</b> to effectively communicate with children</p> <p>Apply basic <b>theories, skills, &amp; strategies</b> to work with children with special needs</p>	<p>Learners are able to <b>investigate &amp; evaluate</b> the negative traditional values their societies place on children and offer practical solutions &amp; applied theories to remedy the problem.</p> <p>Learners are able to <b>identify, discuss, and apply practical skills, strategies &amp; theories</b> in working with children in various contexts.</p> <p>Learners use <b>skill, knowledge, &amp; basic theory to guide</b> their communication with parents, caregivers &amp; children.</p> <p>Learners are able to <b>identify</b> the various needs of children and are able to <b>apply various theories, skills, &amp; strategies</b> about the variety of techniques needed to care for them.</p>	<ul style="list-style-type: none"> <li>• History of Children &amp; childhood</li> <li>• Global Perspectives of Childhood</li> <li>• Policy/ Legislation/ Advocacy</li> <li>• Child Evangelism/ Discipleship</li> <li>• Children in Context</li> <li>• Understanding children at risk</li> <li>• Child Development Fundamentals</li> <li>• Specific Child Group Courses (children/war, trafficked, street children, etc..)</li> <li>• Learning &amp; Ministering with Children</li> <li>• Building Relationship with Children</li> <li>• Counselling &amp; Mentoring Children</li> <li>• Counselling Children in context</li> <li>• Health &amp; Wholeness</li> <li>• Special Needs Children</li> <li>• Trauma &amp; Abuse Counselling</li> </ul>	<p>These courses utilize the following teaching methods:</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assessment (Quizzes/Exams)</li> <li>• Final Projects</li> <li>• Written Assignments</li> <li>• Demonstration</li> <li>• Discussion</li> <li>• Reflection</li> <li>• Group Work</li> <li>• Individual Work</li> <li>• Audio/Visual</li> <li>• Presentations</li> <li>• Field visits</li> <li>• Observation</li> <li>• Apprenticeship / Internship</li> </ul>	<p>These courses utilize the following resources:</p> <ul style="list-style-type: none"> <li>• Core textbooks</li> <li>• Course Readers</li> <li>• Academic Journals</li> <li>• Power-point presentations</li> <li>• local newspaper</li> <li>• magazine articles</li> <li>• Audio/Visual Materials</li> <li>• reference books</li> <li>• Bible</li> </ul> <p>All materials will be in basic academic language.</p>

			<p>Apply Christian <b>perspectives &amp; basic foundations</b> on child's issues found in the Bible</p> <p>Build biblical/Christ-like character into the learners for effective <b>basic leadership skills &amp;</b> personal management</p>	<p>Learners <b>identify</b> key biblical texts and theological/historical issues surrounding HCD</p> <p>Learners <b>Demonstrate</b> Christ Like Character through their <b>personal management &amp; basic leadership skills</b> in children's ministry</p>	<ul style="list-style-type: none"> <li>• Biblical Perspectives on Children</li> <li>• Child, Church &amp; mission</li> <li>• Theology of Holistic Ministry</li> <li>• Self-Care in Ministry</li> <li>• Leadership, Management &amp; Care in Childhood Settings</li> </ul>		
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BA Formal	<p>Christian University offering Theoretical &amp; Practical and personal Components based on Theological Basis</p> <p>We are producing Practitioners</p>	<p><b>What:</b> We train students to acquire BA education in HCD</p> <p><b>Why</b> Needs for professionalism in child care ministries Promote child wellbeing in homes, schools, churches and communities</p>		<p>Demonstrate understanding of different philosophies behind Holistic Child Development and interpret in terms of a sound theological framework</p> <p>Demonstrate understanding of the role of the church in HCD</p> <p>Apply a Biblical framework to deal with ethical issues concerning children</p> <p>Demonstrate understanding of the growth and development of children in a holistic way</p> <p>Effectively interact with children in different settings and developmental stages</p> <p>Effectively interact with parents and families in different settings</p> <p>Apply principles and methods to enhance faith formation in children</p> <p>Apply principles of primary health care with children and families</p>	<ul style="list-style-type: none"> <li>• Philosophies (anthropology, development, worldviews, etc)</li> <li>• Christian philosophy</li> <li>• The church and the society in relationship to HCD <ul style="list-style-type: none"> <li>• Biblical ethics</li> <li>*Ethical issues on childhood.</li> </ul> </li> <li>• Child development theories and processes</li> <li>• Implications of theories to practice in different contexts</li> <li>• Principles and skills of communicating with children in different developmental stages</li> <li>• Early childhood</li> <li>• Youth ministry (adolescence)</li> <li>• Parenting (primary care giving)</li> <li>• Family issues</li> <li>• Faith formation in children</li> <li>• Contextual Evangelism &amp; Discipleship</li> <li>• Principles and practices for primary health care (health &amp;</li> </ul>	<p>These courses utilize the following teaching methods:</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Demonstration</li> <li>• Discussion</li> <li>• Practice</li> <li>• Reflection</li> <li>• Group Work</li> <li>• Audio/Visual</li> <li>• Field visits</li> <li>• Observation</li> <li>• Reading assignments</li> </ul>	

