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| **Headlabel1: Physical domain** | | |
| Definition: The physical development of a child is combined with gross motor skills, such as crawling, running and jumping to fine motor skills such as scribbling/drawing and beading. The child is developing coordination of movement. | | |
| **Sublabel** | **Fragment** | **Frequentie** |
| Sublabel 1: Activities | They do activities with a ball, maybe soccer or netball. They also play with a swing. They pull him, he comes back, that’s a way of balance. Physical as well they teach them by holding a pencil, that physically they are fit by coordination between head and hand. So writing.  1.6 Activities with a ball 1.7 Play with a swing 1.8 Holding a pencil 1.9 Coordination between head and hand |  |
| When sometimes they come to the school they didn’t take a bath, so they make sure that clean them 1.10 Cleaning the child |  |
| The food is hygienically prepared.  1.11 The food is hygienically prepared |  |
| This other time the Matunkha-people came with the scale, instruments like that, so they were seeing if maybe the children were under weight or they were growing normally. 1.12 This other time a check if the children were under weight or were growing normally |  |
| Playing football, netball, dancing. Like hopping. Walking, running. 5.6 Playing football 5.7 Playing netball 5.8 Dancing 5.9 Hopping 5.10 Walking 5.11 Running | [18.11], [5.11]=[18.16] |
| The one who is weak they give him extra special care. Is just the same to the one who is sick, they also give him special care. they can put them on their back then walking around with him or her. 5.13 Children who are weak or sick got extra special care by putting them on their back and walk around with him/her |  |
| For those who started earlier on, they are very active. Running, being noisy.  5.27 Children that are longer in CBCC are more active |  |
| They just take them aside and chat with them. And which children are getting? physical disabilities. 5.42 Children with physical disabilities get extra attention by taking them aside and chat with them |  |
| It is good to well prepare food. Playing with the ball, that is football or netball. Playing the rope. Seesaw. There is another game called Padda. Nowadays it is very cold, you encourage those children to make jumps, or even maybe to run, so that they can feel warm. 18.10 Prepare food well 18.12 Playing the rope 18.13 Seesaw 18.14 Padda 18.15 Make jumps 18.17 Warming up for if it’s cold |  |
| **Headlabel 2: Mental-cognitive domain** | | |
| Definition: The mental-cognitive development of a child is the ability to think, reason and solve problems, which includes mathematical problems. It is their ability to understand relationships between objects, events and people. | | |
| **Sublabel** | **Fragment** | **Frequentie** |
| Sublabel 1: Activities | Sometimes they help them in composing some songs. Learning the alphabet. To mention the shapes.  1.13 Composing songs 1.14 Learning the alphabet 1.15 Learning shapes | [1.14] = [5.14] |
| Do you stimulate the children in creating their own stories? They make stories with a certain hidden meaning, it’s like riddles 1.17 Creating own stories is stimulated by making riddles |  |
| Learning the alphabet. They teach them how to read, how to count and write. They teach them sports.  5.15 Teach how to read 5.16 Teach how to count 5.17 Teach how to write 5.18 Teach sports |  |
| How do you stimulate the child’s creativity development? When they want to teach the child how to make a car. They take soil. A care made from wire. They give them wire. If they want to teach them how to make a person. They take a paper like this and they cut the paper in a person shape. Maybe the child wants to make a house, they give them maize stocks and they teach them to make a house. 5.19 The child’s creativity development is stimulated by giving an assignment to make something of soil, wire or maize stocks | [1.16] |
| That also can make the child to develop stories accord to what they have done. They can make them able to say like a car we do like this or we ride 5.20 The child can create own stories according to what he is doing |  |
| They just take them aside and chat with them And which children are getting? Mentally disabled. 5.43 Mentally disabled children get extra attention by taking them aside and chat with them |  |
| when that child is able to follow what we have been teaching then we know that his thinking capacity is really developing. And maybe when you have taught them a new lesson he grabs that and maybe she is able to retell what you have taught her or him, then they are able to know she is really developing mentally. 18.18 When a child is able to follow what we have been teaching, the child’s thinking capacity is developing 18.19 When a child is able to retell what you have taught, the child is developing mentally |  |
| After teaching for example alphabetic orders or numbers then we make a group we make them to sit down and ask them to write, maybe to make A. Then from there they are able to know that that is how they write A, and A that is like this. 18.20 Teaching in groups |  |
| How do you stimulate the child’s fantasia development? What they do is, we give them freedom to do what so ever they feel like doing. 18.21 The child’s fantasia development is stimulated by giving children the freedom to do what they feel like doing |  |
| Do you stimulate the children in creating their own stories? Yes. We do that by asking them to tell us a story, maybe of which they know it, maybe they heard it from somewhere else of maybe they have never heard it or anything they feel like to say. 18.22 The child is stimulated to create his own stories by asking them to tell a story |  |
| **Headlabel 3: Social-emotional domain** | | |
| Defenition: Social-emotional development is the ability of a child to relate to other people and the ability to feel for them self and others. This is a foundation for relationships that give meaning to children’s experiences in the home, school and larger community. | | |
| **Sublabel** | **Fragment** | **Frequentie** |
| Sublabel 1: Activities | They jump the rope. play with the ball. Make a circle and the teacher inside. She throws the ball to someone and that child throws back. 1.18 Jump the rope 1.19 Play with the ball 1.20 Make a circle and throw the ball to each other |  |
| They try to introduce a co-education whereby they sit like boy, girl, boy, girl. They shouldn’t be afraid because of gender 1.21 They try to avoid that children are afraid of another because of gender |  |
| But when they see other people doing some activities they just stay quiet. So they try to make sure that child develops that sense of chatting with others. So they take her and jump together ‘you can do this’. By and by till it is used and later on join.  1.37 Children that stay quiet are stimulated to chat with others through doing things together with the child |  |
| There are other children, when you take them to start playing, they start crying, because something she’s not used with the huge number of children. So they leave her for a while, maybe a week, and after that she gets used to the huge number and join. 1.38 Children who have to become used to the huge number of children are leaved for a while |  |
| These who are just joining they look first, because they don’t know what to do. If they say: who can make a house?, then those who are longer there, say: Ine, Ine. 1.39 Children who are longer in a CBCC know what to do and do it |  |
| When they come from home they feel lonely and comfort them by giving them activities. By playing the child got comfortable. 5.12 By playing the child got comfortable |  |
| Football, netball. Maybe the child is just staying like this, then they see their friends playing. And when that man goes there to play with his friends in that case the child he has gone to interact and socialize with his friends 5.21 Playing football 5.22 Playing netball 5.23 Playing with friends includes interaction and socializing |  |
| when they are making a soil car and so if maybe someone has done a good one. That one comes; how did you do that? 5.24 A child that make a good toy can help his friend |  |
