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Study Report 9

**A Comparative Study of the Effectiveness of
School-based and Community-based ECD
Program and the Role of NGOs/INGOs in the
Implementation of ECD Program**



Tribhuvan University
Research Centre for Educational Innovation and Development (CERID)
2006

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Tribhuvan University
Research Centre for Educational Innovation and Development
Balkhu, Kathmandu, Nepal
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Studies on Early Childhood Development (ECD) under the Formative Research Project (FRP) funded by the Norwegian government have been conducted by CERID for few years. This is the third one on ECD under FRP, which presents a comparative picture of CBECD centres and SBECD centres in terms of formation of MC; mutual relationship between the community, parents and ECD centres; environment of ECD centres; and activities undertaken in ECD centres. Similarly, this study assesses the effectiveness of the present NGOs/INGOs partnership in the implementation of the ECD programme. Moreover, a new mode of NGOs/INGOs partnership for the effective implementation of the ECD programme has been proposed. Hence, it is believed that the findings of this study help the concerned stakeholders to form active Management Committees in the ECD centres, to strengthen the relationship between the community, parents and the ECD centres, to create stimulating environments in the ECD centres, to carry out activities in an effective way, and to develop an appropriate mode of NGOs/INGOs partnership for the effective implementation of the ECD programme.

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July, 2006

Prakash Man Shrestha
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Acronyms and Abbreviations

| | |
|-------|--|
| BASE | Backward Society Education |
| BPEP | Basic and Primary Education Project |
| CBECD | Community-based Early Childhood Development |
| CBO | Community-based Organization |
| CEMIS | Community Educational Management Information System |
| CERID | Research Centre for Educational Innovation and Development |
| CHV | Community Health Volunteer |
| CLMs | Children Learning Materials |
| DDC | District Development Committee |
| DOE | Department of Education |
| DEO | District Education Office |
| DEOr | District Education Officer |
| ECC | Early Childhood Care |
| ECCD | Early Childhood Care and Development |
| ECCE | Early Childhood Care and Education |
| ECD | Early Childhood Development |
| ECE | Early Childhood Education |
| ECEC | Early Childhood Education and Care |
| EFA | Education for All |
| ETC | Educate the Children |
| FGD | Focus Group Discussion |
| FRP | Formative Research Project |
| FP | Focal Person |
| GDP | Gross Domestic Product |
| GON | Government of Nepal |
| HT | Head Teacher |
| INGO | International Non-governmental Organization |

| | |
|--------|---|
| IVDS | Integrated Village Development Services |
| LKG | Lower Kindergarten |
| MOEC | Ministry of Education and Culture |
| MOES | Ministry of Education and Sports |
| MC | Management Committee |
| NCO | Nepal Children’s Organization |
| NGO | Non-governmental Organization |
| PT | Physical Training |
| PRA | Participatory Rural Appraisal |
| RA | Research Assistant |
| RP | Resource Person |
| SBECD | School-based Early Childhood Development |
| SCN | Save the Children, Norway |
| SCUS | Save the Children, US |
| SK | Shishu Kaksha |
| SMC | School Management Committee |
| TRMs | Teaching Resource Materials |
| UNICEF | United Nations Children Fund |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| UKG | Upper Kindergarten |
| VDC | Village Development Committee |
| VEP | Village Education Plan |

Executive Summary

The context

Community-based Early Childhood Development (CBECD) centres and School-based Early Childhood Development (SBECD) centres are being run throughout the country in order to expand the ECD programme in a rapid way as targeted by EFA-NPA Nepal 2001 - 2015. However, no study was undertaken to compare CBECD centres and SBECD centres in terms of various aspects related to quality improvement of ECD programme. Though NGOs/INGOs played crucial role in the operation of CBECD centres and SBECD centres, the effectiveness of NGOs/INGOs partnership has not been assessed yet. Hence, this study has been undertaken to compare the CBECD centres and the SBECD centres in terms of formation of MC; mutual relationship between community, parents and the ECD centres; environment of the ECD centres; activities undertaken in these centres and to propose an appropriate mode of NGOs/INGOs partnership for effective implementation of the ECD programme. In order to accomplish these objectives, the required data were collected from grassroots level stakeholders of 24 CBECD centres and 14 SBECD centres selected from Ilam, Kavre, Lalitpur, Banke, and Kailali districts; and district and central level stakeholders. ECD Centre Survey Form, Interview Schedules, Guidelines for FGD, and ECD Activities Observation Form were used to collect the required data. The collected data were analysed and interpreted on the basis of research dimensions of this study.

Findings

Mutual relationship between the community, parents and CBECD centres was satisfactory. The centres received both financial and non-financial supports from the community and parents. But this was not so in the case of the SBECD centres. All the CBECD centres had MCs whereas only less than 50% of the SBECD centres had MCs. MCs had been formed in community gatherings. In one SBECD centre, the MC was constituted in a meeting of the school staff. In MC formation, most of CBECD centres and SBECD centres did not follow the provision mentioned in the guidelines issued by DOE and INGOs with regard to the number of members and portfolios. However, the number of members and portfolios in MC did not affect the effectiveness of the centres.

The learning environment in CBECD centres was better than that in SBECD centres mainly because of community, parental and INGOs supports and creation of learning environment as per the ECD principles. Such learning environment and regular monitoring in CBECD centres supported by INGOs helped facilitators to carry out activities as per ECD principles. In SBECD centres, the activities carried out by the facilitators were influenced by subject teaching as that done in the school grades. Hence, heavy emphasis was given to the 3Rs.

NGOs/INGOs partnership was found effective in terms of infrastructure development, financial support for the matching fund, remuneration and daily expenses, training, management of CLMs and play materials, monitoring, and supplementary food. The support of INGOs, whether small or big, helped to draw financial and non-financial supports of the community and parents to establish and run ECD centres in a sustainable way. However, there was a lack of coordination between the government and INGOs, and among INGOs themselves.

Recommendations

Strict monitoring either by DEO or by NGOs is required to see if CBECD centres and SBECD centres had formed MC or not. However, there should be a provision of flexibility in the guidelines regarding the number of members and portfolios in MCs. MC should be formed in a wide community gathering participated in by cross-sections of the community including the Dalits and female representatives. This will help strengthen the relationship between the community, parents and ECD centres. Similarly, each ECD centre needs to maintain financial transparency to earn the trust of the community people. Specifically, in order to strengthen the relationship between parents and ECD centres, parental education programme should be conducted in ECD centres once a week by the facilitators themselves at the end of activity hour when the parents come to the centres to collect their children.

The central level experts should prepare NGOs officials as master trainers (MTs), who should prepare the teachers of nearby schools as trainers. These trainers should conduct the training for facilitators and MC chair/members at the grassroots level. The training input for the facilitators should include creation of appropriate environment in the centres; preparation, display and use of CLMs; management of learning corners; and activities to be carried out in the centres. Similarly, MTs, and NGOs officials should organize orientation programmes for HTs of schools. Moreover, NGOs officials should be mobilized to monitor the ECD centres until the NGO/INGO partnership is

phased out. After the phase-out, the responsibility of monitoring should be shifted to the teachers of nearby schools and capable MC members.

Inter-centre observation of the facilitators within the district should be arranged once in two months and regular interaction of facilitators of cluster ECD centres should be held for experience sharing, which would certainly help improve the ECD environment and carry out ECD activities in an effective way.

The representatives of all the INGOs working in the field of ECD should be included in the National ECD Council. Under this council, a separate secretariat should be established. This council should be involved in planning and programming of ECD at the national level. Similarly, the present District ECD Committee should be re-formed to include representatives of NGOs and INGOs working in the field of ECD programme at the district level in order to make the committee more functional. Under this committee, a separate secretariat should be established. This committee should be involved in planning, programming, implementing and monitoring of the ECD programme. This committee should have a basket fund in which financial supports received from all the sources will be deposited.

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CHAPTER I

Introduction

The Context

Theoretical Context: The study of Early Childhood Development (ECD), which is known by various terms in different countries, is relatively a new field. One commonly used name, Early Childhood Education (ECE), is favoured by educationists and others who are prone to see early childhood from an educational point of view and for whom learning is its main focus.

Another term, Early Childhood Care and Education (ECCE), is also used as an expansion of ECE with the **care** component added. The basic assumption within ECCE is that investment in the early years promotes optimal development, which refers to children's ability to acquire culturally relevant skills and behaviours. In other words, ECCE emphasizes the holistic concept and integrated approach towards care and development. The order of ECCE can be changed to Early Childhood Education and Care (ECEC) to sustain the emphasis on the education aspect.

There is yet another term, Early Childhood Care (ECC), without the education component. In developing countries, ECC gives attention to the child's health, nutrition and hygiene, whereas in developed countries it is often considered as a social service for working mothers with young children. Historically, ECC was also concerned with social services for disadvantaged children, while ECE only emphasized the child's early learning process. But this term was found to be used mainly within the academic community.

Early Childhood Development (ECD) is the popular term, which is being used extensively. This term emphasizes a holistic approach including the child's physical, emotional, social and cognitive development. Development, here, is defined as the process of change in which the child comes to master more complex levels of moving, thinking, feeling, and interaction with people and objects in the environment. (Evans, Myers and Llfeld, 2000). According to UNICEF (2001), ECD refers to a comprehensive approach to policies and programmes for children from birth to eight years of age, and their parents and caregivers. Its purpose is to protect the child's rights to fully develop his or her physical, social, cognitive and emotional potentials. ECD should include attention to health, nutrition, education and environmental sanitation in homes and communities. It promotes and protects the rights of the young child to survival (UNICEF, 2001).

The term, Early Childhood Care and Development (ECCD), has appeared, which tries to draw a line between care and development. International attention to ECCD arose from the recognition that intellectual, emotional, spiritual and physical development, and health, socialization, and attainment of culture all interact and are inter-related in a young child's life. In this regard, CHETNA (1998) states: ECCD refers not only to providing for the child's basic needs of food, protection and health care but also for other needs like love, affection, security, stimulation, interaction and learning. It emphasizes holistic development by fostering self-directed learning processes and facilitating exploration and discovery.

Early Childhood Care for Development emphasizes the care that affects development and learning. If any programme intends to support the care of young children and help them to develop, then several facets of development need to be identified and the contexts in which they are living are to be addressed. Therefore, Early Childhood Care for Development includes all the supports necessary for every child to realize his/her right to survival, to protection, and to care that will ensure optimal development from birth to eight years of age. But, internationally, early childhood ranges from conception to age eight. Young children need to be supported in development of physical, mental, social, and emotional abilities that will enable them to survive and thrive in later years.

From the child development perspective, the concepts mentioned above cannot, however, be treated independently of one another. ECD encompasses a series of learning processes during which the child learns about the environment and himself/herself. The child's survival and growth have to be assured by an appropriate provision of health and nutritional care. But the physical growth should also be accompanied by an appropriate learning process. Learning and growth cannot occur in sequence, they are integral parts of the process of holistic development (UNESCO, April 2002). So ECD as a comprehensive concept is gaining ground as one of the most generic term for the field.

In Nepal, ECD includes the physical, social, emotional and cognitive development of the child and hence, the programme developed for this purpose is taken as ECD (DOE, 2004). The children between four and five years of age will be enrolled in pre-primary classes, children of three to four will be enrolled in the child development centre, and children below three will be taken care of through parental education and counseling. However, both pre-primary classes and child development centres will be considered as

ECD programmes and they will be encouraged to cater to children from three to five years.

Nepalese Context: Since about 40% of its Gross Domestic Product (GDP) comes from agriculture and about 80% of the population earns its living from agriculture, Nepal is recognized as an agriculture country. The per capita income of Nepal does not exceed \$ 240 per annum, and approximately 42% of the population lives in rural areas below the poverty line and more particularly in mid-western and far-western regions. A relatively high population growth rate, gender disparity, slow economic growth, insufficient social and economic infrastructure are the major factors contributing to poverty in Nepal (MOES, 2003). Hence, all these factors reveal that Nepal is one of the poorest countries in the world. The increased migration for men for work, heavier workloads for women and children, and an erosion of traditional family patterns, internal conflict over recent years have caused even greater hardship for the country's poverty.

Children mortality and malnutrition rates are high and parents cannot spare much time for their children. Most disadvantaged families feel helpless about promoting their children's interests and are unable to support young children's learning (UNICEF, 2003). Hence, majority of children are deprived of care and learning.

A form of ECD was introduced in Nepal by establishing the Montessori School in 1949. This school was located north of the Ranipokhari in Kathmandu. The Montessori School was merged into the Laboratory School run under the College of Education established in 1956. The school was used by the College for the purpose of practice teaching and demonstration lessons for its trainees. In course of time, the Laboratory School grew into a full-fledged high school attached with Montessori classes which were run as its lower wing. As a result, Montessori School lost its separate identity and eventually, it was turned into Lower Kindergarten (LKG) and Upper Kindergarten (UKG) classes.

In 1965 Nepal Children's Organization (NCO) introduced pre-school classes as an innovative ECD programme by the name of Bal Mandir (Children's Home). NCO established one Bal Mandir in the headquarter of each district. Bal Mandir was innovative in the sense that it was outside the formal school system and worked for the holistic development of early-age children. Bal Mandir consists of two sections – Nursery and Pre-school.

Pre-primary schools began to be established in the private sector in 1979. So the ECD programme in the form of Preparatory and/or Nursery and/or

Kindergarten, etc. was being run in the private sectors in the urban areas. Most of the private schools have ECD programmes of 3 or 4 levels: play group (2+), Nursery (3+), LKG (4+) and UKG (5+). This is a typical model in urban areas. However, although the private schools are running ECD in the form of pre-primary classes, they do not follow the ECD strategies of the government. They are only imparting knowledge to the children in a formal way rather than helping them to learn (Joshi, 2004).

The ECD programme did not come under the attention of the government until the start of Shishu Kaksha (SK) under the Basic and Primary Education Project (BPEP) in 1991/1992. In the beginning, the goals of SK were to remove under-age children from grade I and improve instructional practices in primary schools. It was found that all SKs were attached to government-aided schools. Generally, SKs were to be established under the joint initiative of the project and the community. However, direct community involvement was not found. In most cases, the schools themselves provided physical facilities and teachers/facilitators. Training for the facilitators and basic teaching-learning materials were provided by BPEP, which also carried out the task of monitoring and evaluating the operation of SKs. SK was conceived as pre-school class to prepare children for schooling. It was more content-oriented than process-oriented. Hence, it could not work for the holistic development of children. So in order to provide a stimulating environment, it was made a community-based programme, and was later conducted as an ECD model using the holistic development approach. In this way, in the second phase of BPEP, the Department of Education (DOE) changed the school-affiliated SK to Community-based Early Childhood Development (CBECD) Programme in 1999. The main purpose of the CBECD programme was all-round development of the child. Moreover, the ECD programme was expected to be helpful in (i) reducing the number of under-age children in grade I, (ii) increasing the retention rate in primary grades, (iii) increasing enrolment for grade I, (iv) increasing the attendance of the students in primary grades, and (v) boosting the achievement of the students in primary grades (Malla, 2004).

Realizing the importance of ECD programme for the holistic development of children, the Tenth Plan targeted to establish 13,000 ECD centres by 2007. Similarly, the EFA National Plan of Action 2001 - 2015 has set the target of

establishing 74,000 ECD centres by 2015 (EFA-NPA, 2001-2015). This target, however, could not be met by establishing separate ECD centres at the community level. The Seventh Amendment of the Education Act in 2002 recognized both the school-based pre-primary classes i.e. School-based Early Childhood Development (SBECD) centres and CBECD centres. Considering this reality, the study undertaken by Malla et al, 2004 recommended the establishment of both CBECD centres and SBECD centres for the rapid expansion of ECD. (*Hereafter, ECD centres refer to both CBECD centres and SBECD centres unless otherwise stated.*) In line with this, the government is establishing both CBECD centres and SBECD centres. Today, the numbers of CBECD and SBECD centres have together reached 13023 (DOE, 2006).

Rationale of the Study

For the establishment and implementation of CBECD centres and SBECD centres, the DOE provides the establishment cost, remuneration for the facilitators, Children's Learning Materials (CLMs) and Teaching Resource Materials (TRMs). These supports aside, physical facilities (land, building, playground, toilet, drinking water, furniture or sitting materials, additional CLMs, extra remuneration to the facilitator and the like) must be managed by the community for which a Management Committee (MC) should be formed as per the ECD Programme Operation Directory, 2004. Regarding the formation of MCs for CBECD centres, the formative research conducted by Malla et al in 2003 derived two conclusions. First, some CBECD centres formed their MCs as per the DOE Directory whereas other centres formed their MCs in their own way. Second, whatever the formation process, CBECD centres where the MCs were active were found to have been running effectively. For the management of physical facilities and other financial supports mentioned above, a sub-committee under the School Management Committee (SMC) for each SBECD centre needs to be formed as per the ECD Programme Operation Directory, 2004. (*Hereafter, sub-committee under SMC of the school will be referred to as MC.*) But in practice, the way it is being formed, has been a matter of concern. In this regard, no study has yet been undertaken to see whether the SMC of the school itself looks after the SBECD centre or a separate sub- committee (MC) does so. Hence, the present study tries to find out better ways of forming MCs for both CBECD centres and SBECD centres. Moreover, it also intends to identify the ways of making MCs active and effective.

The ECD programme demands active participation of local community for monetary and non-monetary support, which would be met only when there

is mutual relationship between the community, parents and ECD centres. Hence, it is urgent to assess such relationships of ECD centres. It is equally important to examine the ECD environment. ECD environment certainly plays a role for effective implementation and quality improvement of ECD programme. At present, ECD programme is being conducted within school premises as the SBECD centre and in the community as the CBECD centre. The environment of SBECD centres may differ from that of CBECD centres. However, no study has yet been conducted to find out which environment is appropriate for holistic development of the children and for improvement of the ECD environment in both.

The studies undertaken by Malla et al in 2003 and in 2004, and by UNICEF in 2003 clearly revealed that the product/output of the ECD programme was satisfactory in the sense that the socio-emotional development of children with ECD experience was found better than those of the children without it. Similarly, it also helped to increase school attendance, retention rate and achievement level of grade I children with ECD experience. However, this depends by and large on activities conducted in the ECD centres. In this regard, the activities being carried out in both CBECD centres and SBECD centres need to be assessed and the measures to improve those activities are to be investigated as recommended by previous studies (Malla et al 2003 and 2004).

CBECD centres and SBECD centres are being operated in several ways: on government initiatives; NGO-INGO; INGO-school; government-INGO; and government-DDC-INGO partnerships. The CBECD centres, which were operated in Ilam on the partnership of the District Education Office (DEO), District Development Committee (DDC) and UNICEF, were found effective in terms of the management of physical facilities and financial status (Malla et al, 2003). In addition, ECD programmes are being run in other districts on the partnership of DEOs and INGOs such as Save the Children-US (SCUS), Save the Children-Norway (SCN), and Plan Nepal. Hence, it is essential to conduct a study on the effectiveness of NGO-INGO partnership in the implementation of ECD programme and to identify the key factors of success for its own sake and for its replication in other places. Moreover, the mode of DEO, DDC and NGO/INGO partnership is found different in different districts. Hence, a study on the mode of NGO-INGOs partnership needs to be conducted for proposing a new mode, which would effectively help the implementation of the ECD programme.

Objectives of the Study

The general objectives of this study were to compare CBECD centres with SBECD centres and to find out the role of NGO-INGO partnership in the implementation of the ECD programme.

The specific objectives of this study were:

- To find out the ways of forming management committees in CBECD centres and SBECD centres and their nature.
- To assess mutual relationships between community, parents and ECD centres.
- To compare the ECD environments in CBECD centres and SBECD centres.
- To identify and assess the activities being carried out in CBECD centres and SBECD centres.
- To examine the effectiveness of NGO/INGO partnership in ECD programme.
- To propose mode of NGO/INGO partnership for effective implementation of ECD programmes.

CHAPTER II

Review of Literature

With a view to develop in-depth insight into the ECD programme, literature related to ECD was reviewed. Hence, this chapter deals with review of literature on ECD policy and programme, and reflection of previous ECD studies made under FRP. A brief description is presented below:

National Policies and Programmes

National policies and programmes related to ECD were found mentioned in commission/committee reports and development plans of the government and other related documents. The policies and programmes formulated at different times are as follows:

Reports of Education Commissions and Committees

The Nepal National Education Planning Commission was formed in 1956. This commission presented recommendations for reform of education (primary to university) in Nepal but it did not mention anything on policy related to ECD. The All Round National Education Committee (ARNEC), 1961 was the first body to suggest a policy and programme frame regarding ECD. This committee specifically stated that pre-primary education for 3 to 5 year old children should be managed by the government and the people both. Pre-primary education should be free and special tax should be levied for it on income groups. The children of low-income families should be encouraged to participate in pre-primary education. As per the policy, a KG should be established in each tole (locality) of the municipality and each hamlet of the VDC. The activities in the KG should be carried out based on the play-way method.