				<p>Apply principles and skills to counsel children</p> <p>Describe the national and local cultural and political set up and its interpretation in a Christian perspective in promoting children's well being.</p> <p>Facilitate a process for the community to take ownership, initiate and sustainably manage child Ministries and program</p> <p>Apply local and international policies and laws on children in a specific context</p> <p>Advocate for children</p> <p>Apply fundamental principles of project management</p> <p>Demonstrate servant leadership and good stewardship</p> <p>Demonstrate skills in personal management.</p>	<p>wholeness)</p> <ul style="list-style-type: none"> <li>• Child counseling</li> <li>• National and international laws and policies concerning children ( Children and the law)</li> <li>• Facilitation principles and methods</li> <li>• Sociology of a local community</li> <li>• Social policy</li> <li>• Resources mobilization skills</li> <li>• Community development and entrepreneurship skills</li> <li>• Training of trainers</li> <li>• Policies and laws related to Children (for e.g. child protection)</li> <li>• Principles &amp; methods of advocacy</li> <li>• Project planning and management</li> <li>• Introduction to management.</li> <li>• Fundamentals of Christian leadership</li> <li>• Time management</li> <li>• Financial management</li> <li>• Self understanding</li> <li>• Application of talents and the gifts of the Holy Spirit</li> </ul>		
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				Demonstrate good interpersonal skills	<ul style="list-style-type: none"><li>• Personality studies</li><li>• Communication skills</li><li>• Conflict and conflict management</li></ul>		
				Effectively engage with children with special needs	<ul style="list-style-type: none"><li>• Methods and skills of dealing with children with special needs</li></ul>		
				Apply basic skills in collecting, interpreting and presenting data	<ul style="list-style-type: none"><li>• Research methods</li><li>• Writing and study skills</li></ul>		

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MA formal	Christian institution of higher learning offering academic & professional training in HCD	<p>To build the capacity of managers of Social Institutions dealing with children, researchers and trainers for effective delivery of HCD services</p> <p>Why? To build a professional pool of human resource expertise in the area of HCD</p>	<ul style="list-style-type: none"> <li>• Specialists in the area of child development</li> <li>• Professionalism/ Management in Child focused organizations</li> <li>• Holistic approach of management</li> <li>• Contextualised African-based learning material in Child Development</li> <li>• Action-based Research that is African Based in the field of Child Development</li> <li>• Development of HCD as professional discipline</li> <li>• Need to value children as significant members of society</li> </ul>	<p>Critical engagement of existing biblical foundations for HCD and implications for HCD ministry.</p> <p>a).To source, identify, assess and interpret growth and developmental deficiencies among diverse categories of children.</p> <p>b).Critically engaging existing theories of child development from a biblical and theological perspective</p> <p>Critically engaging existing national and international conventions on children from a biblical perspective</p> <p>To design, implement and evaluate appropriate interventions in HCD</p> <p>Capacity for ongoing spiritual formation and growth</p> <p>To translate HCD research into Social policy</p>	<ul style="list-style-type: none"> <li>• Biblical and theological foundations of ministry to children, sociology and the history of childhood</li> <li>• Holistic Child development theories, policies and practices</li> <li>• Situation of the world’s children</li> <li>• Project planning and management</li> <li>• Leadership skills (for application)</li> <li>• Resource mobilisation &amp; Christian management</li> <li>• Personal and professional development</li> <li>• Applied Research to HCD</li> <li>• Academic writing</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Lectures</li> <li>• Projects</li> <li>• Student Practicum</li> <li>• Exposure field trips</li> <li>• Class presentations</li> <li>• E-learning</li> </ul>	