| when they are making a soil car and so if maybe someone has done a good one. That one comes; how did you do that? Then those friends are making friendship  5.25 Helping each other is making friendship |  |
| And the emotional part? They call those children together and they sing. So the one who was maybe hungry he is forgetting and involves himself in singing. Maybe some children they just sit and they put other thinking. They call those children, let’s go outside and run around this. Let’s come and sit together, then they come and sit. 5.26 To let the child forget his problem they sing, run or sit together |  |
| For those who started earlier on they start fighting the new ones. Why? Because they are not friends. Those who are used with the place they are trying to protect the area.  5.28 Children who are longer in CBCC start fighting the new ones, because they try to protect their area |  |
| we listen, by the time when we are singing and dancing we make them to dance in pair. By that they are becoming friendly to each other. Sometimes we encourage them to share the goods. And on the emotional part? we teach them the word of God, so that they become concerned of the well-being of their fellow. We encourage them to be loving each other through the word of God.  18.23 Listen 18.24 Dance in pairs 18.25 Encourage to share goods 18.26 Teach them the Word of God so they become concerned of the well-being of their fellow 18.27 Encourage them to love each other through the Word of God |  |
| What if a child is coming from home and he saw his parents having a fight, what do you do? before starting our lesson we tell them, the whole class to sing one or two songs, to dance. So by doing that we make them to forget what was happening at their homes so that they should concentrate what is happening in class.  18.28 By singing and dancing before the lesson start we make them forget what was happening at their homes |  |
| Do they also give them space to talk about is? we ask them about their well-being. 18.29 We ask them to tell about their well-being |  |
| those that started long time ago there is a behavior change, because they have been taught to not fight, you need to love one another. So for those who have been just joined, since they have not been taught, you find that maybe they fight, they show their bad behavior to their fellows. Sometimes those who have just joined they feel shy to associate with their friends. 18.30 Children who stay longer in a CBCC change in behavior, because they have been taught not to fight and to love one another 18.31 Children who have just joined CBCC show bad behavior to their fellows 18.32 Children who have just joined CBCC sometimes feel shy to associate with their friend |  |
| **Headlabel 4: Moral-spiritual domain** | | |
| Definition: the moral-spiritual development of a child is the foundation for developing the core human values such as respect for the self and others, sharing and caring for others and for the environment. Children also learn to appreciate and value the culture and families spiritual/religious beliefs. Through moral and spiritual development children also learn the importance of rules and limits set by the family and community in which they grow in (Farber,2004). | | |
| **Sublabel** | **Fragment** | **Frequentie** |
| Sublabel 1: Activities | She is teaching some kind of religious. If I take my hand and beat my friend, God in heaven is going to burn me. So they grow with that fear it’s not good to beat one another 1.22 They avoid beating by saying that God in heaven is going to burn the child if it beats |  |
| Before they start classes they make sure they come together to pray. And when it comes to food they don’t start, but say let us pray first. They make sure they know some verses from the Bible by heart or teach them the meaning of some verses in the Word of God. They have some specific stories in the Bible. Like the story of Jonah, all kind of stories that are relevant to children, they try to teach them. And the day after learning a lesson. They also take the history aspects of Jesus. Where He was born, how He grew up, His ministry, something like that. They teach the children the goodness of Jesus Christ. The good things that He did. They say: the things Jesus did in order to help us in our life, this is the way you also have to live among each other. You have to show mercy to each other.  1.23 Pray before they start classes 1.24 Pray before it comes to food 1.25 Learn some verses from the Bible by heart 1.26 Teach the meaning of some verses in the Word of God 1.27 Tell specific stories in the Bible 1.28 Tell about history aspects of Jesus 1.29 Teach the goodness of Jesus Christ 1.30 Tell that you have to show mercy to each other | [1.23 + 1.24] = [5.31], [1.25] = [5.30] |
| When someone has done a theme to the very best they take his fellow children and say let’s clap hands for what our friend has done. Sometimes they have some sweets. That stimulates the children to answer the question. 1.31 Good behaviour is rewarded by clapping hands with the fellow children 1.32 Good behaviour is rewarded by giving a sweet | [1.32] = [5.39],[1.31] = [18.36] |
| Not in games, but maybe in class of when they’ve found well enough in their place. 1.33 Compliments are only given in class, not in playing |  |
| she take that trouble one child, not beating her 1.34 A child is not punish by beating |  |
| she take that child and just sit next to her. Till she sees maybe the troublesome has ended and can back to her position. 1.35 A child is punished by taking the child and let it sit next to the caregiver |  |
| Some children are too young, for example they can’t football or swing. They try to discipline them in a way they just give them soil so they can make other things. Because they shouldn’t be crying for the swing. 1.36 A child that is crying is disciplined by distraction of a new toy |  |
| Sing gospel songs. They give them verses from the bible. They are also praying.  5.29 Sing gospel songs |  |
| How is she stimulating the children to respect one another? Maybe the other one is saying .. words are or bad words or others they say that no come, this is not the way we are living. You should live like this and this.  5.32 Respect is stimulated by instructing the child the way he should live |  |
| If you want to have good behavior, you should be a God fearing person.  5.33 If you want to have good behaviour you should be a God fearing person |  |
| You should also respect their parent, and when they respect their parents they will also respect other fellow friends.  5.34 If the child is respecting his parents, he will also respect other fellow friends |  |
| What do they do when the one is beating the other? They stop them. How? They say that stop beating your friend, you are one person. They take him aside. 5.35 Beating is stopped by saying: stop beating your friend 5.36 Beating is stopped by taking the child aside |  |
| Do you give the children compliments? how? They say that they have to continue what they are doing. The way you are doing you have to teach others, your fellow friends also. When the child is doing something good they only say that he is doing something good? They say that they give him sweets. When children are doing something good you also sing for them, well done well done..? Yes. 5.37 Good work is rewarded by saying that they have to continue what they are doing 5.38 Good work is rewarded by saying that the child should teach others/friends 5.40 Good work is rewarded by singing for the child |  |
| Sometimes we ask them, last Sunday did you go for prayers? Then others they say yes we went. Others will say no. And they tell them that you need to tell your parents that this Sunday you need to take me to church. Sometimes we do have religious lessons here, from there we teach them the word of God, so that they can have a good behavior. 18.33 Ask children if they went for prayers last Sunday 18.34 Tell children that they need to tell their parents that the parents should take them to church 18.35 Sometimes religious lessons |  |
| when a child has done good we tell her friends to clap hands for him. we do is we can touch her, like very good.  18.37 Good is work is rewarded by touching the child |  |