A decade after the publication of the ARNEC report, the National Education System Plan (NESP) 1971-1976 was introduced. In the document of NESP, it was mentioned that individuals and associations wishing to establish and manage pre-school education institutions must obtain prior approval of the government. For the improvement of pre-primary education, the activities of the government would be limited to curriculum development and teacher training. The government, itself, would not open such schools.

The National Education Commission (NEC), 1992, which was formed after the restoration of democracy in the country, recommended a one-year pre-primary education/ECD programme for the holistic development of children

of 4 years of age. It suggested to run pre-primary education based on needs and demands of the community by raising reasonable fees. As stated in the report, emphasis should be given to the establishment of ECD centres in the rural areas through local initiative. The curriculum for pre-primary education should be developed based on national culture. The curriculum should be activity-oriented. The ECD programme should be run by mobilizing internal and external resources. The monitoring and supervision of this programme should be done by the government.

The report of High Level National Education Commission (HLNEC), 1998 stated that one-year pre-primary education/ECD programme should be included in the school education. It should be conducted on the cost-sharing by the local community, the local bodies and the government. The curriculum for this programme should be developed based on the needs of children and community, and national culture. The curriculum, curricular materials and training for ECD workers should all be managed by the government. HLNEC further stated that priority should be given to grade X pass girls for the position of the facilitators. The Commission report also stated that mother tongue should be made the medium of instruction and that formal assessment system should be discouraged. The control and monitoring should be carried out by MOEC. A Pre-Primary Education Unit should be established within MOEC.

Policies and Programmes in National Development Plans

The Seventh Plan (1985-1990) was the first development plan to include policies and programmes related to ECD. The plan states:

The national policy for the development of the children will be to provide all the possible facilities from the stage of womb to the grown up stage for their physical, mental and social development. All facilities will be provided to the children of the country by promoting and gradually developing nutritious food, health education and other social and economic services. ... Similarly, programmes like KGs and female education development will be conducted on an experimental basis with a view to reducing educational losses.

In continuation, the Eighth Plan (1991-1995) stated that the private sector, NGOs and local bodies should be encouraged to run the ECD programme where it was demanded. Likewise, the Eighth Plan included a measure for expansion of ECD programme. This plan strongly recommended the establishment of a National Child Development Council (NCDC), and accordingly, the National Council for Women and Children (NCWC) was formed under the chairmanship of the Prime Minister and with inter-sectoral

representation. The aim of NCWC was to provide guidance and directions for child and women development activities. The government made a commitment to child welfare programmes by forming central and district Children Welfare Board in compliance to the Act, which was related to safeguarding the interest of children. This act was published in the Nepal Gazette of May 20, 1992.

Pre-primary classes began to be operated in the private sector since 1979. However, the ECD programme did not come under the attention of the government prior to the operation of Shishu Kaksha (SK) under the Basic and Primary Education Project (BPEP). The goals of SK were to remove under-age children from grade I and improve the instructional processes in primary schools.

ECD programme received attention in the Ninth Plan. It specifically mentioned that ECD programme should be conducted with the active involvement of the local bodies and the local community. This plan stated that the physical facilities and the facilitator should be managed by the local community and the technical supports like the training of the facilitators and preparation of CLMs should be a part of government responsibility. Moreover, this plan targeted to establish 10,000 pre-primary classes/ECD Centres within the plan period.

According to the Tenth Plan (2002-2007), ECD services will be provided to the children by establishing ECD centres with the participation of local bodies by linking them with Parental Awareness Programme and running a one-year pre-primary grade in the community school on the local resources. The government has set a target of establishing 13,000 ECD centres and one-year pre-primary grades in the community schools by 2007 so as to reach 40 percent of the children in grade I coming from ECD centres/pre-primary grades. Moreover, the government has a policy of training all primary school head teachers and teachers. Similarly, parental education will be provided to 2,66,000 parents.

Policies and Programmes in Other Documents of Government

The Local Self-Government Act, 1999 has two major points related to ECD policy. First, pre-primary schools/ECD centres can be established and run by local bodies such as VDCs/Municipalities on their own sources. Second, local bodies can grant permission to establish and run ECD centres/pre-primary schools.

In the Education Act, 1971 (Seventh Amendment 2001) and Education Regulations, 2002, there are two provisions made for providing ECD services to the 3 to 5 year old children. First, the government provides one-year ECD services in the form of pre-primary education to the children who have completed four years of age. Second, a Child Development Centre (CDC) will be established to provide ECD services to the children who have not completed four years. The government can provide grants to the centres, which were established with the support of local bodies.

As stated in DOE documents, the major policy related to ECD is to involve community in establishing and running ECD centres in an effective and sustainable manner. Specifically, the local community needs to manage the physical infrastructure, CLMs, additional remunerations to the facilitators and daily expenses, and matching fund for the ECD centre. The government will provide the establishment cost, financial support equivalent to the matching fund for three consecutive years, remuneration to facilitators and training to facilitators.

The policy regarding ECD as mentioned in EFA-NPA is that ECD services will be provided to 80 percent of the total of 3 to 5 year old children for which ECD centres will be expanded in a rapid way. For this, it will adopt two different modalities of providing support: partial government support for urban and accessible areas and full government support and facilitation for establishment and operation of ECD centres in deprived and disadvantaged communities. Moreover, it has adopted the policy of encouraging INGOs to establish and run ECD centres in partnership with DOE.

Reflection on Previous ECD-related Studies under Formative Research Project (FRP)

Two studies entitled (i) *Management of Community-based Early Childhood Development Programme of Department of Education*, and (ii) *Effective Operation and Sustainable Development of Early Childhood Development Programme: Strategies for Rapid Expansion* were undertaken in 2003 and 2004 respectively. Reflections of these studies in the present study are briefly presented below.

In order to reduce underage children from grade I and improve instructional practices in primary schools, Shishu Kakshas (SKs) were started in government-aided schools under BPEP I in 1991/1992. Generally, SKs were supposed to be established on the joint initiative of the BPEP and the community. However, direct community involvement was not found. Moreover, SKs could not work for the holistic development of the children. So in order to provide a stimulating environment by making SK, a

community-based programme and ensuring holistic development of the children, SKs were conducted as an ECD model in 1999, which came to be known as Community-based Early Childhood Development (CBECD) programme. Hence, the CBECD programme distinctively demanded the involvement of local community in the planning, implementing and monitoring of CBECD centres. In other words, physical facilities, CLMs, extra remuneration for the facilitators and assistant facilitators, daily expenses etc, were supposed to be managed by the community. Though CBECD centres were run for 3 years, no study was undertaken on how communities were managing these CBECD centres. In this context, the study on Management of CBECD Programme of DOE was undertaken to examine how communities were managing CBECD centres supported by DOE. It tried to assess the effectiveness of CBECD programme in terms of participation, retention and achievement level of the CBECD children in grade I. This study showed that each CBECD centre had MC for managing land, building, toilet, drinking water, playground, matching fund, CLMs and facilitator. These facilities were effectively managed in the centres where MCs were active. Specifically, most of the CBECD centres could not manage fund for generating income to provide the extra remuneration of the facilitators and to meet their daily expenses. The study also indicated that CBECD programme helped enhance the participation and retention of CBECD children in grade I and develop socio-emotional behaviour of the children. Moreover, the achievement level of CBECD children in primary grades was found to be better, to some extent.

In consideration of positive impact of the CBECD programme, this study recommended a rapid expansion of ECD centres. However, since the government support was not adequate for sustainable development of ECD centres, the study further recommended to mobilize the community for running ECD centres in a sustainable way. For this, MCs should be made active and the ways of making MCs active should be identified.

Keeping the recommendations made by the first study mentioned above, the second study, *Effective Operation and Sustainable Development of Early Childhood Programme: Strategies for Rapid Expansion* was carried out to assess the status of ECD programme conducted by various agencies, to examine the efforts made for the sustainable development of ECD programme and to develop strategies for the rapid expansion of the programme in an effective and sustainable manner. This study revealed that the management of CBECD centres supported by INGOs such as UNICEF, SCN, Plan Nepal and SCUS was better than that supported by DOE. The efforts made for the sustainable development of CBECD centres were limited to the development of physical facilities, particularly in the acquisition of land and construction of buildings.

Similarly, the collection and mobilization of fund in CBECD centres supported by SCUS and UNICEF was found to be fairly effective. In order to expand ECD programme in a rapid way, the study recommended that ECD centres should be run in community schools (SBECD centres). Besides, it suggested involvement of NGOs and INGOs in the rapid expansion of ECD centres.

The government started to establish and run CBECD centres and SBECD centres for the rapid expansion of the ECD programme. But no study has yet been undertaken to compare CBECD centres and SBECD centres in terms of ways of forming MCs, mutual relationships between the community, parents and ECD centres, environment of ECD centres, and activities undertaken in the ECD centres. Moreover, the ECD centres were being run on NGOs/INGO partnership. Though NGOs/INGOs played a crucial role in the operation of the ECD centres, the effectiveness of NGOs/INGOs partnership has not been assessed yet. Hence, the present study has been undertaken to compare the CBECD centres and SBECD centres in terms of formation of MC, mutual relationship between the community, parents and ECD centres, environment of ECD centres, activities undertaken in ECD centres and to propose an appropriate mode of NGOs/INGOs partnership in the implementation of the ECD programme. The findings, conclusions and recommendations of the present study are presented in Chapters IX and X.

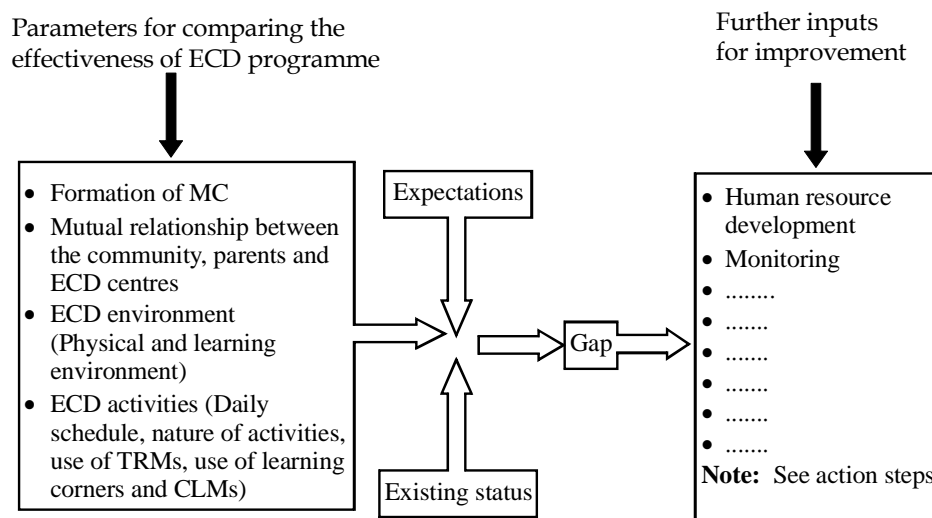
CHAPTER III Study Design

This chapter deals with the design of the study, which includes the study framework; sampling; development of instruments; and data collection and analysis procedure. A brief description of each is presented below under their respective headings.

Study Framework

The main purposes of this study are to compare the effectiveness of CBECD centres and SBECD centres; and to find out the role of NGOs and INGOs in the implementation of the ECD programme. The criteria for comparison are presented in the following figure.

Figure 3.1: Framework of the Study



Under the role of NGOs and INGOs in the implementation of ECD programme, various supports provided by them were identified. Then, the effectiveness of NGOs/INGOs partnership in providing these supports was assessed on the basis of the indicators like distribution of CBECD centres and SBECD centres, development of physical infrastructure, training, distribution of CLMs, collection and mobilization of fund, monitoring etc.

Sampling

Districts, ECD centres, respondents at the central, district and grassroots levels were selected in the following ways.

Selection of Districts

The purposive sampling technique was used to select districts for this study. For the selection of the districts, three main criteria were considered. First, since this formative research is longitudinal in nature, the districts, which were included in previous studies, were selected for this study. Second, one of the purposes of this study, as mentioned in the rationale of this study, was to identify the key factors of success of the partnerships between DEO, DDC and NGOs/INGOs and, hence, those districts were included in this study, where ECD centres were being conducted on NGOs/INGOs partnership. Third, since this study tried to find out the ways of forming MCs in CBECD centres and sub-committees under the SMCs of the schools for SBECD centres, those districts were selected where adequate sample SBECD centres were available. The districts included in this study are presented in the following table.

Table 3.1

Sample Districts by Developmental Regions and by NGOs/INGOs Partnership

| Developmental Regions Partnership | Eastern | Central | Western and Mid-western | Far-western | Total |
|---|---------|----------|-------------------------|-------------|-------|
| UNICEF, DEO and DDC | Ilam | | | | 1 |
| ETC and the schools | | Lalitpur | | | 1 |
| SCUS, DEO and NGO | | | | Kailali | 1 |
| SCN and DEO | | Kavre | | | 1 |
| Plan Nepal and Community based Organizations (CBOs) | | | Banke | | 1 |
| Total | 1 | 2 | 1 | 1 | 5 |

Note: Though the UNICEF support to ECD programme in Ilam was phased out, this district was selected, as it was included in the previous studies conducted under FRP.

Selection of ECD Centres

Though 3 CBECD centres and 3 SBECD centres from each sample district were planned to be selected for this study, some additional ECD centres were also included. There were three main reasons for including the additional ECD centres during field visit. First, since two centres were found running

within school premises in Banke, both of these SBECD centres were included in this study. Similarly, since two CBECD centres were being run within the school compound in Kailali, both of these CBECD centres were included in this study. Second, since some of the instruments could not be administered in a centre for security reason, another CBECD centre in Kailali was selected. Third, though it was planned to select 3 SBECD centres supported by the government and 3 CBECD centres supported by NGOs/INGOs in each district, it was found, during field visit, that CBECD centres supported by the government were also being run. Hence, government-supported CBECD centres were also included. Thus, 2 additional CBECD centres each from Kailali, Lalitpur, Kavre, and 3 from Ilam were included in the study. For the selection of the ECD centre from each sample district, two main criteria were taken. First, since it is a formative research, which is longitudinal in nature, the ECD centres included in the previous studies were selected. Second, considering the existing situation of the internal conflict in the country, new ECD centres required for this study were selected from accessible areas. The numbers of CBECD centres and SBECD centres by district and partnership are given in the following table.

Table 3.2

Sample ECD Centres by Sample Districts and by Partnership

| Partnerships and government alone | Districts | | | | | | | | | | | | |
|-----------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---|
| | Ilam | | Lalitpur | | Kavre | | Banke | | Kailali | | Total | | |
| | CB EC D | SB EC D | CB EC D | SB EC D | CB EC D | SB EC D | CB EC D | SB EC D | CB EC D | SB EC D | CB EC D | SB EC D | |
| UNICEF, DEO and DDC | 3 | - | | | 2 | | | | | | | 5 | |
| ETC and schools | | | | 3 | | | | | | | | | 3 |
| SCUS, DEO and NGO | | | | | | | | | 4 | | | 4 | |
| SCN and DEO | | | | | 3 | | | | | | | 3 | |
| Plan Nepal and CBO | | | | | | | 3 | | | | | 3 | |
| Government | 3 | - | 2 | 2 | 2 | 2 | | 4 | 2 | 3 | 9 | 11 | |
| Total | 6 | - | 2 | 5 | 7 | 2 | 3 | 4 | 6 | 3 | 24 | 14 | |

As mentioned in Table 3.2, the numbers of CBECD centres and SBECD centres were 24 and 14 respectively, and thus making a total of 38. These ECD centres, can, in another way, be put into four categories. The number of ECD centres in the first category was 12; they were being run on government-INGO partnership. The number in the second category was 3; they were being run on NGOs/INGOs partnership. The third category of ECD centres

being run under the government only had 20 centres. From the fourth category i.e. the INGO-school partnership, 3 SBECD centres were selected.

Selection of Respondents

The numbers of respondents from district and grassroots levels are given in the following table.

Table 3. 3

Number of Respondents of District and Grassroots Levels

| Sample Districts | DEO | FP | DDC Officials | INGO Officials | NGO Officials | Facilitators | Chairperson /Member of MC | Parents |
|------------------|-----|----|---------------|----------------|---------------|--------------|---------------------------|---------|
| Ilam | 1 | 1 | 1 | - | 1 | 6 | 30 | 48 |
| Lalitpur | 1 | 1 | 1 | 1 | - | 7 | 30 | 61 |
| Kavre | 1 | 1 | 1 | 2 | 1 | 9 | 30 | 55 |
| Banke | 1 | 1 | 1 | 1 | 1 | 7 | 35 | 44 |
| Kailali | 1 | 1 | 1 | - | 2 | 9 | 40 | 45 |
| Total | 5 | 5 | 5 | 4 | 5 | 38 | 165 | 253 |

Besides the number of respondents mentioned above, 2 officials of DOE and 5 INGO officials of the central level were included in this study.

Study Instruments

The following steps were undertaken for developing and finalizing the study instruments:

Review of Related Literature and Preliminary Field Visits

Prior to development of the instruments, the ECD documents, which helped to identify themes for item construction as per the objectives of the study, were reviewed. Moreover, with a view to obtain details of the ECD programme, the research team visited DOE, DEOs, ECD centres of Lalitpur and Kavre, and INGOs such as UNICEF, SCUS, SCN, Plan Nepal, ETC, and interacted with the stakeholders of these organizations.

Development of Instruments

To collect the qualitative and quantitative data, four types of instruments were prepared: ECD Centre Survey Form, Interview Schedules, Guidelines for Focus Group Discussion (FGD), and ECD Activities Observation Form.

Survey Form

This form was prepared in order to collect the data on indoor (space, light, ventilation, sitting arrangement, learning corners, decoration etc.) and outdoor (play-ground, fencing, play materials, toilets, drinking water, garden etc.) ECD environment of CBECD centres and SBECD centres.

Guidelines for FGD

FGD Guidelines for parents and chairpersons and members of MC were prepared for collecting qualitative information on the formation of MC, ECD environment, relationships between parents, community and CBECD centres and SBECD centres, and NGOs/INGOs partnership.

Interview Schedules

In order to collect the qualitative data on the procedure of forming MCs in CBECD centres and SBECD centres and their nature; mutual relationships between community, parents and ECD centres; ECD environment in CBECD centres and SBECD centres; activities being carried out in CBECD centres and SBECD centres; the effectiveness of NGOs/INGOs partnership in the ECD programme; mode of NGO/INGO partnership for the effective implementation of ECD programme, interview schedules for the following respondents were prepared:

- Interview Schedule for Central Level Official
- Interview Schedule for District Education Officer
- Interview Schedule for Focal Person
- Interview Schedule for DDC Official
- Interview Schedule for NGO Official
- Interview Schedule for Facilitator
- Interview Schedule for Head Teacher (HT)
- Interview Schedule for INGO Official at District Level

ECD Activities Observation Form

This form was prepared to collect the information regarding the types of activities pertaining to the physical, social, cognitive and emotional development of the children carried out inside and outside the ECD centre.

Finalization of the Instruments

The draft instruments mentioned above were revised and finalized after consultative meetings and pre-testing.

Consultative Meeting

All the above-mentioned instruments developed by the research team were presented to the consultative meeting of officials of DOE, MOES and CERID for their improvement. Besides, an interaction with INGO officials was held at CERID in order to include the items related to the government-INGO partnership in the instruments. Based on their suggestions, the instruments were improved for pre-testing.

Pre-testing

All the instruments intended for the grassroots level were pre-tested in a CBECD centre and in a SBECD centre of Kavre and Lalitpur. Similarly, the interview schedule for DEO/FP, interview schedule for NGO Officials and interview schedule for INGO officials were pre-tested. The instruments were finalized on the basis of the feedback of pre-testing.

Procedure

Data collection and data analysis procedures are presented below:

Data Collection Procedure

In order to collect required data, the researcher and the Resource Person (RP) visited DOE and INGOs at the central level.

For fieldwork at the district level, a field-visit team comprising the researcher, RP and 2 Research Assistants (RAs) was formed. Prior to field visit, a one-day training was given to the research assistants to familiarize them with the following aspects of the study:

- Objectives of the study
- Ways of selecting the CBECD centres and the SBECD centres, and district level stakeholders
- Ways of collecting data by using data gathering instruments
- Modes of partnership
- Ways of cleaning the collected data

The team proceeded to the sample districts. In each sample district, the District Education Officer (DEOr) and/or FP were consulted with regard to the selection of CBECD centres and SBECD centres. Then, DEOr, FP, officials of DDC, NGOs and INGOs were interviewed.

The team accompanied by FP visited the sample ECD centres. In each ECD centre, the team members interviewed the facilitators and HTs, filled in ECD

Centre Survey Form, and conducted FGDs with parents, and chairpersons and members of MC. One of the team members observed the ECD activities and filled in the ECD Activity Observation Form.


Data Analysis and Interpretation Procedure

For the purpose of comparing CBECD centres and SBECD centres, the data obtained from FGDs, Interview Schedules, Survey Forms and Observation Forms were separately tabulated under the following heads:

- Formation of MC
- Future direction for formation of MC
- Mutual Relationship between the community, parents and ECD centres
- Measures for improving mutual relationships between the community, parents and ECD centres
- Comparison of physical environments of CBECD centres and SBECD centres
- Comparison of learning environments in CBECD centres and SBECD centres
- Comparison of ECD activities in CBECD centres and SBECD centres
- Effectiveness of partnerships in the ECD programme
- Proposed mode of NGOs/INGOs partnership

The processed data of CBECD centres and SBECD centres were analyzed and interpreted logically and comparatively. The framework for comparing CBECD centres and SBECD centres supported by NGOs/INGOs, and government partnerships has been presented in the following figure, which is self-explanatory.

Figure 3.2: Framework for Comparing CBECD and SBECD Centres

| Types of ECD centres | Government and NGOs/INGOs partnership |
|----------------------|--|
| CBECD centres |  |
| SBECD centres | |

CHAPTER IV

Formation of Management Committee of CBECD Centres and SBECD Centres

The government is expanding the ECD programme in a rapid way by establishing CBECD centres and SBECD centres throughout the country as recommended by the study conducted by Malla et al 2004; as mentioned in the Education Act, 1971 (Seventh Amendment) and Education Regulations, 2002; and as targeted by Education for All National Plan of Action (EFA-NPA) Nepal 2001-2015. For this purpose, CBECD centres and SBECD centres are being established and run by the government alone and in partnership with NGOs/INGOs. The establishment cost, remuneration for the facilitators, CLMs, matching fund and TRMs are provided by the government and other supports such as land, building, playground, toilet, drinking water, sitting materials, additional CLMs and extra remuneration to the facilitator are to be managed by the community (ECD Programme Operation Directory, 2004). The same types of support are sought from the community for the ECD centres being established and run by the government in partnership with NGOs/INGOs. In order to acquire these supports from the community, MC for each CBECD centre and Sub-committee under SMC of the school for each SBECD centre need to be formed, as mentioned in the MC formation guidelines prepared and issued by the government and the INGOs. (*Hereafter, MC refers to sub-committee of SBECD centre under SMC of the school.*) Since the effectiveness of MC also depends on the process of its formation, it is necessary to analyze the formation process, and the gap between the guidelines and the formation practice. Similarly, it is necessary to solicit the suggestions from the stakeholders regarding the future directions for the formation of MC. Prior to this, it is necessary to analyze pre-establishment activities, which need to be carried out before establishing ECD centres.

Pre-establishment Activities

The pre-establishment activities of ECD centres run with the support of the government alone; the government with the partnership of UNICEF or SCN or SCUS; Plan Nepal and CBO/NGO partnership; and the schools with the partnership of ETC are presented in Table 3.1. (*Hereafter, the CBECD centres/SBECD centres supported by the government are used instead of CBECD centres/SBECD centres supported by the government alone. The CBECD centres/SBECD centres supported by UNICEF/SCN/ETC/Plan Nepal/SCUS is used instead of CBECD centres/SBECD centres supported by the government with the partnership of UNICEF/SCN/ETC/Plan Nepal/SCUS.*)

Table 4.1

Pre-establishment Activities of ECD centres

| Supported by government | Supported by UNICEF | Supported by SCN | Supported by Plan Nepal | Supported by SCUS | Supported by ETC |
|--|---|---|---|---|---|
| <p>CBECD Centres, Kailali, Lalitpur, Kavre and Ilam</p> <p>Consulting DEO officials for establishing ECD centre.</p> <p>Organizing community gathering for establishment of ECD centre.</p> <p>Forming MC for ECD centre in the gathering.</p> <p>Selecting the facilitator in the gathering</p> <p>Listing 3 to 5 year old children in the gathering</p> <p>Selecting the location for the centre</p> <p>Applying Village Development Committee (VDC)/Municipality for approval to run ECD centre.</p> <p>Applying DEO for ECD centre quota.</p> <p>SBECD centres of all sample districts</p> <p>Consulting DEO officials by HT for opening SBECD centre</p> <p>Organizing the community gathering</p> <p>Forming the MC under SMC</p> <p>Applying DEO for ECD centre quota</p> | <p>CBECD Centres, Ilam</p> <p>Organizing 3-day workshop by the local NGO with the partnership of VDC for the formation of VDC Child Development Committee and for making them aware of importance of ECD programme</p> <p>Organizing guardians gathering in partnership with VDC/NGO by VDC Child Development committee for lobbying the members of VDC and guardians for establishing ECD centres; Making community people aware about the importance of ECD</p> <p>Conducting Participatory Rural Appraisal (PRA) for selecting the location of ECD centre and identifying 3 to 5 years of children.</p> <p>Forming the MC of CBECD centre in guardians gathering by VDC Child Development Committee. Applying DCDB for CBECD centre quota with recommendation letter of VDC through VDC Child Development Committee (Source: CBECD Centre Operation Directory, 2000, Ilam)</p> <p>Kavre</p> <p>Making situation analysis of status of education in communities.</p> <p>Stimulating the community people to demand the ECD centre quota.</p> <p>Forming MC for ECD centre through gathering</p> <p>Selecting the facilitator in the gathering</p> | <p>CBECD Centres, Kavre</p> <p>Community mobilization through local people (aided by SCN official at district level) for making people aware of the importance of ECD</p> <p>Conducting PRA in the communities.</p> <p>Establishing Community Educational Management Information System (CEMIS)</p> <p>Organizing community gathering for demanding ECD centre quota.</p> <p>Forming MC for ECD centre</p> | <p>CBECD Centres, Banke</p> <p>Forming Community-based Organizations (CBOs)</p> <p>Conducting training for CBO officials</p> <p>Conducting parental education</p> <p>Stimulating community people to demand ECD centre quota</p> <p>Conducting situation assessment</p> <p>Forming MC through community gathering.</p> | <p>CBECD Centres, Kailali</p> <p>Visit of Backward Society Education (BASE) mobilizer in BASE community</p> <p>Organizing meeting of BASE committee to make community people aware of ECD programme</p> <p>Forming ECD ad hoc committee under BASE committee</p> <p>Conducting household survey by ECD ad hoc committee to identify 3 to 5 years old children and location for ECD centre.</p> <p>Applying BASE office for ECD centre quota.</p> | <p>SBECD Centres, Lalitpur</p> <p>Interacting with HTs of prospective participating schools</p> <p>Forming HTs committee for identifying space, teacher and children</p> <p>Deciding to open SBECD centre.</p> |

ECD Centres Supported by the Government

The sample ECD centres supported by the government can be classified into two categories: ECD centres run by the community (CBECD centres), and ECD centres being run within school premises i.e. school-based (SBECD centres). The pre-establishment activities of CBECD centres and SBECD centres were found different. While establishing CBECD centres, according to the district level respondents, those who were interested to establish an ECD centre visited DEO and consulted with the concerned officials. They organized a community gathering to explain the importance of ECD and the requirements to be fulfilled for establishing the ECD centre. In the gathering MC was formed. The facilitator was selected. A list of 3 to 5 year old children was prepared and the location for the centre was determined. Then, MC applied to VDC/Municipality for approval. MC applied to DEO along with necessary documents for getting the government support. While verifying the above-mentioned responses with those of the grassroots level respondents i.e. SMC chair/members and facilitators, it was found that all the pre-establishment procedures were followed for establishing the CBECD centres.

In the case of SBECD centres, HT of the school consulted with the DEO officials. On the basis of information received from the DEO officials, s/he formed a sub-committee under SMC of the school in the community gathering. The sub-committee applied to DEO, with all necessary documents, for the government support. While comparing the responses of district level stakeholders regarding the steps followed for establishing SBECD centres with the responses of grassroots level stakeholders, it was found that a majority of the SBECD centres did not follow the steps because no MC was formed in the sample SBECD centres of Kavre and 3 out of 4 SBECD centres of Kailali. According to HTs of those schools without separate MCs for SBECD centres, they were not informed about it. Although the formation of MC is a must as per the DEO guidelines, DEO was supporting such SBECD centres, which did not have MC. It reveals that the DEO was not strict about following the guidelines regarding the formation of MC. Besides, in some SBECD centres MCs were formed in community gatherings.

CBECD centres Supported by UNICEF

CBECD centres supported by UNICEF were selected from Ilam and Kavre. In the case of Ilam, *the partnership of the government and UNICEF was phased out and in Kavre partnership still exists*. Ilam was divided into eleven sub-districts (Ilakas) for the implementation of ECD programme. Prior to establishing CBECD centres, a workshop was organized in each of the eleven Ilakas, in which members of local bodies and NGO officials participated. In this workshop, lobbying was done to the participants for the establishment of

ECD centres in their Ilakas. The participants mobilized the community people to make them aware of the importance of ECD by organizing guardians' gatherings. Then, the VDC Child Development Committee held PRA to identify the location for the ECD centre and prepare a list of 3 to 5 year old children. Lastly, MC was formed in the guardians' gathering in the locality where adequate numbers of children were available.

The pre-establishment activities in Kavre were found slightly different from those of Ilam although the ECD programmes in both the districts were conducted with the support of UNICEF. These activities in Kavre were commenced with a situation analysis which was made for finding out the educational status of the community. The analysis provided data regarding 3 to 5 year old children. Then, the parents of children were stimulated to demand quota for the ECD centre. Lastly, MC for the centre was formed in a guardians' gathering. The facilitator was selected in the same gathering in one centre, as stated by the grassroots level stakeholders.

ECD Centres Supported by SCN

Prior to the establishment of the ECD centre, PRA was conducted in the community with the support of SCN officials, in which the education status of people was assessed and 3 to 5 year old children were identified. Based on data acquired from PRA, CEMIS was set up. Then, a community gathering was organized, in which the community people were made aware of the ECD programme. This activity made the community feel the necessity of the ECD centre. In the same gathering, MC for the ECD centre was formed, which requested SCN for the ECD centre quota. However, data acquired from SMC chair and facilitators of the ECD centres revealed that the community people were gathered, as the first step to the pre-establishment activities. The activities were as follows:

- to identify the location for the ECD centre.
- to find out the ways of collecting money for the matching fund.
- to identify individuals for bank account operation.
- to select the facilitator.
- to form MC

After the formation of MC, the MC chairperson visited DEO for receiving the ECD centre quota. However, though PRA was conducted and CEMIS was established, MC itself and community people were ignorant about them.

CBECD Centres Supported by Plan Nepal

In the process of establishing the CBECD centres, CBOs such as mother's groups and women's groups were formed, training for CBO members was conducted, parental education was started for stimulating parents to make a demand for the ECD centre quota and a situation analysis was carried out. Then, based on data about 3 to 5 year old children collected through the situation analysis, a community gathering was organized for forming MC. Several steps were taken as pre-establishment activities. But the steps were not reported by the SMC chair and facilitators of the sample ECD centres. They considered the community gathering and formation of MC in the gathering as the initial step of pre-establishment activity of ECD centre. This may be due to the fact that they were not involved in the steps that were taken prior to community gathering and MC formation.

CBECD Centre Supported by SCUS

Five step-wise activities were carried out prior to the establishment of the ECD centre supported by SCUS. First, BASE (an NGO) mobilizer visited the BASE community. Second, the BASE village committee meeting was organized to explain the ECD programme and its importance. Third, the ECD ad hoc committee was formed in this meeting. Fourth, the ECD ad hoc committee conducted a household survey in the community in order to identify 3 to 5 year old children. Lastly, the ECD centre quota was demanded by the ad hoc committee. All these pre-establishment activities were found to have been done in 2 out of 4 sample ECD centres. On top of that, an observation visit of a community leader to the ECD centres in Banke was organized to make him familiar with the ECD centre and its importance, the establishment process and the operation of ECD centres etc. In the remaining 2 sample CBECD centres, the facilitators and MC chairpersons were not familiar with some of the pre-establishment activities. According to them, simply a community gathering was organized in which MC was formed prior to the establishment of the ECD centre.

SBECD Centres Supported by ETC

In the case of SBECD centres supported by ETC in Lalitpur, local CBOs such as women's group and HTs were mobilized simultaneously as a pre-establishment activity. For this purpose, a committee of HTs was formed. Then, the meeting of CBO members and the meeting of HTs were held separately, in which decision to establish SBECD centre was made. Lastly, a joint meeting of CBO officials, HTs and SMC chair/members was organized to demand ETC support.

The above mentioned facts reveal that the activities carried out prior to the establishment of ECD centres supported by different INGOs in different

sample districts were found, more or less, similar because all of them conducted activities related to community mobilization in the form of situation analysis/PRA in UNICEF and SCN whereas CBOs were mobilized for the establishment of the ECD centres supported by Plan Nepal, SCUS and ETC. Likewise, the second common pre-establishment activity was community gathering. The next common activity was the formation of MC for the establishment of ECD centres. One remarkable activity carried out by BASE with the support of SCUS was an observation visit to the model ECD centres of other districts. It was organized for the selected community leaders. This encouraged them to establish ECD centres in their community.

In the case of establishing CBECD centres supported by the government, afore-said pre-establishment activities carried out by INGOs except community mobilization, and situation analysis/PRA, were also found to have been undertaken. But all these steps were not followed while establishing the SBECD centres supported by the government in a majority of the cases because MC under SMC had not been formed.

Guidelines for MC Formation

Separate guidelines regarding the formation of MC for the ECD centres supported by the government and INGOs except ETC were developed and issued. The process of forming MC for ECD centres supported by both the government and INGOs was almost the same in the sense that MC is to be formed in a community gathering which is facilitated by NGO officials in the centres supported by UNICEF, by local SCN officials in the centres supported by SCN, by development coordinators in the ECD centres supported by Plan Nepal, and by BASE representatives in the centres supported by SCUS. In the case of ECD centres supported by the government, the community gathering is to be facilitated by an influential personality of the community.

As per the guidelines, the composition of MC of ECD centre supported by the government is different from that of the MC of ECD centres supported by INGOs. This is given in Table 4.2.

Table 4.2

Composition of Management Committee

| CBECD centres supported by government | | CBECD centres supported by SCN | | CBECD centres supported by UNICEF | | CBECD centres supported by SCUS | | CBECD centres supported by Plan Nepal | |
|---------------------------------------|------------------------------------|--------------------------------|----------------------------|-----------------------------------|---|---------------------------------|----------------------------------|---------------------------------------|------------------|
| Position | Individual | Position | Individual | Position | Individual | Position | Individual | Position | Individual |
| Chair person | Guardian | Chair person | Guardian | Chair person | Ward chairperson | Chair person | Guardian | Chair person | Guardian |
| Member | Male guardian | Member | Male guardian | Member | Male guardian | Member | Male guardian | Member | Guardian |
| Member | Female guardian | Member | Female guardian | Member | Female guardians (2) | Member | Female guardian | Member | Teacher |
| Member | HT of nearby school | Member | HT of nearby school | Member | HT of nearby school | Member | HT of nearby school | Member | Teacher |
| Member | Community health volunteer | Member | Community health volunteer | Member | Community health volunteer | Member | Community health volunteer | Member | Social worker |
| Member | Ward chairperson | Member | Ward chairperson | Member | Social worker | Member | Ward chairperson | Member | Ward chairperson |
| Member-secretary | Facilitator | Member-secretary | Facilitator | Members | NGO representative | Member | Village representative | Member | Guardian |
| | | | | Member | Female ward member | Member | Repre. of BASE village committee | Member | Guardian |
| SBECD centres supported by GON | | | | Member(s) | Member(s) of recognized political parties | Member-secretary | Facilitator | Member-secretary | Facilitator |
| Chair person | Guardian | | | Member-secretary | Facilitator | | | | |
| Member | Male guardian | | | | | | | | |
| Member | Female guardian | | | | | | | | |
| Member | Teacher of primary level of school | | | | | | | | |
| Member-secretary | Facilitator | | | | | | | | |

In the beginning of CBECD programme in 1998/99, MC of each CBECD centre consisted of five members as mentioned in the guidelines issued by the DOE. But, at present, the composition of MC has two more members as depicted in Table 4.2: community health volunteer and guardian. The same guidelines were followed in the formation of MC of CBECD centres supported by SCN and SCUS. However, in the latter, two additional members, BASE village committee representative and a village representative (locally known as *Bhalmansa*), were included. However, the number of members in the MC of CBECD centre supported by Plan Nepal was 9. In the CBECD centres supported by UNICEF in Ilam, MC consisted of 10 members, excluding the representatives of nationally recognized political parties. Thus, the total size of MC members depended on the number of the representatives of the political parties in the community.

According to the DOE guidelines, the sub-committee formed under SMC of the school (i.e. MC) should have five members. In the case of SBECD centres supported by ETC, SMCs of schools themselves looked after their respective centres and, hence, they had no separate MCs.

The above-mentioned facts reveal that for a CBECD centre MC was formed whereas for a SBECD centre only sub-committee was formed under SMC of the school. Thus, MC of the CBECD centre is free and independent to run and manage the centre while MC of the SBECD centre is not independent and has to work under the SMC of the school. This is one of the reasons why the overall management and the activities conducted within a SBECD centre were influenced by the school and its SMC. Similarly, the number of members in a sub-committee of a SBECD centre is smaller than that of a CBECD centre even though they were supported by the government. Moreover, the composition of MC in a CBECD centre supported by the government differed from that of a CBECD centre supported by an INGO. The numbers of members in MCs of CBECD centres supported by different INGOs were also found different. However, the extent of effectiveness was not determined by the composition of MC and the number of its members, as revealed by the previous study conducted by Malla et al, 2003.

MC Formation Process in CBECD Centres and SBECD Centres

The formation processes of CBECD centres and SBECD centres supported by the government and by INGOs were compared. The numbers of sample CBECD centres and SBECD centres included in this study were 24 and 14 respectively. Some of the SBECD centres did not have MC. The numbers of

sample CBECD centres and SBECD centres with and without MC is given in the table that follows.

Table - 4.3

CBECD centres and SBECD centres with and without MC

| Districts | Government Supported | | | INGO Supported | | | Total | | |
|-----------|-----------------------|-----------------------|--------------------------|-----------------------|-----------------------|--------------------------|-----------------------|-----------------------|--------------------------|
| | CBECD centres with MC | SBECD centres with MC | SBECD centres without MC | CBECD Centres with MC | SBECD centres with MC | SBECD centres without MC | CBECD centres with MC | SBECD centres with MC | SBECD centres without MC |
| Ilam | 3 | - | - | 3 | - | - | 6 | - | - |
| Kavre | 2 | - | 2 | 5 | - | - | 7 | - | 2 |
| Lalitpur | 2 | 1 | 1 | - | - | 3 | 2 | 1 | 4 |
| Banke | - | 4 | - | 3 | - | - | 3 | 4 | - |
| Kailali | 2 | 1 | 2 | 4 | - | - | 6 | 1 | 2 |
| Total | 9 | 6 | 5 | 15 | - | 3 | 24 | 6 | 8 |

As shown in Table 4.3, out of 20 ECD centres supported by the government, 11 were SBECD centres and the remaining 9 were CBECD centres. All the CBECD centres had MC whereas only 6 out of 11 SBECD centres had MC.

Altogether there were 18 ECD centres supported by INGOs, of which 15 were CBECD centres and 3 SBECD centres supported by ETC. It was found that MCs were formed in all the CBECD centres but there were no MCs in the SBECD centres supported by INGOs. So all the CBECD centres, no matter whether they were supported by the government or INGOs, had MCs, while 8 out of 14 SBECD centres did not have any.

Field data show that the MC was formed in the community gathering in all the CBECD centres and the SBECD centres with MCs supported by the government except 1 in which MC was formed by the school staff. In some centres supported by SCUS in Kailali, the mobilizer of the partner NGO i.e. BASE VDC committee members and CBO members were also invited to the community gathering while forming MC.

Although there should be 7 members in MC of a CBECD centre supported by the government as per the guidelines of the DOE, in practice, the number of members in CBECD centres was ranged from 5 to 11. The designation of portfolios in MCs of the CBECD centres supported by the government differed from one centre to another. There was a provision of vice-chairperson in Lalitpur, of advisor and of treasurer in Kavre, and of treasurer in Kailali. As per the DEO guidelines, a guardian is supposed to be selected as a chairperson of MC, but this provision was not practiced in any of the

centres supported by the government except a centre of Kavre. It is because in some centres, social workers were selected as chairpersons of MCs whereas MCs in other centres included the ward chairpersons as chairpersons. Notably, no guardian included in MC of one centre each in Kavre and Kailali. In other centres of these districts, most of the MC members were from among the guardians.

The number of members and designation of portfolios in MC of the CBECD centres supported by INGOs varied. The number of members in MCs ranged from 9 to 11 in the CBECD centres supported by UNICEF in Ilam, from 5 to 12 in the centres supported by the same INGOs in Kavre, from 7 to 8 in the centres supported by SCN in Kavre, from 9 to 15 in the centres supported by Plan Nepal in Banke, and from 6 to 11 in the centres supported by SCUS in Kailali. The provision of portfolios in MC of CBECD centres supported by different INGOs was found to be different from what was stated in the guidelines issued by their respective INGOs because there was a provision of vice-chairperson for the CBECD centres supported by UNICEF in Ilam and Kavre. Moreover, there was a provision of treasurer in the CBECD centres supported by the same INGO in Kavre. The same was true in the centres supported by SCN, Plan Nepal and SCUS. In addition, MC of the CBECD centres supported by SCUS included vice-chairperson and joint-secretary.