| Also the one who has not done very good job, we encourage him with the words: tomorrow you will do better. So which means deep down you know you have not done it well but the teacher tells me that tomorrow I will do better. 18.38 Children are encouraged with words to do their best |  |
| Do you punish the children? No, they are still young. What do they do when somebody has done something wrong? We just tell him that what you are doing is not good, so don’t do it again. 18.39 A child will not be punished, they only say that what the child is doing is not good | [5.41] |
| **Headlabel 5: Culture** | | |
| Definition: All aspects that have to do with the cultural values of raising a child in northern Malawi | | |
| **Sublabel** | **Fragment** | **Frequentie** |
|  | Mainly the thinking we have the orphans. The issue is that they make sure that they shouldn’t feel that they have no parents. 1.1 The child shouldn’t feel that it has no parent |  |
| when you raise the child affectively it may become a chief or leader of the community. When he is fully educated can take care of his fellow children. When he is grown up he can know that for me to live a better life I have to live like this, so that his life can be profitable to him. 1.2 The child may become a chief or leader of the community 1.3 When the child is fully educated it can take care of his fellow children 1.4 When the child is grown up he can know that to have a better life, he should live like this |  |
| Here we believe culturally that a male child when he grows up he is the one that makes the villages. But for a lady, she is married somewhere, she comes from far away. Was taken from her family to this family. So they put much effort on a male child, because they know he made the village strong. With that issue in mind, the care goes first to the male child. That he has to be educated, because they know for sure that he will take care of the village. 1.5 They put much effort on a male child, because he stays at this place and makes the village. |  |
| They say that the child is able to respect the parent.  5.1 The child is able to respect the parent |  |
| What are the cultural values concerning raising a child? The parent should love to their children. The parent should show respect to the children, and the children should also show respect to the parents. … if you want something you have to beg from the God. 5.2 Parents should love their children 5.3 Parents should show respect to the children 5.4 Children should show respect to the parents 5.5 If you want something you have to beg from the God |  |
| What do you think is important concerning raising a child? Food, Protection from abuse. Clothing, education, practicing education, playing. 18.1 Food 18.2 Protection from abuse 18.3 Clothing 18.4 Education 18.5 Practicing education 18.6 Playing |  |
| What are the cultural values concerning raising a child? There is need to encourage them to go for education. To make them avoid or abstain, especially avoiding alcohol or the use of drugs, so that they can concentrate on education. And encouraging them to go to church.  18.8 Make them avoid or abstain alcohol or drugs 18.9 Encourage children to go to church |  |

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| **Headlabel1: Physical domain** | | | |
| Definition: The physical development of a child is combined with gross motor skills, such as crawling, running and jumping to fine motor skills such as scribbling/drawing and beading. The child is developing coordination of movement. | | | |
| **Sublabel** | **Fragment** | **Frequentie** | |
| Sublabel 1: Children inside CBCC | Healthy wise he is just oké. [2.6] The health of the child has been well | [3.3] [7.7] [10.9] [15.5] [16.5] [16.6] | |
| there are just small illnesses. He has been suffering, but not all that severe. You know a cough sometimes, then it goes within short periods of terms. [2.7] During the life of the child there were only small illnesses | [7.8] | |
| At the very beginning he was suffering a lot, but nowadays you can see that’s changed and there is good health in him. [13.4] In the first years of the child's life she was suffering a lot |  | |
| When she turns 4 years she suddenly suffering from Malaria. She was taken to the hospital for treatment. So she went back to the hospital and they told her to restart. To do with this child as if she just was born.  [15.6] On the age of four years this child was suffering malaria and from that moment the parent had to act with the child as if she was just born |  | |
| *Is she often sick?* Not so often. [15.7] The child is not often sick |  | |
| Normally maybe he sleeps around seven or something then at six or seven he is out of sleep.  [2.8] The child sleeps between eleven and twelve hours during the night | [3.4] [7.9] [13.6] [15.8] [16.7] | |
| She normally sleeps from eight o’clock to six o’clock. [10.11] The child sleeps ten hours during the night |  | |
| During daytime is not usual. [2.9] Sleeping during the day is not usual | [7.10] [10.10] [15.9] [16.8] | |
| During day one hour. [13.5] The child sleeps on hour during daytime |  | |
| Sometimes she sleeps at 3 o’clock and at 7 o’clock she is awake in the evening. *And what time is she going to sleep then in the evening?* 2 hours awake, then sleep again. [3.5] The child sleeps four hours in the afternoon, is two hours awake and goes for nightsleeping |  | |
| For the first one, the smaller one, likes go to bed earlier and wakes up late. While the other one she sleeps late and wake up earlier than the other.  [16.9] The smaller child sleeps earlier and awakes later than the bigger child from the same age |  | |
| *Does this child appear to be active? All that active. [7.11] The child appears to be active* | [2.10] [3.6] [10.12] [13.7] [15.10] [16.10] | |
| Playing with the ball. Doing some other sporting activities. Like maybe I can say Jittering, Throwing some other things, just at a certain point they can draw something, than you throw something than you make sure that this thing goes into that box. Most of the times he is of that acrobatics. [2.11] Playing with the ball [2.12] Jittering [2.13] Acrobatics | [3.8] [10.16] [13.8][13.9] [15.12] [16.12] [16.13] | |
| Most of the time she goes with the mother to draw water, taking some maize cob and lost them.  [3.7] Draw water | [10.13] | |
| sometimes she takes some small things for maybe cooking food with sand. Just using small tins.  [3.9] Cook food with sand |  | |
| Apart from making a person or a cow, he plays ‘padda’ (game with lines) or jump the rope.  [7.12] Make a person or a cow [7.13] Play padda [7.14] Jump the rope | [10.19] [13.10] [15.11] [16.11] | |
| During the day she normally goes to the tap to draw water, bathing, jingo. [10.14] Bathing [10.15] Jingo |  | |
| So he understands that after this she can play with a ball, we call it fly. And they have Nchua(A drawn round with stones in/around, thow a stone up, switch the stones in or outside the round and catch the thrown stond) and Padda.  [10.17] Fly [10.18] Nchua |  | |
| They usually jump the rope. Sometimes they make up a plastic ball and they throw to each other. Sometimes they run chasing each other.  [16.14] Run chasing each other |  | |
| Because at first this children they didn’t like playing or doing activities such as jumping or maybe playing with the ball. Of which of them now they are interested in these things which we know definitely that they have learned it from CBCC. [16.42] After attending CBCC the children started to have interests in playing, jumping or playing with the ball. |  | |
| Sublabel 2: Children outside CBCC | Healthy wise this child actually has performed very well. [4.4] The health of the child has been well | [12.4] [17.10] [20.10] | |
| ofcause sickness is there but not all that severe up to the point of admission. [6.3] During the life of the child sickness was there but not servere | [4.5] | |
| He sleeps in the afternoon, as soon after maybe taking the supper(8), then he raises in the morning before sun rises(6). [4.6] The child sleeps ten hours during the night | [17.11] [20.10] | |
| From past six in the evening, then past six in the morning he wakes up. [12.6] The child sleeps twelve hours during the night |  | |