In two-thirds of CBECD centres supported by INGOs, guardians were selected as chairpersons. However, ward chairpersons in all the CBECD centres supported by UNICEF in Kavre, a social worker in one CBECD centre supported by SCN in Kavre, and a teacher in one CBECD centre supported by SCUS in Kailali were working as chairpersons. Similarly, facilitators were working as member-secretaries in MCs of most of the CBECD centres except one supported by Plan Nepal in Banke.

In MCs of sample SBECD centres, the numbers of members and designations differ from district to district even though all the centres were supported by the government. The number of members was 5 in all the SBECD centres in Banke, 7 in Lalitpur and 9 in Kailali. It reveals that the SBECD centres of Banke followed the guidelines of DOE but the ECD centres of Lalitpur and Kailali did not do so.

In the SBECD centres of Banke, MC also consisted of a patron whereas in a centre of Kailai it consisted of a vice-chairperson. Selection of a guardian, as per the rule, for chairperson of MC was not in practice in two centres of Banke and one centre of Kailali. In these centres, teachers and social workers were working as chairpersons.

The discussion mentioned above reveals that the MC formation process was similar in all the CBECD centres and the SBECD centres except one SBECD centre in terms of community gathering. However, the composition of MCs of CBECD centres supported by the government and INGOs in relation to the number of members and portfolios was different. The numbers of members in MCs of the CBECD centres was higher than those of the SBECD centres. Similarly, guardians were given more priority for inclusion in the most of the MCs of CBECD centres supported by INGOs than in the SBECD centres supported by the government. No guardian was involved with MC in two CBECD centres and one SBECD centre. Moreover, guardians were selected as the chairpersons in two-thirds of MCs of the CBECD centres, whereas only one-third of the SBECD centres had guardians working as chairpersons. It implies that both the CBECD centres and the SBECD centres were not found to have followed the guidelines in terms of number of members and designation of portfolios. The number of members and designation of portfolios was determined according to the local needs. Moreover, the size and composition of the present MCs of CBECD centres were found different from those of the previous ones because MC now should be formed every two years.

Gaps

The presentation in "Guidelines for MC formation process" and "MC formation process being practiced in CBECD centres and SBECD centres" show five distinct gaps.

MC Formation Process: Against the process mentioned in the guidelines, MC of one SBECD centre was formed in a meeting of teaching and non-teaching staff of the school. Hence, no community people and guardians were included in MC. MC was, therefore, composed only of teaching and non-teaching staffs. This had happened with a SBECD centre, which was attached to a higher secondary school. Since the school could bear the daily expenses of and provide physical and instructional facilities for the centre, it did not look for the community support.

SBECD centres without MC: Although each SBECD centre supported by the government should have MC under SMC, a majority of the centres did not have it and, hence, SMCs of the schools themselves looked after these centres. Previously, while the present SBECD centre was running as the CBECD centre, it had MC (Malla et al 2003). When it was turned into a SBECD centre, it did not realize the need of a separate MC and, hence, the previous MC was dissolved and no MC was formed. In other cases, the HTs were not aware of

provision of separate MCs for the SBECD centre. This all implies that stakeholders did not realize the necessity of separate MCs. They thought that SMC itself would be enough to look after the centre because it was run within the school premises. However, the SMC could not give adequate attention to the functioning of SBECD centres. Besides, the role of the facilitators in the management of SBECD centres was nil. As a result, it restricted the responsibility of the facilitator to carrying out ECD activities.

Number of MC members in ECD centres: The next gap was observed in the number of members in MC vis-à-vis the guidelines for MC formation process issued by the government and the concerned INGOs. That is, in most of the cases, the number of MC members is higher than the number mentioned in the guidelines. In a few cases, the number was smaller than the number mentioned in the guidelines. This is due to the fact that the concern individuals who were involved in the formation of MC were either ignorant of the guidelines or did not follow the guidelines even though they were familiar with them.

Additional portfolios: There were additional portfolios in MCs of some ECD centres in practice, which were not mentioned in the guidelines. This did not make any difference as the CBECD centres in which MCs did not have vice-chairpersons and treasurers functioned quite well.

Involvement of Guardians in MC: In place of guardian, social worker or teacher or SMC chairperson was working as chairperson in MC. Moreover, in some centres, no guardians were included in MCs. Because of this, the guardians did not develop the feeling of ownership, which resulted in a cut of guardian support.

Future Directions for MC Formation

MC of a CBECD centre or SBECD centre was generally composed of facilitator, guardians, HT, social worker, CBO member, ward chairperson and, hence, responses regarding future-specific information on the formation of MC was collected from these stakeholders. Besides, this kind of information was also solicited from the district level stakeholders. These responses are analyzed and interpreted under two headings: MC Formation process and composition of MC.

Formation of MC

It was found that the MCs in all the sample ECD centres except one SBECD centre were formed in a community gathering. The present practice of forming MCs of CBECD centres, as stated by district level stakeholders of

SCUS and SCN, was appropriate. The reason behind this is that MC was formed in a wide gathering of community people and in the presence of the mobilizer or representative of the concerned NGO/INGO. However, the gathering was not encouraging, according to the stakeholders of some centres. Hence, the gathering, they suggested, should be wide so that it could ensure the representative participation of the cross-section of the community. The indication here is towards giving priority not only to guardians but also to community people other than the guardians, i.e. social workers, CBO members, teachers, educated individuals for inclusion in MC. Moreover, the MC members of an ECD centre of Kavre laid stress on compulsory presence of all the guardians in the community gathering. In order to make the community gathering wide, all the participants should be informed in time. According to the district level stakeholders, MC of an ECD centre needs to be formed in the presence of the concerned RP so that interested and able individuals could be included.

In a FGD with MC members, it was found that some of the MC members were not fully familiar with their rights and duties. As a result, they could not contribute as much to the management of ECD centres as they should. Hence, prior to the formation of MC, the rights and duties of MC members should be clarified in the gathering of the concerned individuals.

Form the above discussions, the following conclusions can be drawn:

- Wide gathering is required to ensure representation of the cross-section of the community.
- Rights and duties of MC members must be explained in the community gathering.
- Interested and able individuals should be included in MC.
- MC should be formed in the presence of the representative of respective agencies.
- Notice of community gathering should be given to all the stakeholders in time.

Composition of MC

According to DOE guidelines, the number of members in MC is 5 for the SBECD centre and 7 for the CBECD centre. However, the number of members in CBECD centres supported by UNICEF, SCUS and Plan Nepal was higher than that in the ECD centres supported by the government. That is, the number of members in MC ranged from 9 to 15. In the opinion of the

stakeholders, the number of members and the provision of portfolios in MCs of ECD centres supported by the government and INGOs were reasonable. It implies that there should be a provision for flexibility in the number of members in MC. In the same way, there should be flexibility in the number of portfolios.

There is a provision for including HT and the community health volunteer in MC of the ECD centre supported by the government. Besides, MCs of CBECD centres supported by SCUS in Kailali included a CBO/NGO member and a village representative (*Bhalamansa*, chief of the Tharu community). Hence, there was a suggestion that CBO/NGO members should also be included in MCs of the ECD centres supported by the government and INGOs. Wherever possible, representatives of the Dalit community should also be included. Moreover, the number of female guardians should be increased in MCs of the ECD centres because they are the real caretakers of children at home. They play a crucial role in sending children to the centre and they develop the feeling of ownership of the ECD centre. In case of SBECD centre, the representatives of VDC/municipality, as suggested by some of the grassroots level stakeholders, should be included in its MC.

Three main conclusions, drawn from the above discussions, are as follows:

- Introduction of flexibility in the number of members and designation of portfolios in MC.
- Priority to inclusion of the representatives of Dalits wherever possible and increase in the number of female guardians to attain the ECD goals regarding increasing the enrolment of the children from vulnerable and disadvantaged groups in the ECD centre.
- Inclusion of CBO/NGO members in the MC of ECD centres to ensure the greater community mobilization and participation.

CHAPTER V

Mutual Relationship between Community, Parents and ECD Centres

One of the objectives of this study was to assess mutual relationship between community, parents and ECD centre. In order to accomplish this objective, required information was collected from local level stakeholders such as parents, MC chair/members, facilitators and HTs and the district level stakeholders like NGO officials, FP and DEOr. Hence, this chapter deals with the analysis and interpretation of this information regarding the mutual relationship between community, parents and ECD centre. This chapter is divided into four major parts:

- (i) Need for establishing mutual relationship between community, parents and ECD centre
- (ii) Present status of mutual relationship
- (iii) Gap between need and present status
- (iv) Measures for strengthening the mutual relationship

Need for Mutual Relationship

An attempt has been made to analyze the need for establishing mutual relationship between community, parents and CBECD centre/SBECD centre under four major headings: (i) Need for mutual relationship between community and CBECD centre (ii) Need for mutual relationship between community and SBECD centre, (iii) Need for mutual relationship between parents and CBECD centre, and (iv) Need for mutual relationship between parents and SBECD centre.

Community and CBECD Centre

All the stakeholders were unanimous regarding the need for mutual relationship between community and CBECD centre. The need, as viewed by the respondents, is presented under the following sub-headings.

Development of positive attitude in community people: As per the policy of DOE, the community should take the responsibility of managing CBECD centres. For this, it should be made aware of the importance of the ECD programme, as stated by MC members of Kailali and Kavre, HTs of Kavre, facilitators of Banke. This will help develop a positive attitude towards the

ECD centres. The attitude will be positive only when there is a strong relationship between community and CBECD centre.

Wide community gathering: A wide community gathering is necessary to form MC for the CBECD centre, to receive community support, to select a better facilitator, and to solve problems, if any. The participation of people in the community gathering will be high if there is good relationship between community and CBECD centre.

Feeling of ownership: The findings of FGD of parents and community members, point out a strong need for mutual relationship between community and CBECD centres for developing in them the feeling of ownership of the ECD centre. The feeling of ownership would contribute to the take-care and development of the centres.

Physical infrastructure: According to the district level stakeholders, community support is essential from the very beginning for managing land and constructing building. Hence, the mutual relationship between community and the centre is necessary. This view was supported by a majority of the grassroots level stakeholders. Field observation data also showed that the physical infrastructure was better where there was good relationship between community and the centre.

Enrolment: Mutual relationship between community and CBECD centre is required for enrolling all the 3 to 5 year old children in the centre, as opined by majority of the stakeholders. According to them, there are still out-of-ECD centre children even in the communities where CBECD centres are running. In order to bring them to the ECD centres, as stated by the facilitators, FPs, DEOr and NGO officials, the centre should establish good relationship with the families, which are not sending their children to the centres. Hence, such relationship helps to increase enrolment of children in ECD centres, which, eventually, will lead to the accomplishment of the target set by EFA.

CLMs: In most of the sample CBECD centres supported by INGOs, CLMs were adequate for carrying out activities inside the room. According to the facilitators of these centres, community people were invited to prepare CLMs. This is possible only if each centre has rapport with the community people.

Fund collection and mobilization: According to the ECD Programme Operation Directory, 2004, the community should take the responsibility of running the CBECD centre in a sustainable way for which community support is a must. Community support is possible only when there is good relationship between community and CBECD centres, as stated by most of the district and grassroots level stakeholders. Particularly, district level

stakeholders stated that their support was required for the matching fund. The CBECD fund is to be mobilized to generate income for providing additional remuneration to the facilitator and to meet the daily expenses of the centre, as stated by some of the facilitators, MC members and parents. This opinion was also presented by most of HTs. Since the fund is mobilized within the community itself, as emphasized by the parents of CBECD children of Ilam, the centre should establish good relationship with the community people.

Financial transparency: CBECD centres can receive community support if community members are clear about financial dealings. In other words, there should be financial transparency in the CBECD centre. Community people including parents were found ignorant of the financial sources, amounts of remuneration given to the facilitators, and daily expenses. So, according to such community people and parents, remuneration could be managed by the government as in primary schools and, hence, there was no need of financial support from the community and parents. It implies that there should be financial transparency for which strong relationship between the CBECD centre and the community is essential.

Monitoring: In order to run CBECD centres in an effective way, regular monitoring is required. District level monitoring, as viewed by the district level officials, is not pragmatic because there is a lack of human resources at the district level. Hence, the responsibility of monitoring is to be entrusted to the community. This opinion was supported by the grassroots level stakeholders. The district and grassroots level stakeholders viewed that this type of support would be possible only when there was good relationship between the community and the CBECD centre.

The above-mentioned discussions reveal that the mutual relationship between the community and the CBECD centre is essential to develop the physical infrastructure, to prepare CLMs, to receive financial support, and to increase the enrolment of the children. The reasons for establishing good relationship between the CBECD centre and the community were different. All groups of stakeholders realized the necessity of relationship.

Community and SBECD Centre

This study tries to analyze the need for mutual relationship between the community and the SBECD centre. The responses of respective stakeholders regarding the need for mutual relationship between community and SBECD centres were, more or less, similar to those of corresponding group of stakeholders related to CBECD centres. However, slight difference was

noticed in relation to emphasis laid on certain points. For instance, all the grassroots level stakeholders concerned with SBECD centres gave less emphasis to the need of mutual relationship between the community and the SBECD centre for the development of physical infrastructure, matching fund and take-care of the building. This is because the school itself provided room, toilet, drinking water and stationery. Besides, the school allowed the SBECD centre to use its playground for outdoor ECD activities. However, the responses of HTs differed regarding the management of the matching fund and daily expenses. Particularly, HTs of primary schools stressed the need for establishing strong relationship to receive the support of the community for the matching fund and daily expenses because their schools did not raise tuition and other fees as in the centres attached to secondary schools.

Parents and CBECD Centres

The responses of district and grassroots level stakeholders regarding the need for mutual relationship between parents and CBECD centre are analyzed and discussed under the following sub-headings:

Enrolment of children: According to the facilitators, community people and MC members, a considerable number of 3 to 5 year old children are yet to be enrolled in CBECD centre. The HTs reported that they still had some under-age children in grade I. Hence, in order to enroll 3 to 5 year old children in the CBECD centre, the facilitators and MC members should establish living contact with the parents of such children.

Regularity of children: The facilitators of some of the CBECD centres of all the sample districts complained that some children were irregular. This was also supported by observation data. Some children were found absent on the day of centre observation. In this regard, the findings of FGD with the MC chairperson and members, and the suggestions given by HTs, make it clear that either parents need to be invited to the centre or the facilitator should make home visits. For this purpose, there is a need for mutual relationship between parents and the CBECD centre.

Presence of parents in the gathering: As stated by the facilitators, parents' gatherings were organized, from time to time, in most of CBECD centres for informing them about the activities of the centre, for solving problems, and for receiving support. Besides, such gathering was held for MC formation as well where the parents representatives were selected. In order to increase the presence of parents in the gathering and to encourage them to work as MC chair or members, there should be a close relationship between the parents and the CBECD centre.

Financial and non-financial support: As per ECD Programme Operation Directory, 2004, and the responses of the MC chair/members and facilitators, the parents provided financial support in the form regular fees and amount of money for the matching fund. However, field data show that almost all the CBECD centres were not raising regular fees. Regarding matching fund, the CBECD centres could not collect money for it three times from the community people including the parents. The centres also expected non-financial support such as construction materials and labour contribution. Both financial and non-financial supports, as stated by the above-mentioned respondents, help the CBECD centres be sustainable. For this purpose, the stakeholders viewed that CBECD centres should keep in touch with the parents and interact with them regularly.

CLMs preparation: One of the main reasons why relationship should be established between the CBECD centres and the parents, as viewed by the facilitators and HTs, is that parents can be used for preparing CLMs. It was also supported by the findings drawn from the FGDs with the parents of a majority of the centres. This view was seemed to be pragmatic because the facilitators had received the training on the preparation of the CLMs with low-cost and no-cost materials. For this purpose, the facilitators could request the parents if they had good relationship. This kind of practice was found in some CBECD centres of Ilam, Banke and Kailali. The practice of CLMs preparation in one of these centres supported by UNICEF in Ilam was appreciable because parents were often invited to the centre to prepare CLMs.

Assistant facilitators: According to all the grassroots level stakeholders of a CBECD centre supported by UNICEF in Ilam, the parents could be used as assistant facilitators on a rotation basis. This type of support was being provided by the parents because of the good relationship between them. This practice is pragmatic and, therefore, it can be replicated in other centres.

Monitoring: In most of the CBECD centres, as commented by a majority of the facilitators and MC chair/members, monitoring was not satisfactory. According to them, the CBECD centres can operate smoothly if there is a strong monitoring mechanism for which parents can be mobilized. The parents will willingly visit the centre to monitor its activities of the centre if there is good relationship between the parents and the facilitator.

Reporting children's progress: According to a majority of HTs, the parents should get reports stating about the progress of their children, regularly. Similarly, the facilitator should also obtain information regarding the social and emotional behaviours of the children at home for which parents should

be consulted. HTs should also report the children's progress to the parents. Such a two-way communication will be strengthened only when the parents are invited to the centres or the facilitators make home-visits. This practice is possible provided there is a regular contact between the parents and the CBECD centres.

The above-mentioned discussions show that some of the sample CBECD centres supported by INGOs had good relations with parents. As a result, these centres received various types of supports from the parents, as mentioned above. The stakeholders of these centres realized that such relationship should be strengthened for receiving additional supports of the parents. The stakeholders of other centres, which could not get adequate support of the parents, felt the need for establishing good relationship between parents and the CBECD centre. On the whole, almost all the stakeholders felt the necessity of good relationship between the CBECD centre and parents. On the basis of the relationship, ECD centres could receive different types of supports from the parents, which would help to run the centre in an effective and sustainable way.

Parents and SBECD Centre

The responses of stakeholders concerned with SBECD centres with regard to the need for mutual relationship were nearly the same as those of the stakeholders concerned with CBECD centres as mentioned above. In the opinion of HTs, it would be easier to raise admission and monthly fees if there was a close relationship between the SBECD centres and the parents. However, since SBECD centres were being run in the school premises, the parents, as stated by district level stakeholders, thought that running the centre was the responsibility of school. The findings of the FGD with parents also supported this view. This implies that the parents were not aware of the need of their support. Hence, in order to make them aware of this, there should be regular interaction between parents and the SBECD centres and a living contact between them is necessary.

Present Status of Mutual Relationship between Community, Parents and CBECD Centres/SBECD Centres

This study tries to answer the question regarding the present status of the mutual relationship between community, parents and CBECD centres/SBECD centres. The relationship can be said to be satisfactory if the community and parents provide co-operation and support to their centres as and when required. Hence, the relationship is assessed in terms of co-

operation and supports received by the ECD centres. The responses collected from different groups of grassroots level stakeholders were analyzed and interpreted under four sub-headings: (i) Mutual relationship between community and CBECD centre (ii) Mutual relationship between community and SBECD centre, (iii) comparison of mutual relationships, (iv) Mutual relationship between parents and CBECD centre (v) Mutual relationship between parents and SBCED centre, and (vi) comparison of mutual relationship.

Community and CBECD Centres

The grassroots level stakeholders i.e. facilitators, MC chair/members, parents and HTs, of 24 CBECD centres were asked whether or not they were satisfied with the present status of mutual relationship between the community and the CBECD centres. Based on their responses, the CBECD centres are classified into three categories. The first category consisted of 50 percent of the CBECD centres where all the stakeholders of each CBECD centre were satisfied with the present status of relationship. The second category comprised 25 percent of the CBECD centres where some groups of stakeholders of each CBECD centre were satisfied and other groups of stakeholders expressed dissatisfaction. In third category, the remaining 25 percent of the sample CBECD centres, all groups of the stakeholders expressed dissatisfaction over the relationship between the community and the CBECD centre. Moreover, the reasons for their satisfaction or dissatisfaction were solicited from them. The reasons, stated by the stakeholders of the first and second categories, are presented below:

Stimulating parents: All the groups of stakeholders of 50 percent of the sample CBECD centres stated that the relationship between community and CBECD centre was good. The community people encouraged the parents to send their 3 to 5 year old children to the CBECD centres. They stated that social workers visited the home of the children who were not attending the ECD centre to request their parents to send them to the centre.

Presence in community gatherings: The stakeholders expressed their satisfaction regarding the relationship between the community and the CBECD centre. Participation of the community people in the gatherings organized by the centre was encouraging. Gatherings were organized in all the CBECD centres for the formation of MC. Similarly, MCs in most of the CBECD centres organized gatherings from time to time for acquisition of land, construction of buildings and collection of fund. The participation of community people in the gatherings, as stated by the MC chair/members and

the facilitators, was found better in some centres. Generally, the participation of community people in the gatherings held in the CBECD centres supported by INGOs was encouraging because the relationship of CBECD centres with community people was good.

Labour and materials donation: As stated by the stakeholders, labour and materials donation made by the community people for building construction showed satisfactory relationship. In this regard, MC members and facilitators stated that the community provided labour as required in all the CBECD centres. This finding was supported by the opinions presented by the community people in FGDs. In some cases, the community people brought bamboos and roofing materials (*Khar*), in others they provided wood, stone etc. This implies that the relationship between community people and the CBECD centres was satisfactory.

Take-care of CBECD centre building: Most of the CBECD centres, as shown by observation data, did not have fencing and, hence, the community people had to take care of the building. According to MC chair/members and facilitators, the community people looked after the centres before and after the working hours. They did so because they had a feeling of ownership of CBECD centre. It was because, as stated by most of the facilitators, parents and MC chair/members, the centre had good relationship with the community. But this did not apply to some of the CBECD centres supported by the government, particularly two centres of Kailali. In these centres, the physical environment was poor in terms of floor of the centres, placement of the furniture, weak shutters and windows etc. because the community people did not take care of the centres. It was mainly due to the weak relationship between the community and the CBECD centres.

Collection and mobilization of fund: One of the evidences of the mutual relationship was the collection and mobilization of fund in the CBECD centres supported by UNICEF in Ilam, SCN in Kavre and SCUS in Kailali. In Ilam, the sample CBECD centres collected money from the community and the government for the matching fund. The community people were ready to collect money for the matching fund for the third time to receive governmental support as per the DOE policy. But the government could not provide adequate fund for this purpose. The same was true of other centres supported by the INGOs. It shows that the community people were ready to provide financial support to run ECD centres in a sustainable way. Similarly, in CBECD centre supported by Plan Nepal, the community people had started donating food grain (*Muthidan*) to create a fund for the CBECD centre. To make the centre sustainable, the fund of the centre was mobilized with the

support of the community in Ilam and Kailali. The CBECD centres could receive and mobilize the support due to their good relationship with the community.

As mentioned above, the third category of CBECD centres (2 supported by the government in Kailali, and 2 supported by the government and 2 supported by UNICEF in Kavre) could not establish rapport with the community people. As a result, the community people, as commented by the concerned MC members and facilitators, did not show up in the gatherings organized by the centres and nor did they visit the centres for monitoring purpose. They did not have positive attitude towards ECD centres nor were they aware of the ECD programme. Same was the case with the stakeholders of the second category of CBECD centres, who were dissatisfied with the present status of mutual relationship between the community and the CBECD centre. Hence, the stakeholders have realized that CBECD centres must establish a living contact with the community people to receive their support, in cash or in kind, for running the centres effectively.

Community and SBECD Centres

Altogether 11 SBECD centres supported by the government and 3 SBECD centres supported by ETC, thus making a total of 14, were included in this study. The groups of grassroots level stakeholders of 2 of these 14 SBECD centres (one each in Lalitpur and Kailali) were found to have been satisfied with the present status of mutual relationship between the community and SBECD centre. They stated that they were satisfied because the community people stimulated parents to send their children to the centres regularly, to visit the centres for monitoring purposes, to attend the gatherings organized for the formation of MC, and to donate labour. This was due to the fact that HTs of both schools with SBECD centres were knowledgeable regarding the operation of ECD centres in the sense that the centres should run with the support of community even though they were being run within school premises. In other words, community should be involved in the operation of centres. Hence, the separate sub-committees had been formed in both centres at the initiation of HTs in wide community gatherings. The MCs of these centres were found active in mobilizing community people. As a result, the centres were receiving community supports. In Kailali, one SBECD centre was established on request of the community people themselves. As a result, the parents were paying tuition fees. It implies that the relationship between community and SBECD centres would be better if the demand-driven approach was followed.

All the stakeholders of four SBECD centres (one in Kavre and 3 in Kailali) out of 14 expressed their dissatisfaction over the present status of mutual relationship between the community and the centres. According to them, SBECD centres had not received any cooperation and support of the community. They further commented that the community people did not even come to attend the gatherings and that cooperation and support (financial and non-financial) could not be expected. The main reason behind this was that these centres had not formed MCs as per the provision in the ECD Programme Operation Directory, 2004. SMC paid little attention to the SBECD centres. As a result, establishment of relationship between the community and the SBECD centres was far from their concern. Similarly, community supports are required for managing physical facilities and the daily expenses. But, since the schools themselves provided these supports, the relationship was not felt necessary. In the densely populated municipality areas, the relationship between local community and SBECD centres was almost nonexistent because most of the children of the urban communities attended institutional schools. Hence, the people did not pay any attention to the SBECD centres. Such cases were found, for example, in the Dhulikhel Municipality of Kavre.

In the remaining 8 SBECD centres, some groups of stakeholders were satisfied and some groups were dissatisfied with the present status of relationship. The reasons for the satisfaction and the dissatisfaction were, more or less, similar to the ones mentioned above. One of the main reasons for mixed responses was that the perspectives of different groups of stakeholders on assessing the relationship were different. For instance, the MCs and HTs of these centres expressed their satisfaction on the present status of mutual relationship between the community and the SBECD centres because the community people participated in gatherings. But the facilitators of the same centres were not satisfied, as the community people did not provide financial support, which could be used for providing extra-remuneration to the facilitators and for daily expenses of the centre. However, the mutual relationship in these centres seemed to be weak as compared to those in the two SBECD centres mentioned above. Participation of the community people in gatherings cannot be considered as the basis of satisfactory relationship. The SBECD centres, indeed, need financial and non-financial supports of community for sustainability.

The discussions above imply that the present status of the relationship between the community people and SBECD centres can be considered weak because MCs had not been formed in a majority of the SBECD centres. Though there is a provision of forming MC under SMC of the school, the

provision is not strictly followed. Similarly, as the schools have their own SMC they have not felt the necessity of forming separate MCs. This has adversely affected the establishment of community-SBECD centres relationship.

Comparison of Mutual Relationships

The discussions made in the previous sub-headings show that the number of CBECD centres, where mutual relationships were satisfactory, was 12 out of 24, whereas the number of such SBECD centres was 2 out of 14 SBECD centres. It shows that the percentage of CBECD centres having satisfactory relationship with the community was higher than that of SBECD centres.

The bases of satisfactory relationship, as pointed out by the stakeholders of both CBECD centres and SBECD centres, were similar. These bases were (i) stimulating parents to send their children to the ECD centre, (ii) presence of the community people in the gatherings, (iii) labour and materials donation, (iv) take-care of buildings, and (v) monitoring the centres. Resource collection and mobilization was another basis of good relationship. This reveals that most of CBECD centres had ECD funds and some of them mobilized the funds in their communities. Collection and mobilization of fund is an example of satisfactory relationship. However, some SBECD centres had ECD funds which were provided by the schools, not collected from the community. Such fund was found to have been deposited in the bank, not mobilized it in the community. It shows that the relationship between community and SBECD centres was weak.

Each ECD centre must have MC as per the DOE guidelines. The main purpose behind the formation of MC was to receive the support of the community people. The ECD centres can receive supports if there is good relationship between the community and the ECD centre. In this regard, all the CBECD centres had MCs whereas a majority of the SBECD centres had none. It shows that the CBECD centres could receive financial and non-financial support from the community because there was good relationship between them. But a majority of the SBECD centres could not receive such supports. The smaller number of SBECD centres having MCs indicates that the mutual relationship was weak.

Parents and CBECD Centres

To examine the present status of mutual relationship between parents and CBECD centres, data were collected from the grassroots level stakeholders, such as facilitators, MC chairs/members, parents and HTs, of 24 CBECD

centres. The numbers of CBECD centres where all the groups of stakeholders were satisfied and where all of them were not satisfied, are given in Table 4.1. The table also includes the numbers of the CBECD centres where mixed responses regarding the satisfaction and dissatisfaction were given.

Table 5.1

Number of CBECD Centres having Satisfactory and Dissatisfactory Relationship between Parents and CBECD Centres

| CBECD centres supported by: | Satisfactory with mutual relationship | Dissatisfactory with mutual relationship | Mixed responses* |
|-----------------------------|---------------------------------------|--|------------------|
| UNICEF | 2 | - | 3 |
| SCN | 3 | - | - |
| Plan Nepal | 1 | - | 2 |
| SCUS | 3 | - | 1 |
| GON | 5 | 3 | 1 |
| Total | 14 | 3 | 7 |

* The asterisk indicate that some groups of stakeholders were satisfied and other groups were not satisfied.

As depicted in the above-mentioned table, all the stakeholders of 14 CBECD Centres expressed their satisfaction with the mutual relationship between parents and CBECD centres. Besides, there were 7 CBECD centres where 2 or 3 groups of stakeholders of each CBECD centre expressed their satisfaction. The reasons for the satisfaction are presented in succeeding paragraphs:

Sending and collecting the children: Sending the children to and collecting them from the centre every day was evidence of good relationship between parents and CBECD centres, according to the grassroots level stakeholders. This practice was found in a majority of the centres. It provided opportunity to the parents to interact with the facilitators, which would help in strengthening the relationship between them.

Stay of parents with children: One of the evidences of mutual relationship between parents and CBECD centres, as presented by the facilitators and the parents, was the staying of parents with their children in the beginning of the session. According to them, some parents were found to have stayed with their children until their children would begin to enjoy being in the centre. This practice was found in many of the CBECD centres. This helped a lot to establish relationship between the parents and the centres.

Parent's attendance in the gatherings: Parental gatherings were organized from time to time, as stated by the facilitators, MC chair/members and parents in which discussions were held on the problems and the ways to solving them. These discussions helped strengthen the relationship. In the

CBECD centres supported by SCUS in Kailali, the parents were requested to visit the centre every Friday for parental education.

Land donation: As mentioned in ECD Programme Operation Directory, 2004, the land donated for the establishment of the ECD centre should be managed by the community people. In this regard, the parents were found to have donated land for some CBECD centres. This had been possible because of the good relationship between parents and CBECD centres.

Labour and materials donation: In all the CBECD centres, as stated by grassroots level stakeholders, the building of the CBECD centres were constructed with the labour donation of the parents. The buildings were of a temporary type and, hence, the buildings, particularly the roofs were found repaired by the parents from time to time. Moreover, in many sample centres, parents provided construction materials such as wood, bamboo, stone, *Khar* etc. for the construction of the buildings and toilet. Such parental supports were found in a majority of the sample CBECD centres supported by UNICEF, SCUS and the government. In some centres supported by the government in Ilam, sitting materials for the children were also provided by the parents. It shows that parents were mobilized while constructing the building. Besides labour and material donation, parents were found to have provided financial support for building construction of CBECD centres supported by UNICEF and the government in Ilam. This was because the centres had a good relationship with the parents.

Fund collection and mobilization: As stated by the facilitators, MC chair/members and parents, the contribution of parents to the matching fund was significant in some centres. Moreover, the fund was mobilized through the mothers' groups. Similarly, 2 out of 3 sample CBECD centres supported by UNICEF in Ilam had the Children's Saving Fund for which the parents visited the centre at least once every month to deposit Rs 10.00 per month per child in the fund. This would do until the child was 14 years of age. Such types of supports are the result of the good relationship between parents and the centres.

Involvement of parents in preparing CLMs: Because of their good relationship with CBECD centres, parents were involved in preparing CLMs in most of the CBECD centres, as stated by the facilitators and parents. This was supported by data collected through the survey form because there were various types of CLMs prepared by the parents. Parent-made CLMs were found in a greater quantity in CBECD centres supported by UNICEF in Ilam.

The discussions mentioned above show that parents supported the centres by sending and collecting their children regularly, attending the gatherings, and donating and mobilizing the CBECD fund. Likewise, they were donating labour and construction materials. One of the appreciable contributions of parents was the preparation of CLMs in the centres. These cooperation and supports extended by parents are the result of the good relationship between parents and CBECD centres.

As shown in Table 5.1, all groups of stakeholders of 3 CBECD centres were not satisfied with the relationship. The parents complained that the CBECD centres did not provide any information about the centres. On the contrary, the centres blamed the parents saying that they never visited the centre to get information about their children's progress. Similarly, the parents did not contribute to the development of the centre, as stated by the facilitators, MC chair/members and HTs, except by sending children to the centres.

Of the 4 groups of stakeholders of 7 CBECD centres, some were satisfied and some were dissatisfied with the relationship. In some centres, the facilitators were dissatisfied while the other stakeholders were satisfied. In other centres, all the groups of stakeholders except the facilitators were satisfied because the parents donated land, labour and materials for building construction. Despite this, the facilitators of the same centres were not happy with the parents because they were reluctant to provide financial support to pay their extra remuneration. Similarly, in some other cases, the parents provided financial support for the matching fund and building and even for tuition fee. Hence, all the groups of stakeholders except MC chair/members were happy with the relationship between the parents and the CBECD centres, but the MC chair/members of these centres expressed dissatisfaction because the parents did not participate in the gatherings.

Based on the above-mentioned discussions, it can be concluded that the relationship between the parents and the CBECD centres was generally satisfactory. However, in some centres, due to differing views of the stakeholders, it was difficult to assess whether the present status of the relationship between parents and CBECD centres was satisfactory or not. If the relationship is assessed in terms of financial supports (except extra remuneration to the facilitators in some centres) and non-financial supports, the relationship between the parents and the CBECD centres can be taken satisfactory. Hence, on the whole, the relationship between parents and CBECD centres was found more satisfactory in most of the cases than the relationship between the community and the CBECD centres.

Parents and SBECD Centres

As mentioned in the previous sub-headings, the number of sample SBECD centres was 14, of which 11 were supported by government and the remaining 3 by ETC. The numbers of SBECD centres where all groups of stakeholders were satisfied, where the groups of stakeholders were dissatisfied and where mixed type of responses were received regarding the relationship are presented in Table 5.2.

Table 5.2

Number of SBECD Centres having Satisfactory and Dissatisfactory Relationship between Parents and SBECD Centres

| CBECD centres supported by: | Satisfactory with mutual relationship | Dissatisfactory with mutual relationship | Mixed responses* |
|-----------------------------|---------------------------------------|--|------------------|
| Government | 2 | 3 | 6 |
| ETC | - | - | 3 |
| Total | 2 | 3 | 9 |

*The astrisk indicates that some groups of stakeholders were satisfied and other groups were not satisfied.

As shown in Table 5.2, the number of SBECD centres where all the stakeholders of SBECD centres were satisfied was minimal i.e. 2 out of 14. Similarly, though most of the stakeholders of 9 SBECD centres were dissatisfied, some stakeholders of the same centres expressed their satisfaction. The reasons for the satisfaction regarding the mutual relationship are presented under three headings below.

Presence of parents in gatherings: One of the evidences of the strong mutual relationship between the parents and the SBECD centres, as stated by the stakeholders of some centres, was the presence of the parents in the gatherings organized by the centres. Most of the parents were found to have attended the gatherings. The gatherings were held particularly for the formation of MCs under SMC in some centres, but in other centres, gatherings were organized for the development of physical facilities.

Financial Support: The mutual relationship between the parents and the SBECD centres, as stated by the stakeholders of some SBECD centres, can be assessed on the basis of the financial supports provided by the parents to the centres. In this regard, the concerned stakeholders of one SBECD centre of Kailali expressed their satisfaction with the relationship because the parents were supporting the centre by providing regular financial support in the form of tuition fees. This was a typical example. The decision regarding the provision of regular tuition fees was made in a gathering by the parents

themselves. In other words, this decision was not imposed by the school, as stated by the chairperson of MC, parents and facilitators. Rather, the parents themselves realized the need of such financial contribution for the sustainability of the centre.

Parents' visit for collecting progress report: In a few sample SBECD centres, the parents came to the ECD centres from time to time for collecting the progress reports of their children. Such visits, as viewed by the grassroots level stakeholders, were useful to boost up the relationship between the parents and the centre and to create the opportunities for interactions between parents and the facilitators.

As shown in Table 5.2, all groups of the stakeholders of 3 SBECD centres and a majority of the stakeholders of 9 SBECD centres were not satisfied with the present status of the parents-SBECD centres relationship. The main reason for their dissatisfaction was that the centres received neither financial supports for the matching fund and extra-remuneration to the facilitators nor labour and material donation for building construction.

The discussions reveal that there were 3 SBECD centres where all the groups of stakeholders were not satisfied with the relationship. Similarly, majority of the stakeholders of 9 SBECD centres giving mixed responses also expressed their dissatisfaction. HTs and/or MC chair/members of some of these 9 SBECD centres expressed satisfaction only in terms of parents' presence in the gatherings. Financial and non-financial support would be provided by the parents. Therefore, the satisfaction expressed by the HTs and/or MC chair/members regarding the relationship is questionable. These are the supports that are expected from the parents. In this context, the relationship between parents and SBECD centres in the 9 centres cannot be considered satisfactory. Hence, it can be concluded that the relationship between the parents and the SBECD centres in most of the centres was weak.

Comparison of Mutual Relationships

The number of CBECD centres, of which all the groups of the stakeholders were satisfied with the relationship between the parents and the CBECD centres, was 14 out of 24 whereas the number of such SBECD centres was only 2 out of 14. Thus, the percentage (58%) of CBECD centres having mutual relationship between parents and CBECD centres was higher than that (17%) of SBECD centres. This finding was also supported by observation data regarding physical facilities, CLMs, collection and mobilization of fund etc. The reasons for the satisfaction with the relationship between parents and CBECD centres were donation of land, labour, materials and cash for

building construction; repair of building; ECD fund collection and mobilization; raising tuition fee; creating Children's Saving Fund; participation in meetings and gatherings etc. In the case of SBECD centres, the reasons were presence of parents in the gatherings and school visits of parents for collecting children's progress reports. In a few centres, the financial support of parents was considered the reasons. The main reason for the parents-ECD centres rapport were parents' financial and non-financial supports to run the centres in a sustainable way. In this regard, the CBECD centres received more cooperation and support than the SBECD centres. It implies that there was good relationship between parents and CBECD centres in most of the CBECD centres whereas this relationship was found in a few SBECD centres only. There were two main reasons behind this reality. First, in the SBECD centres, essential physical facilities were provided by the school, and, hence, the centres do not try to establish the mutual relationship with the parents for this purpose. Second, MC is a means of establishing relationship between parents and SBECD centres because it consists of parent representatives. Majority of SBECD centres did not have MCs. So they could not create a favourable environment for the establishment of the relationship.

Measures for Improving Relationship among Community, Parents and CBECD Centres/SBECD Centres

Responses regarding the ways of improving the relationship between the community, parents and CBECD centres/SBECD centres were gathered from the district and grassroots level stakeholders. Based on these responses, the ways of improving the relationship between the community and CBECD centres/SBECD centres and between the parents and the CBECD/SBECD centres are analyzed and interpreted separately under respective headings.

Measures for Improving Relationship between Community and CBECD Centres/SBECD Centres

ECD centres, whether there are community-based or school-based, need cooperation and support of the community for providing additional remuneration to the facilitators; development of infrastructure of the centres; monitoring and supervision; and working as members of MC etc. The ECD centres can get these supports only if they can establish and maintain a close relationship with the community people as discussed in the previous sub-headings. The relationship with the community needs to be further strengthened in the case of the CBECD centres. Since the relationship between the community and SBECD centres was weaker, the relationship

between them should be established and strengthened. Hence, with regard to relationship between community and CBECD centres/SBECD centres, the district and grassroots level stakeholders presented different views, which are analyzed and interpreted under the following five sub-heads.

Formation of MC in community gathering: For the relationship between the community and the ECD centres, interactions are required for which community gatherings should be organized. As stated by most of the stakeholders, community gathering is required for the formation of MC in both CBECD centres and SBECDC centres. A majority of SBECDC centres did not have MCs, which are supposed to work as liaison between the community and the SBECDC centre. Hence, all the concerned stakeholders suggested the formation of MC in community gatherings. In these gatherings, the activities being carried out in ECD centres, particularly those suggested by a majority of the facilitators, should be reported to the community people along with problems faced by the ECD centres. As a result, the suggestions for solving these problems could be collected. Some of the stakeholders viewed that the community people were unaware of their responsibilities. So they suggested to organize community gatherings to let them know their responsibilities for the operation of ECD centres.

Conducting awareness programme: The grassroots level stakeholders of some ECD centres presented the reality saying that the socially and economically disadvantaged community people were still illiterate and so, they were unaware of the importance of the ECD programme. In order to establish and maintain cordial relationship between the community and the ECD centres, the community people should be made aware of the ECD programme. Through this, attitudinal change could be brought about. Positive attitude of the community people towards ECD centre would generate cooperation and support to the ECD centre, and, develops the feeling of ownership of the centre. Such an awareness programme should be organized by MC or HT of a nearby school. Regarding the organizer of the awareness programme, some of the district level stakeholders held different views. As they suggested, VDC should organize the awareness programme. The grassroots level stakeholders recommended two ways of awareness-raising: through home visits and through community gathering.

Conducting various types of programmes at community level: In order to establish strong relationship between the community and the ECD centres the community people, MC members and facilitators should get opportunities to meet and interact. For this, different types of programmes should be conducted at the community level. A majority of the grassroots level stakeholders viewed that *adult education programme* should be conducted by

the facilitators or qualified MC members. This view can be considered as pragmatic because adult education was seen in one of the sample CBECD centres of Kailali. Because of this, the relationship between the community and the CBECD centres had been very good, as reported by the concerned stakeholders. According to MC chair/members and facilitators of some CBECD centres in Kailali and Kavre, income-generating programme should be conducted at the community level by using the ECD fund.