| Sometimes when from six o’clock up to seven o’clock am, he sleeps so much. [6.5] The child sleeps thirteen hours during the night |  | |
| He doesn’t sleep during daytime. [4.7] Sleeping during the daytime is not usual | [12.5] [17.12] | |
| When it comes to sleeping between two and a half and three hours during daytime. [6.4] The child sleeps between two and a half and three hours during daytime |  | |
| *Does this child appear* **to be active**?Very active. [4.8] The child appears to be active | [6.6] [12.7] [17.13] [20.17] | |
| Sometimes playing football, doing arts etc etc. [4.9] Football [4.10] Doing arts | [6.7] [12.8] [17.15] | |
| They play a sort of ‘padda’. [4.11] Padda |  | |
| Sometimes he makes some birds traps. Then he traps birds. [4.12] He makes birdtraps and then he traps birds |  | |
| He likes making dogs, puppets, he takes grey soil and mooding a cow or a car. [6.8] He moods dogs, puppets, a cow or a car | [12.11] [12.12] | |
| He can imagine and make something like an oxcart or things like that. He likes also playing football. [6.9]The child is able to imagine to make things like an oxcart |  | |
| playing with a ball or maybe making a hole and he is making some ridges. [12.9] Make a hole [12.10] Make some ridges |  | |
| Singing, dancing, jumping the rope and running. Also practicing cooking. [20.13] Singing [20.14] Dancing [20.15] Jumping the rope [20.16] Running [20.17] Practicing cooking | [17.14] | |
| **Headlabel 2: Mental-cognitive domain** | | | |
| Definition: The mental-cognitive development of a child is the ability to think, reason and solve problems, which includes mathematical problems. It is their ability to understand relationships between objects, events and people. | | | |
| **Sublabel** | **Fragment** | **Frequentie** | |
| Sublabel 1: Children inside CBCC | He comes just right away there, then he can kneel down there. [2.14] When he comes, he kneels down to get attention |  | |
| So she explains what she wants.  [3.10] The child explains what she wants | [2.15] [10.20] [13.12] [15.14] [16.15] | |
| Sometimes it is through non-verbal communication. He just comes near his father and is very quiet. So the father knows, this silence means something. So he ask: what can I do for you? It seems things are not okay, can you tell me? Sometimes he doesn’t say it, so he tried to make some riddles or something like that, to open up his mind. And then he said: I want maize. [7.15] The child comes near to the parent and is very quiet [7.16] The parent asks the child what he wants [7.17] The child open up his mind to get the words what he wants to say |  | |
| When he is very hungry he doesn’t go and sleep. So they know this is because of the hunger.  [13.11] The child expresses by not sleeping when he is hungry |  | |
| So through crying the mother is able to trace what the girl wants or needs. [15.15] The child expresses through crying |  | |
| It’s not most of the time that she is telling stories [15.16] The child doensn't tell a lot of stories |  | |
| It is what they have experienced during the day. [16.16] The child tells what he has been experiencing during the day |  | |
| She tells her mother what actually was happening at school. [3.11] The child tells what was happening at school | [7.18] | |
| Yes, she create her stories. Maybe she was cooking and she invites her friends. Come and eat, I’ve cooked nsima. Or maybe she has a doll or a child then she said: can you see my child here. [15.17] The child creates stories |  | |
| *do they create a story?* If in that group playing, one of them acts like a mother, one of them will act like a father. So they do as their parents do. [16.17] The child create a story of being the parent |  | |
| Sometimes he also makes some riddles [2.17] The child creates riddles | [10.22] | |
| When maybe there was a certain event, he is able to make that event so that maybe it makes that event to be very attractive to listen to. [2.18] The child makes the event so that the event is very attactive to listen to |  | |
| This other time she saw someone stealing maize in the chiefs garden. She comes…mam I had to tell you that such and such was stealing maize in another garden. So it was from her own head. [3.12] The child tells from the memory |  | |
| When she is cooking the food she can say: No, let’s go and buy some relish. Then she goes there and said: I want the relish. Then she comes back. Ow, I need to draw water, so that I can cook very well. She goes and draw the water. [3.13] The child creates a story of cooking food |  | |
| Sometimes he says: grand mom you have to know. One time I will buy an airplane. [13.13] The child creates a vision of buying an airplane |  | |
| Being creative in making stories, not really. [7.19] The child is not really creative in making stories | [15.16] | |
| We have something in Malawi, we call it pike (tol) When beating it, it continues turning round and round. During that he sings a song, every song he likes to sing. [7.20] The child sings any song he likes to sing during playing |  | |
| She tries to stimulate. Sometimes when is he doing something that is not good, she says you don’t have to do this. [2.19] The parent tries to stimulate the knowledge [2.20] The parent stimulates the knowledge by telling | [3.14] [10.24] [13.14] | |
| As she was told by the health workers whatever you do, maybe domestic work at home, try to involve your child. [15.18] The parent was stimulated to try to involve her child in everything she does |  | |
| When it comes to cooking being a lady, the mother is busy to telling her this is the way how we cook. [10.23] The parent is stimulating the knowledge about cooking by telling |  | |
| She makes sure that she knows how to take a bath. [10.25] The parent is makes sure that the child knows how to take a bath |  | |
| She encourages him to go to school as well to get more knowledge academically as well. Does she learn him to count or say the alphabet? yes. [2.21] The parent stimulates the knowledge by encouraging [2.22] The parent learns the child to count and to say the alphabet | [7.21] [10.29] | |
| *Does she also* learn words, like this is a house, this is a tree? Yes, she helps. This is a tree of mango’s, this is a Tabaco plant. This is rain, now it’s raining, this is a rainbow. [3.15] The parent learns the child words |  | |
| So he tries to teach the children so that they can be all that obedient as well as respecting the elders. [7.22] The parent teaches the child to be obedient [7.23] The parent teaches the child to respect the elders |  | |
| She is also teaching her to say from Monday to Friday these are the days to go to school. Then from there on Saturday she rests. But on Sunday they teach her to say she has to go to the church. [10.26] The paren teaches the child that he goes to school from Monday to Friday [10.27] The paren teaches the child that Saturday is a day of rest [10.28] The paren teaches the child that he has to go to the church on Sunday |  | |
| When she is back from CBCC she is counting number, she can order alphabet, but not all of them. Singing.  [15.31] Back from CBCC the child is counting numbers [15.32] Back from CBCC the child is ordering the alphabet [15.33] Back from CBCC the child is singing |  | |
| We try to teach them to avoid for example eating the food which they can find on their way. [16.18] The parent teaches the child to avoid eating food which they found on their way. |  | |
| My desire is for them to know how to speak English. [16.19] The parent´s desire for the child is to know how to speak English |  | |
| What do you think that nursery school has added to the development of your child? And the other thing is they have got a lot of songs to sing which they have been taught at school with their friends. [16.41] The CBCC has learned the child more songs to sing |  | |
| Sublabel 2: Children outside CBCC | Maybe he comes there and you find him being quiet just like that. [4.13] The child comes to the parent and is just quiet | [6.11] | |
| That’s through verbal expression. [17.16] The child expresses through verbal expression | [6.10] [12.14] [20.18] | |
| So he expresses his self by speaking or maybe gestures. [6.12] The child expresses through gestures |  | |