Involvement of community people: Community people can be involved in different activities of the ECD centre. The community, as suggested by district level stakeholders and HTs, should identify local people capable of observing the ECD activities and preparing CLMs. Besides, in the same way, some community members could be used for monitoring. They, as suggested by MC members and facilitators, could be involved in take-care of the centre and repair work. Qualified and skillful community people, as suggested by some of the facilitators, MC chair/members and parents, should be engaged in the infrastructure development like preparation of playground, construction of building, toilet etc. In other words, the ECD centres should try to receive labour donation from the community people for infrastructure development. Such activities would, certainly, help to improve the relationship between the community and the ECD centre.

Financial transparency: The community and parents of some ECD centres, particularly those of SBECD centres did not have any idea about the income and expenditure of the centres. The parents and community people assumed that all the expenses for the ECD centres were borne by the government as it did for the primary grades. They did not know about the remuneration of the facilitators. Some stakeholders had doubt about the income and expenditure of ECD centres. Based on this reality, the stakeholders of such ECD centres viewed that there should be transparency in the income and expenditure of ECD centre, which would help to enhance the relationship between the community people and the centre. Transparency of the centres would gain the trust of the community people. This trust would prepare the community to extend cooperation and support.

Conducting activities as per parental expectations: Parents can be motivated if the activities conducted in the ECD centre were up to their expectations. In FGDs of parents, they commented that the centres, particularly CBECD centres, laid less emphasis on the 3Rs and more on other ECD activities. They further complained that such activities would not adequately prepare the children for grade I. In this regard, some facilitators had a bitter experience. According to them, some parents came to the centre to complain that their children could not

read and write and the children did not get homework. So, the facilitators, MC chair/members and HTs suggested the inclusion of homework activities related to the 3Rs as per the expectation of the parents.

Organizing joint meetings of MC and community people: In order to establish good relationship between the community and the ECD centres, there should be frequent interactions between MC and the community for which MC should be active. In some cases, MC was not active and hence, interactions were rare. Similarly, it is not pragmatic to organize community gatherings frequently. In this regard, the facilitators of some ECD centres and HTs of nearby schools viewed that joint meetings of MC and the community leaders should be held from time to time. It is because the community leaders can mobilize the community people as required.

The above-mentioned findings reveal that there should be strong mutual relationship between the community and the ECD centre. In some centres, the relationship was satisfactory and in other centres, the relationship had to be strengthened. In order to strengthen the relationship, either the facilitator or MC chair/members should take the initiative.

Measures for Improving Relationship between Parents and CBECD Centres/SBECD Centres

Here the suggestions of different groups of stakeholders are put into ten categories, each under a sub-head.

Conducting different programmes: Different types of programmes for parents should be conducted. One of the important programmes, as suggested by all groups of stakeholders, is *parental education*, to be conducted by the facilitators. In this connection, some of the stakeholders suggested to carry out such programme in the respective ECD centres once a week instead of visiting the parents' house. This practice was found in the sample CBECD centres supported by SCUS in Kailali. They further suggested parental orientation for the ECD centres where parental education was difficult. The stakeholders of some centres argued that the *adult education programme*, if conducted by the facilitator, could establish good rapport between the parents and the ECD centres where illiterate parents had to be identified and selected. Moreover, some stakeholders viewed that inclusion of ECD-related input in the adult education programme would help to boost up the relationship. Similarly, the *income-generating programme* conducted by the ECD centres with the partnership of the parents would facilitate the linkage of the parents and the ECD centre. The facilitators in some centres devised *home-visit programme* for those children whose attendance was irregular. Such

a practice helped to make the children regular and strengthened the relationship between the parents and the centres as well. Hence, the facilitators along with MC chair/members should continue this practice and such practice should be replicated in other centres as suggested by grassroots level stakeholders. The findings of FGDs with parents in some ECD centres revealed that parents were not familiar with the programmes of ECD centre. Hence, in addition to the programmes mentioned above, *orientation programmes* for parents should be organized in the beginning of the session to make them familiar with the overall annual programme of the ECD centre informing particularly on beginning and end of the session, nature of activities, sources of income, remuneration of the facilitators, parents' meetings/gatherings, financial support, parents' day etc.

Conducting Children's Day and Parent's Day: In order to establish close relationship between the parents and the ECD centres, parents should be invited to the ECD centres from time to time. Different types of programmes such as *children's day and parents' day* etc should be conducted.

Involvement of parents in infrastructure development: In almost all the CBECD centres, the parents were involved in infrastructure development. As a result, the relationship between the parents and the centres was found satisfactory in these centres. But this was not true of the SBECD centres because here the physical facilities were managed by the schools themselves and there was, therefore, no need of parents' involvement in infrastructure development. Thus, the relationship between parents and the SBECD centres was, as stated above, poor. This implies that parents should be involved in infrastructure development of SBECD centres. They should donate labour and materials, and participate in the repair and cleaning of the centre building. This would help to develop in them the feeling of ownership of the centre. Once they developed this feeling, they would visit the centre from time to time.

Preparation of CLMs: In most of CBECD centres supported by INGOs, a good quantity of parents-prepared CLMs were found, as stated by the facilitators. This type of parental support not only supplied CLMs but also enhances the relationship. Hence, the parents should be involved in preparing CLMs in other centres as well. The district level stakeholders suggested to organize workshops on CLMs preparation for the grassroots level stakeholders to develop their skills in preparing CLMs.

Reporting the progress of children: The centres should request the parents to visit the centres from time to time for information about the progress of their children. This would help the facilitators to keep in touch with the parents.

As stated by MC chair/members and the facilitators of a majority of the centres, this would also create occasions for interaction between the parents and facilitators.

Involving parents as assistant facilitators: One of the best ways of establishing relationship between parents and the facilitators is the involvement of parents as assistant facilitators on a rotation basis, as suggested by district level stakeholders. This had been realized by a majority of facilitators.

Parents' meetings/gatherings: In order to get cooperation and supports of the parents for solving the problem of the centres and to form MC, the parents' meetings/gatherings should be organized from time to time. This creates opportunities for interaction and helps tighten the relationship between them. Parents' meetings were held in some centres, but their frequency was not encouraging. Hence, the stakeholders, particularly MC chair/members and the HTs, suggested that the frequency of such meetings should be increased. Moreover, if joint meetings of MC chair/members and parents were held, it would help strengthen the relationship between them.

Formation of sub-committees under MC: The more the involvement of parents in the ECD centre's activities, the better will be the relationship between parents, facilitators and MC members. For this, sub-committees such as CLMs preparation sub-committee, monitoring sub-committee, and fund collection and mobilization sub-committee should be formed under MCs of ECD centres. These sub-committees should be formed involving all the parents.

Inclusion of parents in MC: In the DOE guidelines, there is a provision of involving three guardians in MCs of both CBECD centres and SBECD centres. One of them should work as the chairperson of MC. In case of CBECD centres supported by INGOs, the numbers of parents representatives were found different. In some of these sample SBECD centres, no parent had been included. As suggested by parents and MC members, MC, at least, should be formed in each ECD centre as per the guidelines of DOE. They further suggested to increase the number of parents' representatives in MCs of both CBECD centres and SBECD centre.

Financial transparency: According to the grassroots level stakeholders, parents would provide financial and non-financial support only if the ECD centres disclosed their income and expenditure in a transparent way. Such a practice will make the attitude of the parents towards ECD centres positive, which in turn, will help to strengthen the relationship between them.

CHAPTER VI

Comparison of Environment in CBECD Centres and SBECD Centres

One of the objectives of this study is to compare the environments of the CBECD centres and the SBECD centres. The required data were collected through the ECD Centre Survey Form and the data related to improvement of the ECD environment were collected from the concerned stakeholders. They were analyzed and interpreted comparatively. Prior to this, the environment of CBECD centres and SBECD centres have been assessed separately. Hence, for the sake of clarity, this chapter is divided into three major headings: (i) Environment of CBECD centres, (ii) Environment of SBECD centres, and (iii) Comparison of environments of CBECD centres and SBECD centres.

Environment of CBECD Centres

The ECD environment comprises the physical aspect and learning aspect. The data related to these aspects are analyzed and interpreted under separate sub-headings:

Physical Environment

The analysis and interpretation of data regarding location, type of building, physical environment inside the room and outside the building are analyzed and interpreted in the succeeding paragraphs:

Location: As mentioned in the DOE guidelines, a CBECD centre should be established in an open, peaceful, safe and wide place. All the CBECD centres except 4 were found established in peaceful and open places because all these centres were located far from the road. However, 6 out of 24 centres were not located in wide space because the areas available to these centres were not found adequate. Of these 6 centres, 1 was located on the slope side of the hill. In terms of safety, all the centres except 4 situated on roadsides, were located in the safe places.

Building: The buildings of all the sample CBECD centres except 7 were permanent because they were constructed with RCC/brick/stone. The buildings of 7 out of 24 centres had RCC roof and 17 were roofed with corrugated sheets. Out of 24 CBECD centres, 5 did not have their own buildings. For instance, 1 centre supported by UNICEF in Ilam was being run in the building of Dairy Cooperative, 1 supported by the government in Ilam in facilitator's house, 1 supported by the government in a brick factory hut in

Lalitpur and 2 supported by the government in school temporary rooms in Kailali.

Physical environment inside rooms: The area of an ECD room for 25 children should be 18.75 sq m. as per the norm i.e. 0.75 sq m per child as mentioned in the Education Act and the Education Regulations. A comparison of 24 CBECD centres with the norm showed that 5 CBECD centres did not have adequate space. The areas of the rooms of these 5 centres ranged from 9 to 18 sq m. Similarly, the room-areas of 19 centres ranged from 20 sq m to 55 sq m. The height of the rooms of all the CBECD centres ranged from 2.15 m to 3.7 m. The walls of the buildings of 5 centres were constructed with bamboos and had mud-plaster. In 6 centres, the walls were not plastered. The walls of rooms of 13 centres were cement-plastered. In terms of light and ventilation, the rooms of all CBECD centres were found satisfactory. Children need rest during ECD activities, this is mentioned in the TRMs. But, no centre had separate room for rest. During field observation, it was found that in 17 centres children were having rest in the room corners. Mats and/or carpets were being used as sitting material in all the CBECD centres. However, the resting places in most of the centres were not comfortable to the children in terms of the mats/mattresses/carpets.

Physical environment outside building: As mentioned in the ECD Programme Operation Directory, each CBECD centre should have playground, toilet and drinking water. The area of the playground as stated in the Directory is 254 sq m (1/2 ropani). Field data show that 20 out of 24 CBECD centres, no matter whether they were large or small, had playgrounds. Only 4 of them met the requirement. The playground areas of the centres, which fulfilled the requirement, ranged from 375 sq m to 462 sq m., while playground areas of the remaining centres with inadequate areas ranged from 9 to 242 sq m. In terms of cleanliness and surface, the playgrounds of 14 centres could be considered suitable. Of 24 CBECD centres, 10 had drinking water facility, 4 had tube wells and 6 had tap water. For the remaining 14 centres, the drinking water was fetched from the tap of nearby CBECD centre. However, water was not safe in all the centres except one in which boiled water was made available to the children. Of 24 CBECD centres, 16 had toilets. The children of the centres without toilets used either the toilet in the facilitator's house or any other house. Observation showed that the toilets of all the centres except one were suitable for the children. However, the toilets of two centres were not clean for want of water.

The discussions above reveal that, though the buildings of all the centres were roofed with either RCC or corrugated sheets, internal physical

environment of most of the centres was considered satisfactory in terms of adequacy of space for carrying out internal activities, light and ventilation, walls of the building and sitting materials. One of the important factors to be considered is rest and relaxation for children for which adequate space and sleeping materials are necessary. Most of the CBECD centres had adequate space for children for rest but majority of CBECD centres had neither adequate space and nor suitable sleeping materials. It shows that the internal environment of the room was satisfactory for carrying out internal activities but not satisfactory in terms of rest for children.

Most of the centres had playgrounds (big or small), which were clean and suitable for play. In majority of the centres, toilets had been constructed in compound corners. Similarly, in about half of the CBECD centres taps or tube wells had been installed. Though most of the centres had land for gardening, none of the centres except one had a garden. The exteriors of many buildings were plastered but they were not painted. So the buildings of the centres did not look attractive.

Learning Environment

Children are motivated to join the CBECD centres and they learn more if the learning environment is joyful. For this purpose, the learning environment in the CBECD centres should be attractive. Hence, this study tries to assess the internal and external learning environment of CBECD centres.

Internal Learning Environment

In order to find out the internal learning environment of the CBECD centres, data related to decoration of walls, learning corners, and availability and display of CLMs were collected through the ECD Activities Observation Form and the ECD Centre Survey Form.

Decoration of walls: The walls of room in all the CBECD centres were decorated with CLMs. These CLMs hung or pasted on the walls can be classified into five categories: (i) posters showing animals, birds, fruits, plants/vegetables, weather, Nepali and English alphabets, number, calendar, maps and health and sanitation, etc; (ii) charts related to numbers, months, days and so on (iii) story books; (iv) paper-made watches and pictures; and (v) children's personal bags holding tooth-brushes, handkerchiefs, photos and combs etc. Most of the centres had these five categories of CLMs though the type and quantity of such materials were found more in some centres and less in the others. Moreover, the walls of the rooms of 3 centres were painted with alphabets and numbers, which attracted the children and facilitated

their learning. On the other hand, in 2 CBECD centres supported by the government, only a few posters had been displayed on the walls.

Learning Corners: As mentioned in the TRMs published by the DOE, there should be eight learning corners in each ECD centre. These learning corners are block corner, creative art corner, role-play corner, house/kitchen corner, exploratory corner, music corner, language and reading corner, and tiffin corner. Learning corners were found in 8 out of 24 CBECD centres. However, the sample CBECD centres did not follow the classification of learning corners mentioned above. For instance, the CBECD centres supported by SCN classified the learning corners as role-play corner, creative arts corner, language corner, science corner, library corner and construction corner, whereas Plan Nepal supported CBECD centres classified the corners as language corner, doll corner, math corner and science corner. The CBECD centres supported by SCUS had six learning corners: such as language corner, math corner, science corner, construction corner, music corner, creative expression and acting/role-play corner.

In the learning corners, the CLMs were found to have been displayed, and that can be classified into three broad categories. First category included such CLMs as sand, stone, brick, clay, chips, leaves, grains, cereals, onion, garlic, salt, sugar, cotton, lace, string, clothes, button, fasteners, hooks etc. Second category consisted of facilitator or parent-made materials like charts, colored stones, colored sticks, bamboo sticks, puppets, masks, paper-cut figures, flash cards, lids of cold drink bottles etc. Similarly, third category contained several ready-made materials such as puzzles, dominos, plastic animals and dolls, wooden beads, wooden blocks, phone set, national flag etc. Children were free to manipulate these materials. This would help them develop their cognitive and psychomotor skills particularly fine motor skills. In 8 CBECD centres, the CLMs were displayed in the corners in an attractive way.

External Learning Environment

External learning environment is one of the important factors that attract the children and stimulate them to learn. Play materials attract the children to attend the CBECD centres, specifically when they are being used in ECD activities outside the room. Therefore, the external learning environment is assessed on the basis of the availability and use of these materials along with the exterior wall decoration and the outside environment.

Of the 24 sample CBECD centres, only 7 had installed play materials such as iron slide, pendulum swing, seesaw, circular swing, and wheel tyres etc outside the room. However, not all of these play materials had been installed

in these centres. Besides, these centres had strings, balls, ring, bat and ball, trolley (*Ghurghuriya*). These materials were also available in most of the CBECD centres and thus were given to the children during the playtime. Though wall decoration also stimulates the children to attend the CBECD centre, the exterior walls of only two centres were decorated with some national symbols.

The external learning environment of all the centres could be considered satisfactory and suitable in terms of quiet, cleanliness and the appropriateness of location. Similarly, in terms of adequacy of space for outside ECD activities, the external environment in most of the CBECD centres could be considered satisfactory in spite the DEO norm.

From the above discussions, it can be concluded that the internal learning environment of majority of all the sample CBECD centres was satisfactory because wall decorations, learning corners, sitting arrangement and cleanliness stimulated the children to learn. However, the external learning environment of the centres seemed to be weaker than the internal learning environment, as space for ECD activities was inadequate in some centres and play materials had not been installed in some other centres.

Environment of SBECD Centres

The physical and learning environment of 11 SBECD centres supported by the government and 3 SBECD centres supported by ETC are separately dealt with below.

Physical Environment

The physical environment of SBECD centres is assessed in terms of location, types of building, physical environment of the room, and physical environment outside the building.

Location: All the schools except 2 under which SBECD centres are being run were found located in open, peaceful, wide and safe places. The two centres of Kavre were being run in congested and densely populated areas. However, the two SBECD centres of Kavre did not have their own rooms. So, they shared the room of grade I of their respective school. Six out of 12 SBECD centres were located separately within the school premises. Hence, their location could be considered appropriate in terms of safety, space and openness. The rooms of the remaining 8 SBECD centres were attached to the main buildings of the schools.

Building: Out of 14 SBECD centres, the building of 11 centres were permanent, and the buildings of two centres, one in Kailali and the other in Banke, were temporary as the buildings of these two were constructed with bamboo and had no shutters to their doors and windows.

Physical environment inside room: The areas of the rooms in all the sample SBECD centres except those supported by ETC in Lalitpur conformed to the norm, (18.75 sq.m. for 25 children) set in the DOE Directory, could be considered adequate. However, in 2 SBECD centres of Kavre, the children of the centre and grade I students were sharing the same room and hence, the space for ECD children was not adequate and appropriate. The height of the rooms ranged from 2.15 to 3.7 sq m. The walls of the rooms in 12 SBECD centres were plastered. All the SBECD centres had sufficient light and ventilation. For sitting, 6 SBECD centres had furniture and 6 other centres used carpets. In the remaining 2 centres, mats were used for sitting purposes. In 1 centre mats were carried into the room and brought back to the main building of the school every day because the doors and windows of the room of SBECD centre had no shutters.

Physical environment outside building: Observation showed that all the SBECD centres used the same playground that the school students used. There was no separate playground marked for ECD children. The areas of playgrounds in all the centres except 4 could be considered suitable in terms of appropriateness and cleanliness. However, they were assessed against what is stated in the DOE Directory. The areas of playgrounds of 4 centres, (two each in Kavre and Lalitpur) could not be taken as adequate.

All the SBECD centres had drinking water facility. Nine had installed the taps and the remaining 4 had tube wells. But the water was not purified. All the sample SBECD centres had toilet. The children of all the SBECD centres except one used the toilet meant for senior children and one of them in Kailali had constructed separate toilets for the ECD children. The toilet in three centres was not suitable for the children. The toilet in two centres was not clean due to lack of sufficient water.

Considering space for children inside the room, light and ventilation, condition of walls, materials for sitting and space for rest, it can be said that the internal environments of only 5 sample SBECD centres were satisfactory. The internal environment of room in 8 centres could be considered unsatisfactory because 6 of them had furniture as in the primary grades, and, hence, there was no adequate space for ECD activities and resting. Similarly, 2 of them did not have separate rooms for ECD children. Moreover, 2 of them had temporary building constructed with bamboos. So, the internal

environment of the rooms was not good in terms of flooring, sitting material, condition of walls, open doors and windows and roof. Irrespective of disturbances caused by school children, 11 out of 14 centres could be considered satisfactory in terms of playground, drinking water and toilet.

Learning Environment

In order to assess the learning environment of SBECD centres, data regarding room decoration with different types of CLMs, management of learning corners, and installation of play materials outside the room were collected. These data were analyzed and interpreted here under three sub-headings as in Section 5.1.2 above.

Internal Learning Environment

The internal learning environment of SBECD centres is assessed in terms of decoration of walls and management of learning corners.

Decoration of walls: It was found that the inside walls of 7 out of 14 sample SBECD centres were decorated with a few CLMs, i.e. alphabet charts, number charts, charts of birds and animals. In a centre of Kavre, there were some posters and charts displayed on the walls. However, the numbers of charts and posters were found very small. The same was true of the SBECD centres supported by ETC. There were no CLMs other than charts and posters. However, in 1 centre of Kailali and 2 centres supported by ETC the room-walls had pictures (painted) of fruits, alphabets and numbers etc. which seemed to create a good learning environment. But in the remaining 7 centres, as mentioned above, nothing was displayed on the walls.

Learning Corners: None of the SBECD centres supported by the government managed learning corners. In this regard, the concerned facilitators stated that adequate and appropriate CLMs were necessary for the learning corners. Some HTs also held this view, whereas other HTs had no idea of learning corners. One of the SBECD centres supported by ETC had learning corners. But each learning corner had only a few CLMs on display.

CLMs are essential to manage learning corners. The sample centres had only a few facilitator/parent-made materials (puppets, charts, cards, wooden beads, etc.) and ready-made materials (slate, animals and wooden blocks, posters, etc.). But none of the centres had collected and displayed locally available materials. Hence, all the centres lacked CLMs, which could be displayed in the learning corners. Learning corners could be managed by displaying facilitator/parents-made CLMs by using locally available materials. This reveals that the facilitators either did not turn attention to the

management of learning corners or had any idea of preparing and displaying CLMs.

External Learning Environment

The external learning environment of all the SBECD centres except two in Kavre could be considered good in terms of cleanliness and quiet outside the building because they were located in separate corners of the school premises. So there were no disturbances to ECD activities from the children of the schools. But the external learning environment of two centres in Kavre could be considered inappropriate and unsuitable. One SBECD centre in Kavre was located in a congested area and the other was compelled to share the school area. Therefore, the teaching-learning activities of the upper grades disturbed the activities of the SBECD centre and vice-versa. In the other centres of Kavre, the room for children was managed on the first floor of the school building. Moreover, there was no separate space outside the room for ECD activities. The room for SBECD centre was just above public lanes.

The external learning environment of all the SBECD centres could not be considered as attractive in terms of play materials installed outside the centre building. None of the SBECD centres except one had such play materials. One SBECD centre had installed a sea-saw and a swing. But the children could play these materials only during mid-day break of the school because the play activities of the children disturbed the learning of the school students. The play materials had been installed near primary grade classrooms.

From the discussions above, it can be concluded that the internal learning environment of all the SBECD centres was not satisfactory because no CLMs was displayed on the walls of rooms in 3 SBECD centres. Similarly, though the other SBECD centres had some CLMs put up on the walls, their number was very small and they were limited only to posters and charts. Moreover, none of the centres had learning corners except in one centre. Though outside environment of most of the SBECD centres was quiet, the external learning environment could not be considered as satisfactory because there was nothing outside the room that could attract the children and stimulate them to learn.

Comparison of Environment in CBECD and SBECD Centres

This study tries to compare the environment of CBECD centres and SBECD centres in terms of physical and learning environment. The comparison has been made, based on the discussions made in the previous sections.

Physical Environment

Most of the sample CBECD centres and sample SBECD centres were found to have been established in open, peaceful, safe and wide places. The buildings of all the CBECD centres except 7 and the buildings of all the SBECD centres except 2 were of permanent type. The room space of all the CBECD centres except 5 and that of all the SBECD centres except 3 supported by ETC were adequate vis-à-vis the norm of the Education Regulations, 2002. The height, light and ventilation of the rooms of all the CBECD centres and SBECD centres were appropriate. However, difference was found between CBECD centres and SBECD centres with regard to sitting materials and resting places. The difference was that all the CBECD centres used either carpets or mats whereas the number of SBECD centres using carpets or mats was 8 out of 14. However, furniture was used in the remaining 6 sample SBECD centres as in the upper grades without giving consideration whether the students felt comfortable or not.

There were no separate rooms for children to rest or sleep in. However, in a CBECD centre a separate place in a corner of a room was arranged for resting or sleeping purpose. Moreover, 2 CBECD centres supported by SCN in Kavre managed straw-mats for resting. But such type of management for rest place was absent in majority of SBECD centres.

From the point of norm set by the Education Regulations 2002 the playgrounds of all the SBECD centres could be considered better than those of the CBECD centres. Playground was common to both the SBECD centre and the school. All the SBECD centres had toilets whereas about 30% of the CBECD centres did not have toilet facility. But no difference was observed between CBECD centres and SBECD centres in matters of drinking water.

The comparison reveals that CBECD centres were better equipped than SBECD centres in terms of the internal physical environment because the former had used carpets or mats which was comfortable for sitting and resting for 3 to 5 year old children. However, it is difficult to point out if CBECD centres or SBECD centres were better in terms of the external physical environment. If a comparison is made of CBECD centres and SBECD centres in terms of separate playground, and opportunity for children to play wherever they liked, CBECD centres would be found better. But, the case is reverse with toilets. This comparison suggests that the SBECD centre should replace furniture by carpets or mats and should have a separate playground in a corner of the school compound. Likewise, for the improvement of the external environment of CBECD centres, there should be appropriate toilet facilities.

Learning Environment

While comparing the learning environment inside rooms, it suggests that the CBECD centres were distinctly better than the SBECD centres because the internal walls of all the CBECD centres except 2 were decorated with different types of CLMs like posters, charts, story books, children's personal belongings, etc. Most of these materials were prepared by the facilitators. Similarly, one-third of the CBECD centres managed learning corners, using CLMs. Moreover, the walls of the rooms of some CBECD centres were decorated with alphabets, numbers etc. Such types of management stimulates the children to learn. In this context, SBECD centres were found weaker than the CBECD centres because although the internal walls of a majority of the SBECD centres were decorated with CLMs, the quantity and types of CLMs were negligible. These centres had a few CLMs, which are stored in a box. Due to the lack of CLMs, these centres except 1 supported by ETC could not manage learning corners. Hence, the room environment of all SBECD centres was not stimulating.

Since all the CBECD centres and the SBECD centres except 2 SBECD centres were located in peaceful, open and wide places, the external learning environment in these centres could be considered suitable and appropriate, and hence, they were conducive to conducting outdoor ECD activities. But it was different with 2 SBECD centres of Kavre because they were located in congested and densely populated areas. Disturbances to outside activities were observed. In order to conduct outside ECD activities, the CBECD centres had a greater variety of play materials than in the SBECD centres. Moreover, 7 CBECD centres were found to have created a good external learning environment. Here, children's play materials were installed within the centre premises, which attracted the children. Though only one SBECD centre had such facility, the children could not play with these materials as the play activities using these materials would create disturbance to the children of upper grades.

On the whole, the CBECD centres were found better than SBECD centres in terms of internal and external learning environment. It indicates that both CLMs and play materials were not adequate in SBECD centres. It implies that the facilitators of SBECD centres did not attempt to prepare CLMs and manage the learning corners.

CHAPTER VII

Activities in CBECD Centres and SBECD Centres

The main purpose of the ECD programme is the holistic development of children through various ECD activities carried out in CBECD centres and SBECD centres. Comparing the ECD activities being undertaken in these two types of centres is one of the objectives of the present study. For the study, data were collected through the ECD Activities Observation Form and the Interview Schedule for the Facilitators. These data collected from both the sample CBECD and SBECD centres were analyzed and interpreted separately. Based on the analysis and interpretation of the data, the ECD activities undertaken in CBECD centres and SBECD centres were compared. Prior to it, an attempt was made to analyze the ECD activities mentioned in the TRMs, which are used as reference for identifying the gap between the ECD activities mentioned in TRMs and the ECD activities undertaken in CBECD centres and SBECD centres. Hence, for the sake of convenience, this chapter is divided into five parts: (i) ECD activities specified in teaching resource materials (TRMs), (ii) Daily schedule of and activities undertaken in CBECD centres (iii) Daily schedule of and activities undertaken in SBECD centres, (iv) Comparison of activities of CBECD centres and SBECD centres, and (v) the gap.

ECD Activities Specified in Teaching Resource Materials (TRMs)

DOE had developed an ECD curriculum for 3 to 5 year old children in 2001. In order to facilitate the implementation of ECD curriculum, TRM was developed and published in two parts. The ECD activities in the first part are presented under five themes and the activities in the second part under seven themes. Each theme is split up into several groups, each group consisting of objectives and separate lists of activities to be carried out to achieve the objectives. Each list/set of activities relates to four developmental aspects: physical development, social development, cognitive development and emotional development. In this context, two typical examples are given below:

| |
|---|
| Theme: Our ECD Centre |
| Objectives: Children will be able: |
| To exchange greetings by doing Namaste to friends and elders |
| To walk along a straight line |
| First set of activities: Greeting and introducing activities for social development |
| Second set of activities: Walking in the straight line for physical development |
| Third set of activities: Singing activities for cognitive development |
| Fourth set of activities: Drawing activities for fine motor development |

Theme: Our ECD Centre

Objective: Children will be able to give the introduction of ECD centre.

First set of activities: Discussion activities for cognitive development

Second set of activities: Singing activities for cognitive development

Third set of activities: Walking in the rhythm of small drum for physical development

Fourth set of activities: Standing in queue for social development

While studying the TRMs, the ECD activities were found to have been developed in line with the formats given above. Based on the nature of the activities they can be classified as thirteen categories, which are enumerated below in order of volume of activities.

Table 7.1

Categories of ECD Activities Prescribed in TRMs

| S.N. | Categories of Activities | No. of Activities |
|------|--------------------------|-------------------|
| 1. | Practice | 76 |
| 2. | Play | 57 |
| 3. | Discussion | 41 |
| 4. | Singing songs | 39 |
| 5. | Observation | 37 |
| 6. | Telling stories | 31 |
| 7. | Excursion | 18 |
| 8. | Role-play | 17 |
| 9. | Experiment | 13 |
| 10. | Free expression | 12 |
| 11. | Reciting poems/rhymes | 11 |
| 12. | Experience | 4 |
| 13. | Dance | 2 |

Practice: Quite a large number of activities mentioned in TRMs fall under practice. The notable ones are greeting; standing in straight line, circle, square or triangle; forming queue; drawing different types of lines and figures; using toilet; making articles of clay; making wreath of cold drink bottles lids; drawing happy and sad faces; sensing rough and smooth surface etc. Among these activities, greeting and using toilet are related to social development and matching similar objects and counting pebbles help cognitive development. Similarly, the children can understand emotions by drawing the happy and sad faces. And, making wreath develops the capacity to coordinate hands and eyes.

Play: Realizing that children learn best through play, a myriad of play activities were included in TRMs. Indoor play activities such as playing with

puzzles/dominos, colour matching, whispering game, traffic game, guessing of the grains put in different match boxes, etc. help development of cognition. Passing on objects (such as balls and rings) in tune with music makes the children clever. Similarly, children can develop their gross motor skills by using fixed play materials such as tyre, swing and seesaw.

Discussion: TRMs consist of discussion activities and most of them are designed to bring about changes in children's social and cognitive behaviour. The discussions related to child development centre, standing in queue, ways of eating food, do's and don't, identification of family members and their roles, use of water, knowledge of days, months and weather, personal cleanliness etc were some important ones. Besides, children can be made familiar with emotions such as love and affection among family members through discussion. However, such activities were found inadequate.

Singing Songs: More than two dozens songs were included in TRMs to instill social values and norms into children. Songs related to **greeting and welcome to child development centre** are the popular ones. However, for lack of cassettes, the facilitators found it difficult to sing the songs given in TRMs. Hence, those songs have not been very useful.

Observation: Observation is one of the thirteen categories of ECD activities. By observation children can develop concepts of: colour, shape and size (i.e. small, big, tall, short); more or less; sunny, windy, rainy and cloudy days; parts of a tree etc. Similarly, TRMs intend to provide the children complex concepts like germination of seed, sanitation, rain and water evaporation through observation.

Telling stories: Children like to listen to stories, and hence, more than thirty stories were included in TRMs to entertain them. Basically, story telling helps children develop memory power. Stories need to be suitable for 3 to 5 year old children. But only a few stories were matched children's comprehension level.

Excursion: Children need to be given first-hand knowledge of external environment, for which they should be taken outside the ECD centres. Excursion activities can be classified into (i) simple tour to school, community, markets, and stream etc; (ii) zoo visit, and (iii) picnic. The simple tour gives the concepts of school environment; birds and plants; living and non-living things etc. The children are taken to the zoo for giving them knowledge of different types of animals and birds. The picnic is organized for observing different types of foods and cooking activities. Such activities help the cognitive development of children.

Role-play: Several types of activities under role-play are given in TRMs. Role-play activities relate to expression of various types of emotions and help the emotional development of the children. For the purpose of cognitive development, role-play activities pertaining to different professional works are given in TRMs. Likewise, for physical and cognitive development of the children, role-play activities relating to movements of animals and vehicles are also included in TRMs.

Experiment: For cognitive development regarding germination of seeds, growth of plants, evaporation, soluble and insoluble substances, and weights of air and water, a couple of experimental activities have been given. Some of these activities give simple concepts and some others give complex concepts.

Free Expression: Some activities related to free expression have been given for language development of children. In these activities, children are asked to tell about their previous day's activities and future activities and describe different types of pictures (birds, animals, children etc.)

Listening and Reciting: About a dozen of rhymes/poems are included in TRMs. Children are asked to follow the facilitators in reciting them. These activities are given for improving the memory power of the children. This, however, is considered as the lowest level in the cognitive domain.

Experience: In order to let the children derive experiences, a few activities are mentioned in TRMs. These activities relate to taste (sweet, sour, salty etc.) and are carried out for the cognitive development of the children.

Dance: TRMs consist only of a negligible number of activities related to dance. These activities are included to develop gross motor skills of children.

An analysis of TRMs showed that more emphasis was given to activities other than dance. The reason is that there are a large number of other activities meant for the physical development of children. The holistic development of children demands physical, social, cognitive and emotional development activities in a balanced way. However, the activities which serve the emotional development, are minimal in TRMs. In other words, the activities related to physical, social and cognitive development are found adequate in number and types and those related to emotional development are inadequate. Most of the activities in TRMs are appropriate and to level of the children. However, some activities seemed to be beyond the level of 3 to 5 year old children. Similarly, some other activities are not appropriate in terms of risk and non-availability of materials. In TRMs, there are many activities, which are not consistent with the objectives of ECD curriculum. A key comment regarding activities is that though the management of learning

corners is mentioned in the preface of TRMs, no activities related to learning corners are given.

Daily Schedule of and Activities Conducted in CBECD Centres

The facilitators of the CBECD centres should conduct the activities stated in TRMs, which have been grouped into thirteen categories above. These activities are all meant for the holistic development of children. In this context, an attempt has been made here to identify and assess the activities undertaken in the CBECD centres. For this purpose, the activities mentioned in daily schedules and the activities undertaken in the CBECD centres over an academic session were collected from each CBECD centre. Besides, in order to assess the activities conducted in the centre each day, some daily activities were observed and recorded in the ECD Activities Observation Form. Such observation was done twice in a majority of the centres. The activities mentioned in the daily schedule and activities undertaken in the CBECD centres are presented below:

Daily Schedule of CBECD Centres

To analyze the daily schedule in the CBECD centres and activities mentioned in the schedule, data on the schedule and the activities given in the schedule were collected from each sample CBECD centre. These data were analysed and interpreted in the succeeding paragraphs.

Preparation of Daily Schedule in CBECD Centres

The facilitators of all the sample CBECD centres supported by INGOs, prepared their daily schedules, and displayed them on the wall. Of the 9 sample CBECD centres supported by the government, only 4 CBECD centres, two each in Kavre and Lalitpur, prepared the daily schedule. The same daily schedule was used throughout the year in all the CBECD centres except in one supported by UNICEF in Kavre. In this centre, the daily schedule was changed and prepared every day after the activity hours.

The daily activity hours in the CBECD centres supported by INGOs and government were different. The activity hours, on the whole, ranged from 3 to 6 hours and 15 minutes. The total hours for activities in a day was 3 hours in the CBECD centres supported by SCUS, 3 hours and 30 minutes in the CBECD centres supported by SCN, 4 hours in the CBECD centres supported by UNICEF in Ilam, 5 hours in the CBECD centres supported by UNICEF in Kavre and 4 hours and 30 minutes to 6 hours and 15 minutes in the CBECD

centres supported by Plan Nepal. Hence, the activity hours in the CBECD centres supported by Plan Nepal in Banke were different.

In the CBECD centres supported by the government in Kavre, the duration of activity hours was 4 to 5 hours and 30 minutes. In Lalitpur, the activity hours in the CBECD centres supported by government ranged from 5 hours in one centre to 7 hours in another. The latter was found different from the other CBECD centres in the sense that the centre was being run at two times, from 7 A.M. to 12 noon and 2 to 4 P.M. for the same children. This is because the centre was run for the children of labourers working in brick factory. These findings reveal that the CBECD centres supported by SCUS and SCN gave less time allocated for ECD activities than what has been mentioned in the ECD Programme Operation Directory, 2004 (i.e. 4 hours a day). On contrary, the CBECD centres supported by Plan Nepal gave more time than specified by DOE. Notably, the CBECD centres supported by the government were not found to have followed the guidelines issued by the government itself.

Activities in Daily Schedule

The numbers of activities in daily schedules were found different in the CBECD centres supported by different INGOs. The same was the case with the CBECD centres supported by the government. The numbers of activities ranged from 5 to 19 in the CBECD centres supported by the government. The number of activities mentioned in the daily schedules of the CBECD centres supported by INGOs also fell within this range. The activities conducted in almost all the CBECD centres were welcome/greeting, personal cleanliness, PT, prayers, songs composed on departure and other subjects, poems/rhymes telling about time, days and weather, discussions on different themes, story telling, free play inside the room with CLMs and outdoor play with fixed and unfixed materials. In all the CBECD centres, 15 minutes to 1 hour is allocated for rest.

The daily activity schedules of all the CBECD centres supported by SCUS in Kailali and UNICEF in Ilam and one CBECD centre each supported by Plan Nepal, SCN and UNICEF in Kavre included reviews of activities undertaken the previous day and the same day. Activities like drawing, washing hands and feet, and dance were found in daily schedules of the CBECD centres supported by Plan Nepal. In case of all the CBECD centres supported by SCN in Kavre, one centre supported by Plan Nepal in Banke and one centre supported by the government in Kavre, dance, observation and role-play are listed up and carried out as per the daily schedules.

The daily schedules of all the CBECD centres included more indoor activities than outdoor activities. Similarly, much time was given to indoor activities as compared to outdoor ones.

The findings mentioned above reveal that emphasis is given to activities such as discussion, practice, story telling, singing, reciting, and play. Activities such as observation, excursion, role-play, free expression and dance are given least priority. Though experience and experiment are also considered as important for children, none of the centres included them in their daily schedule. However, all these activities help the holistic development of the children.

Although one of the purposes of the ECD programme is to prepare children for grade I, time for activities related to the 3 Rs is given in only 7 out of 24 CBECD centres supported by both the government and INGOs. In other words, activities related to reading, writing, and arithmetic are not mentioned in the daily schedules of the remaining 17 centres.

Activities Conducted in CBECD Centres

To list up the activities carried out in the CBECD centres, data regarding the activities undertaken in a year were collected from the facilitators of the sample CBECD centres. The research team observed the ECD activities during field visit and entered the data in the ECD Centre Activities Observation Form. The analysis and interpretation of these data are presented under headings below.

Practice

Many activities related to practice were conducted in the sample CBECD centres. Most of the activities undertaken under practice were: colouring, writing alphabets and numbers, counting, drawing, identification of body parts, matching child with symbol card, use of toilet, washing of hands, PT etc. However, the emphasis placed on these practice activities were different in different CBECD centres supported by INGOs. For instance, the CBECD centres supported by SCN emphasized counting, coloring, and creative arts whereas those supported by SCUS gave emphasis to use of toilets, washing hands and matching child with symbol card.

Among the activities mentioned above, matching child with symbol cards, identification of different body parts, counting, writing letters and numbers, PT, colouring, washing hands before and after tiffin and use of toilets were found conducted during activity observation. The activities common to most of the centres were counting, matching child with symbol card, writing

alphabets and numbers. But the practice of PT was found only in a centre supported by Plan Nepal.

Play

Emphasis was laid on play activities in each CBECD centre. The activities undertaken in sample CBECD centres are classified into two: indoor and outdoor. Indoor play activities like puzzle games, playing with toys and wooden boxes, playing carom, and handkerchief-hiding were popular in most of the centres. Moreover, in a majority of the centres, children were given opportunities to play in the learning corners. Likewise, outdoor play activities such as ball, string, ring, jumping, running, etc. were carried out in all the centres. Playing with installed materials like slide, seesaw, tyre, swing, etc. were found only in some centres.

On the day of observation, the facilitators were found engaged in conducting all the activities mentioned above except, jumping, running, playing with toys, seesaw and tyre etc. Play activities such as running, playing with balls and strings were carried out in majority of the centres. In a centre supported by UNICEF in Ilam, children were found to have played carom and *thief and police game*.

The type of the play activity depended on the availability of CLMs, outdoor play materials and playground. For instance, a few centres did not have appropriate playground and, hence, the numbers of outdoor activities were limited. Similarly, since only two centres had learning corners with CLMs and outside play materials, the children of these centres got opportunity to play with these materials.

Discussion

One of the most-done activities was discussion, which took place every day. Generally, children were asked to hold discussion on animals and birds, parts of the body, foods, signs and symbols, different materials, days, weather, and previous-day activities etc.

Discussions took place in all the CBECD centres but the topics for discussion were different in different CBECD centres. The topics for discussion related to days, weather, birds, animals and the things noticed on the way to the centre. The topics mostly used for discussion were days and weather. Children were asked to go out of the room and observe the weather of the day. They were asked if weather was sunny or windy or cloudy or rainy. Similarly, they were also asked to answer the questions: What day is today? What day was yesterday? What day will it be tomorrow?

Discussion was one of the most popular activities in the CBECD centres because it could be carried out without CLMs. Hence, much time was also devoted to this activity in all the centres. Children in all the centres enjoyed doing this activity because topics selected were child-friendly. Discussion activities were carried out mainly for social and cognitive development.