| Sometimes maybe it is non-verbal. [12.13] The child expresses non/verbal | [17.17] | |
| Sometimes he says, that family when I was passing by I saw that they were exchanging bad words he says, no I don’t have to tackle things of other people. I make sure that I stop those reports. But he reports like that. [4.14] The child reports to the parent | [6.13] [12.15] | |
| Since her grandmother is used to tell her proverbs. So she also tell these proverbs to her grandmother or maybe to her friends. She likes playing with other friends playing cooking with the remaining’s of flour and from there she talks so many things. [17.18] The child tell proverbs | [20.19] | |
| *And if he is playing with his soil things, he is not* creating a story that this car is going to the shop or something like that? Yes he does [12.17] The child creates a toy while playing with a toy |  | |
| Now he is quiets. But when you are gone he can come and start asking questions to the parent who were there. They look very frightening or something like that. But just coming with a story , no. There should be something that would make him to come up with something. [6.14] The child only creates a story from something that happened |  | |
| When he has made a car he can say as if the car is doing that. [6.15] The child acts like how the car is doing |  | |
| Sometimes he is all that creative to say that he can create a song that is not very familiar [12.16] The child creates a song that is not very familiar |  | |
| When they are doing this activities they tell like: you are my mother, this is my child, come let us take this food, this is our house, let’s go for sleep. [17.19] The child is creating a situation of a household while playing |  | |
| When she has mood that toy, then she says to the toy, hey my child lets go cook food here. [20.20] The child creates a story with a toy about cooking |  |  |
| *Do you stimulate* the child’s **knowledge?** Yes they really stimulate. [12.18] The parents stimulate the childs knowledge |  |  |
| Sometimes she takes her child to say do you know a mango tree? No, I don’t know. This is a mango tree. Do you know a banana plant? No, I don’t know a banana plant . This is a banana tree and if you want to plant it you dig like this. You dig somewhere there, you dig from deep down and you take it in the hole and put like that. [4.15] The parent tells the child about the environment |  | |
| Sometimes when he is making like an animal in terms of a cow, but he has made it not in a good way. They tell no you could have made a cow in this way. [6.16] The parents tell how to do something in a better way |  | |
| So sometimes he has made a cow he sticks maybe to one purpose of why having a cow, says no it’s not only this purpose. There are also these cows are helping us in A-B-C-D. Just adding on what he already knows. [6.17] The parents are adding on what the child already knows |  | |
| We say this is a head, this is a nose; telling the parts. [12.19] The parents are telling about the body parts |  | |
| After doing that, tomorrow you need to cook nsima for us, you go to the forest and collect firewood. So things like that. [20.21] The parents are learning the child what is needed for cooking and how to cook |  | |
| *Does she teach her child English?* No. [20.22] The parents don´t teach their child English |  | |
| *Does she teach her the alphabet or 1234?* yes. [20.23] The parents learn their child the alphabet and to count |  | |
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| **Headlabel1: Physical domain** | | |
| Definition: The physical development of a child is combined with gross motor skills, such as crawling, running and jumping to fine motor skills such as scribbling/drawing and beading. The child is developing coordination of movement. | | |
| **Sublabel** | **Fragment** | **Frequentie** |
| Sublabel 1: Activities | One playing football, netball, playing volleyball. According the health they do physical exercises as well women are cooking porridge for learners in standard one. 8.12 Volleyball 8.13 Physical exercises 8.14 Cooking porridge for the learners in standard one |  |
| Running from one place to another, jumping, playing football or netball, and some physical activities: hands up, hands down. Skipping, jump the rope. 9.28 Jumping 9.29 Playing football or netball 9.30 Some physical activities: hands up, hands down 9.31 Skipping 9.32 Jump the rope | [8.10] [8.11] [23.26] [19.19] [23.25] [14.30] |
| throwing a ball. Doing fishie fishie (jumping the rope). 14.29 Throwing a ball |  |
| But what activities to stimulate the movement and health? Jumping, balancing on one leg, modeling.  19.20 Balancing on one leg 19.21 Modelling |  |
| Do you do something special for those children from poor families? We have been giving them porridge in the morning. 23.4 They give poor learners porridge in the morning |  |
| Skipping, playing football or netball, running, dancing. We do exercises outside.  23.27 Running 23.28 Dancing 23.29 Exercises outside | [23.27] = [9.27] |
| Sublabel 2: Difference in class | Some of them are failing to get in the classes because some of the classes have high steps. 8.4 Some children are failing to get in the classes, because of high steps |  |
| They are able to move, to play, All of them? No, not all of them, but a quarter of them are better, 9.3 A quarter of the children is more able to move and to play |  |
| Yes. Others are coming from families which have maybe no food or not enough food. So they can’t have physical energy. You know there were some who have some money. They are supporting the learners. So if they come to school, they are energy fit.  14.2 Children who have no food or not enough food can’t have physical energy |  |
| Is there a big difference on the physical domain between children in standard one in general? why? No, they are able to move or to dance in the classroom. 19.1 There is no difference on physical domain, because all children are able to move or dance in the classroom |  |
| So the difference is related to the age of the children? Yes.  19.2 Differences on the physical domain are related to the age of the children |  |
| some are vulnerable, some are not. So differences are there in terms of health, food, clothes. 23.1 Because some children are vulnerable there are differences in terms of health, food and clothes |  |
| Sublabel 3: Differences between children who are attending and who are not attending CBCC | According to the health, are they more healthier? One who attend a nursery school is right away for his age, is able to learn how to take care of him or herself. Wash your hands before you eat. When you come back from the toilet you have to wash your hands. 9.18 Children who attend CBCC know how to take care for himself or herself 9.19 Children who attend CBCC know that they have to wash hands before you eat 9.20 Children who attend CBCC know that they have to wash hands when they come back from the toilet |  |
| Some which have been to nursery school are able, but those who have never been there are not able to coordinate the hand-eye movement as I ask them to draw on the ground.  19.3 Children who didn’t attend CBCC are not able to coordinate the hand-eye movement |  |
| Do you see the difference in the behavior? Yes, those who attended nursery school are more active than those who don’t attend nursery school. 19.7 Children who attend CBCC are more active |  |
| Is there a difference in health? Yes. Those from nursery school are used to be dressed well, bathing and whatever. Those who not attend it’s the first time they learn. Go bath yourself, wash your clothes. The others don’t have problems with going to the toilet.  19.12 Children who attend CBCC are used to be dressed well 19.13 Children who attend CBCC bath 19.14 Children who attend CBCC don’t have problems with going to the toilet |  |
| **Headlabel 2: Mental-cognitive domain** | | |
| Definition: The mental-cognitive development of a child is the ability to think, reason and solve problems, which includes mathematical problems. It is their ability to understand relationships between objects, events and people. | | |
| **Sublabel** | **Fragment** | **Frequentie** |
| Sublabel 1: Activities | If they are slow learners we give them the major lesson in the afternoon. It’s only learners who got special attention for this. 8.18 Slow learners get the major lessons in the afternoon |  |
| It can be different because the fast learners we should give them harder work than the slow learners. 8.19 Fast learners get harder work than the slow learners | [23.36] |
| Sometimes I sign the fast learners to help their classmates.  9.42 Sometimes the fast learners help their classmates | [23.37] |
| Are there children who are getting special attention, except for health issues, and for what? Yes, those who have mentally problems. Try to sit down and try to teach, guiding and counseling them 14.36 Children with mentally problems get special attention: the teacher tries to teach, guide and counsel them. | [9.41] |
| If a child is more clever than the others, does he do different exercises? You give them challenges, but according to that topic. 14.39 Clever learners get challenges according to the topic | [9.43] |
| Are there children which are getting special attention, except for health issues, and for what? Those who don’t do what I want them to do. I usually assist them. I come close to them to assist them, I touch their hand to write a six. 19.23 Children who don’t do what the teacher want them to do, get assistance by touching their hand to help them writing |  |
| If a child is more clever than the others, does he do different exercises?Maybe learning the numbers. I tell them to model them with little stones.  19.24 Clever children get the assignment to model the letters they have written with little stones |  |
| Sublabel 2: Difference in class | The difference is there, because some learners have difficulties are failing to understand things, mainly because of sicknesses or other physical problems. 8.3 Sicknesses or other psychical problems causes difficulties to understand things | [14.4] |
| Some learners have difficulties to understand things. Some do not concentrate on education because of family or culture. 8.5 Some learners have difficulties to understand things, because they don’t concentrate on education because of family of culture. |  |
| We have less problems with those who go to nursery school. Able to understand what the teacher is trying to explain. 9.4 Children who attend CBCC are more able to understand what the teacher is trying to explain |  |
| We have other learners who have some barriers, maybe mentally, they don’t think properly. Others can have illnesses, that can even effect their brain. 14.3 There are learners who have mentally problems, they don’t think properly |  |
| There is a gap between those who come from richer families and those coming from poor families. Because sometimes they come to school without taking anything. So that effects the brain, 23.2 When children go to school without taking anything, it effects the brain |  |
| in class, those who are from richer families they think faster than those who come from poor families. 23.3 Children from richer families think faster |  |
| at cognitive level, you found some applying what they have learned in other subjects. But some they don’t even remember what they are doing. 23.5 Some children apply what they have learned in other subjects 23.6 Some children don’t even remember what they are doing |  |
| Sublabel 3: Differences between children who are attending and who are not attending CBCC | Is there a difference in what they know when they come in standard one? When they are at home they don’t know English, because we have no nursery schools here. 8.6 Children who didn't attend nursery school, don’t know English |  |
| Do you know which children have been in the CBCC? No, we don’t really know. But sometimes we can know it through our experiences in the process of teaching. In the way that learner responds. 9.10 Teachers don’t know which children have been in the CBCC, but know it in the way the learner responds |  |
| Three quarters of the clever learners definitely come from nursery school.  9.11 Three quarters of the clever learners definitely come from nursery school |  |
| If we come to mathematics, one plus one. Those who attended nursery school we don’t find any problems. They can easily come to the solution. Especially when you give those learners activities to perform. They are always ahead of others. We don’t find any problems when we teach. When we say: do this, they respond positively. Those who have been to nursery school are able to follow whatever activity is given. What is your name? He is able to say: I’m Wongani. They are able to speak English at least. 9.12 Children who attend CBCC can more easily come to a solution according mathematics 9.13 Children who attend CBCC perform better 9.14 Children who attend CBCC respond positively 9.15 Children who attend CBCC are able to follow whatever activity is given 9.16 Children who attend CBCC are able to speak English |  |
| But those who come straight from home, they have the problems. You have to use different methods to attract their attention. 9.17 For children who didn’t attend CBCC the teacher have to use different methods to attract their attention |  |
| So even at the end of standard one, those who attend nursery school, learn more easy? Yes 9.21 Children who attend CBCC learn more easy |  |
| At what time is there no difference anymore between those two groups? Maybe after 4/5 years, when they reach to standard 5 or 6. 9.22 Between children who attend CBCC and not attend CBCC is no difference anymore when they reach to standard 5 or 6 |  |
| Because for in nursery schools they learn something which we continue here. So it’s easy to get position one and two. So you found less children who are down at the list? Yes. 14.18 Children who attend CBCC learned at the CBCC things and continue at primary school, so it’s more easy to get position one or two 14.19 At the list with positions of the children in the class there are less children who attend CBCC down at the list |  |
| because learners from nursery school do easy get what we teach here. 14.20 Children who attend CBCC get easy what they teach |  |
| When it comes to reading, we start with alphabet and that part is done in nursery school. Even numeration is just easy, because they are able to count up to ten. Someone even can write. 14.21 Children who attend CBCC know already the alphabet and that makes reading easier 14.22 Children who attend CBCC are able to count up to ten and that makes numeration easier 14.23 Children who attend CBCC can write |  |
| What is the value of this difference concerning standard one? They depend on their own. You can sent them in shops.  14.24 Children who attend CBCC depend on their own 14.25 Children who attend CBCC can be sent in shops |  |
| Do they come together at one time? Yes. And at what time? Maybe in the same class. Some clever ones who come direct from home come to the same position as their friends. Those from nursery school do beat their friends during the early days, because what we learn in the early days, they have already learned at nursery school. What is that point, the end of standard one? Sometimes the end of standard one, sometimes the end of standard two or three. Those from nursery school even qualified for standard 8. So their cleverness helps up to standard 8.  14.26 Some clever children come to the same position as the children who attend CBCC, but not in the early days 14.27 At the end of standard one, two or three children who attend CBCC and children who didn’t attend CBCC are at the same level 14.28 The cleverness of the children who attend CBCC helps them up to standard 8 |  |
| So attending CBCC make it more easy to go to standard one? Yes. 19.8 Attending CBCC makes it more easy to go to standard one |  |
| If we are teaching letters, those who come from nursery school they are able to identify the letters, but those who didn’t attend nursery school they have difficulties to identify letters of the alphabet.  And those who attend, they remember. What you have taught yesterday and the day before, but those who not attended you can teach them today but tomorrow it is out.  You may teach them, but they are looking to the other side. Those from CBCC are very attentive.  19.9 Children who attend CBCC are able to identify the letters 19.10 Children who attend CBCC remember what them is taught yesterday 19.11 Children who attend CBCC are very attentive |  |
| Children who attend CBCC are they usually going to the next standard? They are performing well, for them it’s no problem to go to next class. 19.18 For children who attend CBCC it’s no problem to go to the next class |  |
| When they come from down there, they know how to count one to nine. But one coming from home can’t count. From nursery school they can dance, they say something, they can greet me in English. we don’t position the learners according to the capability, we give grade. This one has taken grade A, B, C, etc. But you know when a child has grouped grade A, he is best. Most of the time those learners coming from CBCC are doing better. 23.14 Children who attend CBCC know how to count one to nine 23.15 Children who attend CBCC can dance 23.16 Children who attend CBCC can greet in English 23.17 Children who attend CBCC are doing better (according to grades A, B, C) |  |
| Those coming from CBCC are fast learners. Some of the matter we teach, they already know. 23.18 Children who attend CBCC are fast learners, because they already know the matter we teach |  |
| those who attend CBCC, they already know this is a toilet, this is a classroom and this is our teacher and this is the head teacher. But those who come just from home, you have to tell them.  23.21 Children who attend CBCC know what a toilet is 23.22 Children who attend CBCC know what a classroom, a teacher and a head teacher is. |  |
| At the end of the first, second and third term you found those who attend CBCC in the highest grades. 23.23 Children who attend CBCC have the highest grades at the end of the terms |  |
| So at standard three both groups have the same knowledge? Yes, they are now starting to balance. 23.24 At standard three children who attend CBCC and those who not attend CBCC start to balance |  |
| **Headlabel 3: Social-emotional domain** | | |
| Defenition: Social-emotional development is the ability of a child to relate to other people and the ability to feel for them self and others. This is a foundation for relationships that give meaning to children’s experiences in the home, school and larger community. | | |
| Sublabel 1: Activities | Socially they are well developed because they are mixed with their friends. So you are not giving extra stimulation on what already exist? No. 8.15 There is no extra stimulation on social domain |  |
| If he has an emotional problem, we know this one may lose temper or this one how can we assist him. If you have failed to help him, then we call they parents. 8.16 A child with an emotional problem can get help  8.17 If the teacher failed to help a child with an emotional problem, they call their parents |  |
| Singing, sharing of things. We totally disallow our learners to gap themselves ‘ah, I’m a girl or a boy’. They should see no difference between a boy and a girl.  9.33 Singing |  |
| And how do you stimulate that the one is not beating/pushing/kicking the other? You can talk to them, don’t do this. Sometimes you take a stick and say: I’ll weep you.  9.36 The teacher tries to avoid beating between children by talking to them 9.37 The teacher tries to avoid beating between children by taking a stick and saying: I’ll weep you |  |
| How are you stimulating the emotional development of the children? Through praising. You are my best learner, don’t worry. Then they feel they are part of their friends. Our teacher loves us. 9.44 The emotional development is stimulated by praising the child that he is the best learner |  |
| What if they come from home where were a lot of problems? I try to give those different responsibilities. If you try to assign them with the different activities, they feel they are being fine.  9.45 Children with emotional problems get different responsibilities, because then they feel they are being fine |  |
| Slowly they try to be just themselves. But if you don’t display your love, you can’t like. 9.46 Showing you love to children makes them trying to be just themselves |  |
| When they have carried some food, they try to share one another. Two: when we are going to games in the field, they say: come you, you, they try to mention their names of those who are used. 14.31 Sharing with one another 14.32 Try to mention their names by doing games | [14.31] = [9.34] |
| And when someone is coming from home, where are problems. Emotionally his head is full with that. How do you cope with that? Ah, they can tell me direct. just throw it away. Let’s focus on school. Problems will be always there, but if you just neglect it’s just over. 14.34 Children with emotional problems is told: just throw it away, let’s focus on school 14.35 Emotional problems are neglected, because then it just will be over |  |
| We give those people responsibility. So they are very proud.  14.38 Giving responsibilities to children, make them very proud |  |
| I put them in groups so that they should help one another.  19.22 Children are put in groups to help one another |  |
| Sometimes they say: boys cannot stay close to girls, the parents can inform them like that at home. But when they come to school we try to make a boy and a girl to sit together 23.8 Teacher try to make a boy and a girl sit together | [9.35] |
| And how are you stimulating the social-emotional domain? Sometimes we sang folk tells. So someone standing in front of the class, as young as she is, telling the whole class. 23.30 To stimulate the social-emotional domain children sing folk tells or tell them in front of the class |  |
| Yes, that’s right, but you don’t have special games to stimulate the interaction? Yes, sometimes we play outside, we have the special games. We say: you stay here, you are lions. Some of the children are pigs. The lions want to eat the pigs. The lions are calling the pigs. Then they start running away, so the lions are chasing the pigs.  23.31 To stimulate interaction they have special games, like the lions-and-pigs game |  |
| But at the moment the child comes in, you pay attention to what they are up to? I start doing the lesson, I give them work to do. Then I see this one, today he is not taking, why? Then I discover it. Next day the same problem, I see that he is not happy. I say: what’s the problem? Then he comes and tells me this, this, this. I ask: how long? Maybe two days. Then I say: tomorrow you bring your parents, don’t stay at home. 23.32 When a child has emotional problems the teacher starts doing the lesson 23.33 When the teacher sees the child has emotional problem he asks questions to discover the problem 23.34 When a child has emotional problems he can tell the teacher 23.35 When a child has emotional problems because of the parents, the teacher ask the child to bring his parents to school | [23.34] = [14.33] |
| We tell them: when you are in this class you are one. 23.38 Children is told that they are all one |  |
| Sublabel 2: Difference in class | Is there a big difference in on the social-emotional domain between children in standard one in general? why? Socially there is a little difference 8.7 On social-emotional domain is a little difference |  |
| Is there a big difference in on the social-emotional domain between children in standard one in general? why? Yes, we have the differences. Some are quiet. He doesn’t respond negatively to his partner. But some they respond badly, 9.6 Some children are quiet 9.7 Some children don’t respond negatively, but some respond badly |  |
| Most of them are easy to interact with each other, but very few maybe during the first three days. Some are coming from various villages, so it’s not easy to be socialized. 14.5 Most children in the class interact easy with each other 14.6 Coming from various villages, makes that it’s not easy to be socialized |  |
| Yes, there is, because they are coming from different areas. Other families, as they are tobacco growers, it’s difficult to associate with one another, because they are isolated 14.11 Children from tobacco growers have difficulties to associate with one another, because they live isolated |  |
| Some of them interact very well with the teacher and their friends, but some not. Just because of their background. When they come from home, they have different cultures.  23.7 Some children interact very well with the teacher and friends, some not, because of culture |  |
| Sublabel 3: Differences between children who are attending and who are not attending CBCC | We have less problems with those who go to nursery school. They are able to interact with others. 9.5 Children who attend CBCC are more able to interact with others | [14.15], [19.15] |
| Yes. Those who attend CBCC are more playful, because they are clever. Usually clever learners are more playful. They try to provoke others. 9.38 Children who attend CBCC are more playful 9.39 Children who attend CBCC try to provoke others |  |
| Those are the ones who are beating? No, fifty fifty. 9.40 According to beating each other there is no difference between children who attended CBCC and children who didn’t attend CBCC | [14.40], [19.16], [23.40] |
| Do you know which children have been in the CBCC? Yes. There is a difference. Because those for the first day, they are already socialized at schools. It helps a lot, because in the class there is a good interaction with the teacher. 14.12 Children who attend CBCC are already socialized at schools 14.13 With children who attend CBCC is a good interaction with the teacher |  |
| Those from nursery school are used to learn with fellow friends and to interact with their friends. For those who come just from home it’s difficult to interact. You see some of them crying, willing to go back home. 14.14 Children who attend CBCC are used to learn with fellow friends 14.16 Children who didn’t attend CBCC have difficulties to interact 14.17 Some children who didn’t attend CBCC are crying, willing to go back home |  |
| Some children are beating other children. But are they mostly coming from home or have attended CBCC? That is just fifty fifty. Although most of the time the ones who start this things are coming direct from home 14.41 Children who didn’t attend CBCC starts fighting earlier |  |
| And at the first day that they come in standard one, do you know which children have been in the CBCC? Those who come from home, they feel they are not comfortable. But those who attend CBCC you know, they are already familiar with other friends. 23.12 Children who didn’t attend CBCC feel not comfortable on the first day at school 23.13 Children who attend CBCC are already familiar with other friends |  |
| If it comes to beating is there a difference between those who attend CBCC and those who not attend? A child just coming from his own home, sometimes comes hostile, just because he doesn’t know how to stay with people.  23.39 Children who didn’t attend CBCC sometimes are hostile |  |
| **Headlabel 4: Moral-spiritual domain** | | |
| Definition: the moral-spiritual development of a child is the foundation for developing the core human values such as respect for the self and others, sharing and caring for others and for the environment. Children also learn to appreciate and value the culture and families spiritual/religious beliefs. Through moral and spiritual development children also learn the importance of rules and limits set by the family and community in which they grow in (Farber,2004). | | |
| **Sublabel** | **Fragment** | **Frequentie** |
| Sublabel 1: Activities | we stimulate moral spirit, because without that they can’t grow proper, because we are guided by God. 14.7 They stimulate the moral spirit, because without that children can’t grow proper |  |
| Yes, there is really respect. Respect for the teacher and they also respect one another. They should know the values 14.8 Children respect the teacher 14.9 Children respect one another 14.10 Children should know the values |  |
| We call them aside and say: see, what you’ve done is not good. Your friend here is crying because of you. This is not good for God, God don’t like such things.  14.37 When another child is crying because of a child, they tell that child that this is not good for God, because God don’t like such things |  |
| Sublabel 2: Differences in class | Is there a big difference in on the moral-spiritual domain between children in standard one in general? why? No not really. They are able to respect, because they learn it right away from their homes. 9.8 On moral spiritual domain is not really a difference 9.9 They are able to respect | [9.8] = [8.8] |
| Those who go to church are able to do something spiritually. They pray, they can give prayer, they can share if they brought something to school with their friends.  19.4 Those children who go to church are able to do something spiritually 19.5 Children who go to church can pray and give prayer 19.6 Children who go to church can share with their friends |  |
| Is there a big difference in on the moral-spiritual domain between children in standard one in general? why? Yes, because they are coming from different denominations. 23.9 There are differences on moral-spiritual domain, because children come from different denominations |  |
| because some of the topics they do with Islamic, some of the topics they do with Christianity. They easily mix up, they easily interact.  23.10 Different believes easily mix up and interact |  |
| What about respect? We know that it’s important, but is there a difference between children? Of course not, respect is just the same.  23.11 Respect is just the same for all believes |  |
| Sublabel 3: Differences between children who are attending and who are not attending CBCC | Yes, those who attend behave better than those who don’t 19.17 Children who attend CBCC behave better |  |
| They also have better manners, such as respect? Those coming from home they don’t have respect, but they are afraid. This is a new area. But those who were down there, when they come they are already familiar and show respect. 23.19 Children who didn’t attend CBCC don’t have respect, but they are afraid 23.20 Children who attend CBCC are already familiar and show respect |  |
| **Headlabel 5: Culture** | | |
| Definition: All aspects that have to do with the cultural values of raising a child in northern Malawi | | |
| **Sublabel** | **Fragment** | **Frequentie** |
| Sublabel 1: | One, culture also affect them to understand things in classes.  8.1 Culture affects the children to understand things in classes. |  |
| Two, a problem of shortage of food in villages is one of the contributing factor. Which some of the learners have failed to come, attend the classes and they stay at home of shortage of food in the villages. 8.2 Shortage of food causes learners failed to come to school |  |
| Could you say which values/manners are learned by parents and which ones are learned at school? What you do at home and they also learn at school. Culture, so values, ethics they also learn at school an also at home. 8.9 Children learn the same things about culture, values and ethics at home and at school | [9.23] |
| Yes. Maybe there is a child who is brought up in a very primitive way has got more difficulties if we can compare to those who brought up in a well civilized way. In fact we really have the problems with learners who have less privileges than those who have more privileges. So we face big problems compare to learners who have big privileges to learning and teaching materials. 9.1 Children who are brought up in a very primitive way have got more difficulties than those who are brought up in a civilized way 9.2 Learners who have less privileges to learning and teaching materials have more problems |  |
| Let say a boy comes from a village. If you meet another person, you have to kneel down. Or if you greet, you have to kneel down. You have to assist another person when you find him/her carrying water. 9.24 If you meet another person you have to kneel down 9.25 If you greet you have to kneel down 9.26 You have to assist another person when you find him/her carrying water |  |
| Others are fast learners, others are in between and others are just gifted. Very few of them. Because of the environment where they are coming from. 14.1 The environment has influence on the mental-cognitive abilities of the child |  |
| we stimulate moral spirit, because without that they can’t grow proper, because we are guided by God. 14.8 People are guided by God |  |