Singing

Singing songs is one of the daily activities in all the CBECD centres. Songs can be classified into two groups: (i) daily-used songs like prayers, welcome, tiffin, farewell, days and weather songs and (ii) others which relate to body parts, right and left concept, counting and sanitation. These activities are carried out not only to provide entertainment to the children but for the cognitive development of children.

On the day of observation, singing activity was conducted in all the CBECD centres. In these centres ECD activities started either with prayer song or a welcome song. In some centres, prayer song was followed by welcome song; in other centres it was the reverse. Singing activities were also carried out from time to time throughout the day. Mostly the songs were related to days, weather, time, parts of body, concept of left and right etc. At the end of the day, children sang the departure song as a daily routine and left for home. In order to make singing activity more joyful and effective, a small musical drum (*Madal*) was used wherever it was available. It was observed that the children entertain themselves by singing in tune with drumbeats. However, the drum was not available in most of the centres.

Based on the observation of activities, it was found that singing activity attracted all the children and hence, all of them took part in it. Since this activity was done repeatedly, it helped to avoid monotony. This activity was carried out not only for entertaining the children but also for imparting necessary knowledge and skills to them. In other words, this activity was instrumental in bringing about social and cognitive development in the children.

Observation

As stated by the facilitators, this activity was limited to the observation of vehicles, crops, weather and cleanliness. It implies that less emphasis was given to observation activities. On the day of observation, the facilitators of two centres took the children outside the room to let them observe the weather of that day. Though observation could be a strong means of cognitive development of the children, the facilitators seemed to ignore it.

The reason might be either the facilitator was not trained or they were not interested.

Story Telling

According to the facilitators, story telling was one of the many activities being carried out in the CBECD centres. In this, the facilitators, first, told simple stories about places, animals, birds, objects, fruits, trees, insects etc. Then, the children were asked to repeat them. The observation data reveals that the story telling was in practice in 7 out of 24 sample CBECD centres. The facilitators of 3 of these 7 centres only told the story to the children. No interaction was held during and after the story. In other words, no participation on the part of children was observed. In the remaining 4 centres, the facilitators told the story with the participation of the children.

The facts presented above reveal that the facilitators gave less importance to this activity though these activities would help develop the expression ability and memory power of the children. This may be due to the fact that the facilitators were unaware of the importance of story telling for the social and cognitive development of children. The facilitators were not familiar with the techniques of story telling.

Excursion

Excursion provides first-hand knowledge and experience of places, objects, animals, birds etc. But this activity, as reported by the facilitators, was absent in all the CBECD centres except the one supported by Plan Nepal. In a CBECD centre supported by Plan Nepal, excursion was organized once a month. This activity was not carried out on the day of observation. In most of the CBECD centres, the facilitators did not have any idea of taking children out for excursion. However, though the facilitators of some centres had idea about taking excursion, they did not take the children outside the centre because of difficulty in management.

Role-play

The facilitator of only one sample CBECD centre used role-play, although occasionally. Hence, no role-play was conducted during the observation. In other words, although role-play helps social, cognitive and emotional development, the facilitators of all the CBECD centres gave least priority to it. The reason for this was that it was difficult to conduct this activity for both the facilitator and the children, as stated by the facilitators.

Experiment

In order to let the children learn by experiment, a couple of experimental activities are stated in TRMs. However, the facilitator of only one centre stated that such experimental activities, sometimes, were undertaken to give knowledge about secondary colour. But, such activities were not observed during the visit of the centre.

Free expression

The facilitators of most of the ECD centres stated that they carried out activities related to free expression occasionally. Under this activity, the children were asked to speak about their previous day's activities in the centre and at home, and about the experiences on their way from home to the centre. This activity was found to have been carried out in only one centre on the day of observation.

Reciting

As given in TRMs, all the centres need to conduct recital of poems/rhymes describing body parts, animals, birds, insects, fruits objects etc. The responses of the facilitators reveal that such activities were carried out more in some centres and less in others in consideration of time. Their responses were supported by observation data. The reason for the frequent use of this activity was that children participated in this activity with interest. Moreover, this activity can be conducted without any musical instrument. More importantly, the facilitators had done much practice in reciting poems/rhymes during the training.

Dance

Some of the activities being practiced in some of the CBECD centres supported by SCUS and Plan Nepal were solo dance and group dance. But dance activity was not in practice in many centres because the facilitators of these centres had neither skills nor cassettes, as they stated. During observation dancing was found done only in one-third of the sample CBECD centres.

Dancing activity is difficult and it needs musical instruments and skillful facilitators. But this activity helps the physical and social development of children. Moreover, this activity motivates the children to attend the centre regularly. However, the facilitators of most of the centres were not found interested in this activity.

Based on above-mentioned discussions, it was found that more emphasis was given to practice, play and discussion than to experiment, free expression and

dance. No experience activity on taste and smell was found in the CBECD centres. Similarly, the activities for emotional development of the children were few. Moreover, activities related to 3 Rs were not found to have been conducted adequately as expected by parents, which would prepare the children for grade I. More activities in some categories and less in others indicate that the facilitators either did not consult TRMs or did not conduct the activities even though they had consulted. However, the facilitators were found to have conducted activities in CBECD centres in conformity with the ECD principles.

Daily Schedule of and Activities Conducted in SBECD Centres

With a view to identify the types of activities being undertaken in SBECD centres and assess them, altogether 14 SBECD centres were visited. From these centres, daily schedules were collected for analyzing the activities mentioned in the schedules. Moreover, observation of daily activities being undertaken in those centres was also made. The data collected from daily schedules and observation of activities are analysed and interpreted under two headings: (i) Daily schedules of SBECD centres and (ii) Activities undertaken in SBECD centres.

Daily Schedule of SBECD Centres

To find out whether each SBECD centre had daily schedule and to examine the activities given in the schedule, the required data were collected from each sample SBECD centre. These data are analysed and interpreted in the following paragraphs.

Preparation of Daily Schedule

Out of 14 SBECD centres, 10 had daily schedule and the remaining 4 did not have. In these 4 centres though they did not have written schedule, they used to prepare the plan mentally to carry out the activities for the whole day before entering the room. Hence, the activities were conducted based on whatever they thought important and appropriate.

Based on the nature of daily schedule, the centres can be put into two categories. The first category of the SBECD centres had the subject-wise schedules like Nepali, English, Mathematics and Social Studies as in the primary grades. The number of such centres was 7. Of these 7 SBECD centres, 2 had such daily schedules under which the facilitators taught different subjects as in primary grades. In 2 SBECD centres each of Kavre and Banke, the daily schedule was consisted of time for subject-wise teaching as well as

time for ECD activities. In the remaining 3 SBECD centres supported by ETC, the daily schedule comprised both subject-wise teaching and ECD activities. Moreover, the daily schedule of subject-wise teaching was prepared in elaborate form, in which the types of activities to be conducted for each subject were mentioned. In one SBECD centre of the second category, the daily schedule was prepared using the ECD concept as in the CBECD centres.

The daily activity hours as mentioned in the daily schedule of SBECD centres, were different in different districts and even within districts. The activity hours ranged from 3 hours and 15 minutes, (i.e. lowest in Kailali) to 5 hours and 40 minutes, (i.e. the highest in Kavre). Similarly, the duration of activity hours was found different from centre to centre within a district. For instance, the duration of activity hours was found 4 hours in a centre and 5 hours and 15 minutes in other centres of Banke. Such differences were also observed in other sample districts as well.

Activities in Daily Schedule

An analysis of the daily schedules of 10 SBECD centres revealed that the activities related to the ECD were found minimal in the daily schedules of most of the centres. Activities such as singing, reciting, story telling, PT, dance, role-play and free expression were not there in the daily schedules. Emphasis was given to the 3Rs. Moreover, most of the activities were limited to reading, writing and speaking because of subject teaching. However, though the centres supported by ETC had daily schedules with different subjects, their schedules included various activities related to ECD. In one of the sample SBECD centre of Kailali, the daily schedule consisted of most of the activities based on ECD concept. The activities included in the daily schedules of a centre of Kailali and the centres supported by ETC were: (i) singing welcome /greeting, prayer, departure songs etc. (ii) poems/rhymes, (iii) discussion, (iv) PT (v) story telling, (vi) role play, (vii) dance etc.

The above-mentioned facts reveal that most of the activities mentioned in daily schedules of the SBECD centres supported by the government were limited to reading, writing, speaking and arithmetic. In other words, emphasis was given to the 3Rs and attention was not paid to activities, which helped the holistic development of the children. Since HTs were directly or indirectly involved in the preparation of daily schedules, emphasis was laid on subject-wise activities. They preferred activities that would help prepare the children for grade I but they were not fully aware of the importance of ECD.

Activities Conducted in SBECD Centres

Of the 14 sample SBECD centres, 10 had daily schedules and the remaining 4 did not have such schedules. Again, of the 10 SBECD centres having daily schedules, 9 centres had prepared daily schedules which included activities related to different subjects such as Nepali, English, Mathematics and Creative Arts, as in the primary grades. However, one SBECD centre had a daily schedule and the facilitator conducted activities as per TRMs. Hence, in order to identify the activities undertaken in SBECD centres where the activities were subject-wise in nature, and in the centres where the activities were conducted as per TRMs, data of activities to be carried out in a year were collected from the facilitators. Likewise, the activities carried out in the SBECD centres were listed up through observation. These activities are presented, here, under two broad categories: (i) reading, writing, speaking and arithmetic, and (ii) activities based on the ECD concept.

Reading, Writing, Speaking and Arithmetic

In 10 out of 14 SBECD centres, most of the activities were limited to the 3Rs because subject-wise teaching was being practiced as in primary grades. This fact was also supported by the observation data because the reading and writing practice under each subject were carried out on the day of observation. The reading activities were carried out with the help of charts and posters. Under this activity, a child was asked to read Nepali/English letters, numbers and words and other children were asked too. Under writing activity, each child was asked to write Nepali and English letters, numbers and words in their own copies. In some centres, chalk and slates were used for this purpose. In the 3 SBECD centres supported by ETC, various activities related to ECD concepts were carried out under each subject, such as Nepali, English, Math, and Creative Arts. In other words, concepts of letters and numbers were given through activities such as reciting poems/rhymes, singing songs, and playing games. In a centre of Kailali, reading and writing activities were practiced as well, but less emphasis was given to them. This was because activities in this centre were carried out as in the CBECD centres or as per TRMs.

Activities based on ECD Concept

The activities carried out in SBECD centres based on ECD principles are presented below.

Discussion: One of the activities, conducted in a centre of Kailali and 3 centres supported by ETC, as stated by the facilitators, was discussion. This activity was undertaken in order to give the children knowledge of days,

months, weather, meals, birds, animals, shape and size of objects, home and centre environment etc. In other centres, less time was given to such activities. In these centres, emphasis was given to the 3 Rs. A verification of this response with the observation data showed that discussion was limited to English and Nepali letters and numbers. Though the discussion activity was common to all SBECD centres, topics for discussion were different. In the centres where the subject-wise teaching was in practice, the discussion was related to mainly the 3Rs whereas in other centres discussions were held on the topics related to social and cognitive development in addition to reading, writing, speaking and arithmetic.

Observation: The observation activity, as stated by the facilitators, was not found in 10 centres where emphasis was given to subject teaching. In the centres supported by ETC and a centre of Kailali, this activity was limited to personal cleanliness of the children. Moreover, the children in a centre of Lalitpur were taken out to let them observe the things available in the environment such as plants, stones, bricks, wood, sticks etc. This fact was substantiated by the observation data because observation activities were carried out in 2 out of 14 SBECD centres. This activity was limited to the observation of cleanliness of the children. It implies that the facilitators of the SBECD centres either did not have idea of educating children through observation or they were not interested in this activity though they possessed the idea.

Practice: The responses of the facilitators revealed that practice activity was limited to reading, writing and drawing in all the sample SBECD centres. Some facilitators reported that combing hair, washing hands, and standing in queue formed the practice activity in their centres. Such activities were observed in these centres during field visit. These facts reveal that much emphasis was laid on the practice activity related to the 3Rs, thus ignoring the practice activity related to other developmental aspects.

Story telling: The list of activities to be carried out in the SBECD centres in a year, as stated by the facilitators, included story telling. They reported that this activity was carried out while conducting reading and writing activities related to Nepali. But such activities were observed in one centre only. Telling the stories only during the Nepali subject indicates that this activity was not conducted throughout the day for motivating the children and for avoiding monotony.

Singing: Singing activity, according to the facilitators, was carried out in almost all the sample SBECD centres. In most of the centres, children's songs were sung. Specifically, in some other centres, greeting/welcome and prayer

song and songs naming directions, body parts, days, time, weather etc. were sung. The facilitators of some centres stated that the children were sent home after the departure song. While verifying these responses with the observation data, it was found that singing activity was carried out in almost all the centres. However, the frequency of this activity was found different from centre to centre. In some centres, greeting/welcome and prayer songs were sung in the beginning, child songs in the middle and departure song at the end. However, in a majority of the centres, the singing activity was limited to child song. Though emphasis had been given in the training to singing all types of songs mentioned above, singing of all these songs was found only in some centres.

Reciting: Though reciting poems/rhymes is easier than singing a song, this activity was found in a few centres only, as stated by the facilitators. This response was corroborated by the observation data. Only one facilitator in Lalitpur conducted this activity. To be able to carry out this activity, the facilitator should have memorized the poems/rhymes given in TRMs. But most of the facilitators had not received TRMs.

Play: Play can be classified as indoor play and outdoor play. Play as an essential activity was conducted only in half of the sample SBECD centres. Play activities such as running, jumping, throwing, catching, handkerchief hiding, cat and rat, etc. were undertaken in the SBECD centres. However, no indoor game except Ludo was found in the centres on the day of observation. The reason for this is twofold. First, most of the centres gave emphasis to the 3Rs. Second, none of the centres had CLMs necessary for indoor play. Only one SBECD centre had installed (fixed) play materials.

Dance: The facilitators of some centres reported that they conducted the dance activity, only occasionally, in order to entertain the children. This activity was mentioned in the daily schedule of only one centre. This reveals that though separate time was not allocated for dance, this activity was carried out along with subject-wise activities. On the day of observation, dance activity was performed on the rhythm of small musical drum in 3 centres, each one in Banke, Kailali and Lalitpur. Dance is joyful and interesting for children, but it was absent in most of the centres. It shows that the facilitators did not pay attention to dance as compared to other activities such as reading, writing, discussion, practice etc. There were several reasons behind this fact. First, in most of the SBECD centres, subject-wise teaching was being practiced. Second, the number of dance items was negligible in TRMs. Third, the facilitators had no adequate training.

Comparison of Activities of CBECD Centres and SBECD Centres

One of the main objectives of this study was to compare the activities of the CBECD centres and the SBECD centres. In order to accomplish this objective the activities of 24 CBECD centres and 14 SBECD centres were observed. For the purpose of comparison, data of the activities conducted in the CBECD centres and the SBECD centres in a year were collected from the facilitators. Moreover, the activities mentioned in the daily schedules of the CBECD centres and the SBECD centres were analyzed separately. Based on the analysis and interpretation of the activities mentioned in daily schedules of the CBECD centres and the SBECD centres in a year and the observation data, the comparison of the activities of the CBECD centres and the SBECD centres is presented below.

Preparation of daily schedule: Out of 24 CBECD centres, the facilitators of 20 centres were found to have prepared daily schedules whereas 10 out of 14 facilitators of SBECD centres had prepared daily schedule. Hence, the percentage of the CBECD centres having daily schedule (83%) was higher than that of the SBECD centres (71%). Four CBECD centres supported by the government had no daily schedules. The reasons for not preparing daily schedules in 2 centres of Ilam were that the centres were recently established and the facilitators had not got the basic training. Similarly, 2 centres of Kailali did not have daily schedules because they were not adequately trained. The reasons for not preparing daily schedules in 4 SBECD centres were different. Though these centres were running for several years by the trained facilitators, they did not give any attention to the preparation of the daily schedule. Similarly, though HTs should also take the responsibility of preparing daily schedule, they did not pay attention to it. This is due to the fact that they were not fully aware of the operation of the ECD programme.

Activity hours: The total activity hours of the CBECD centres and the SBECD centres were different in different sample districts and within the same district. The range of activity hours in the CBECD centres (i.e. 3 to 6:15 hours) was longer than that in the SBECD centres (i.e. 3:30 to 5:40 hours). Thus, the duration of activity hours in some CBECD centres and SBECD centres was less than the duration (i.e. 4 hours) stated in the ECD Programme Operation Directory, 2004.

Nature of daily schedule: In all CBECD centres, the daily schedules included ECD activities beginning with the greeting/welcome song, ending in the departure song, and various activities in between. In most SBECD centres, daily schedules were prepared based on school subjects. In short, the nature

of the daily schedule of a CBECD centre was activity-based whereas that of a SBECD centre was subject-based.

Nature of activity in daily schedule: From a comparison of the nature of the activities mentioned in the daily schedules of the CBECD centres and the SBECD centres, it was found that the activities mentioned in daily schedule of the CBECD centres conforms to the ECD principles because they included child-friendly activities such as greeting/welcome song, recital of poems/rhymes, story telling, dance, free play inside and outside the room, drawing etc. Hence, more time was devoted to these activities in most the CBECD centres and less time to the 3Rs. It was reverse with the SBECD centres.

Activities conducted in the ECD centres: The activities carried out in the CBECD centres and the SBECD centres revealed that more emphasis was laid on children's activities like play, singing, reciting poems/rhymes, discussion and practice etc in the CBECD centres whereas in the SBECD centres, 3Rs received more emphasis. In the SBECD centres the discussion activity was limited to subjects like Nepali, English and counting. Activities such as dance, free expression and experiment were carried out in the CBECD centres, although occasionally. These activities were not conducted in the SBECD centres at all. Moreover, singing, discussion and practice were the common activities in the CBECD centres and the SBECD centres.

Indoor and outdoor play: More emphasis was laid on indoor and outdoor play activities in the CBECD centres and less in the SBECD centres. The reasons were inappropriateness of the room environment and bench-desk arrangement in the room in the SBECD centres. Similarly, due to the lack of playground, play materials and know-how on the part of the facilitators, less emphasis was laid on outdoor play activities. In short, indoor and outdoor play activities were given more time in the CBECD centres and less time in the SBECD centres.

Activities with CLMs: The greater the number of CLMs, the more joyful the activities will be. In this context, the activities in CBECD centres were more joyful because these centres had more CLMs.

Management of learning corners: Each ECD centre should have managed learning corners, as stated in TRMs. But the number of SBECD centres with learning corners was nil. Hence, the children of these centres did not get opportunity to play with CLMs in learning corners. The same was true for a majority of CBECD centres. However, some CBECD centres had learning corners and, hence, the activities in these centres were joyful to the children.

From the comparison above, it can be concluded that the CBECD centres were better than the SBECD centres in terms of activities. The activities carried out in the CBECD centres were better in that the activities were not only joyful to the children but also helpful for their holistic development. In the SBECD centres, the activities were not effective for holistic development because they laid much emphasis to the activities related to the 3Rs.

Gaps

This study tried to find out the gap between the activities mentioned in the TRMs and activities performed in the ECD centres. For this purpose, an analysis of the activities mentioned in the TRMs developed by the DOE was made in the previous heading and the analysis and interpretation of the activities actually conducted in the CBECD centres and the SBECD centres were also mentioned in the earlier headings. Based on the analysis and interpretation mentioned above, the gap was identified. The gap is presented under four sub-heads below:

Learning corners: Each ECD centre is supposed to manage learning corners such as block corner, creative arts corner, role-play corner, house/kitchen corner, music corner, language corner and tiffin corner, as mentioned in TRMs. But none of the SBECD centres except one supported by ETC had any learning corner. Hence, the children of these centres did not get opportunity to carry out activities in such corners. However, the number of CBECD centres with learning corners was 15 out of 24 centres. Out of 15 CBECD centres with learning corners, majority of the centres had not managed these learning corners well. The main reasons for running ECD centres without learning corners (13 SBECD centres and 9 CBECD centres) were that most of the ECD centres had not received TRMs yet, and there was no monitoring. In those centres where learning corners were managed systematically, the facilitators made such corners as they learnt in the training.

Activity hours: Though each ECD centre should devote 4 hours a day to carry out activities, 2 CBECD centres and 2 SBECD centres spent less than four hours on the ECD activities. This was because the concerned officials neither visited the ECD centres for monitoring nor did they pay any attention to the daily schedules.

Classification of activities: The activities mentioned in TRMs show that the ECD centres should carry out joyful activities such as play, recital, story telling, singing, dancing, free expression, role-play, discussion, excursion, practice, experiment, experience, observation and dance. Experience activity related to taste and smell were not carried out in the CBECD centres though

they were comparatively easy. This might be because the facilitators did not have TRMs and the idea about such activities. The number of activities mentioned in TRMs, which were carried out in the CBECD centres was greater than the number of activities carried out in the SBECD centres. Likewise, though TRMs laid emphasis on singing, most of the centres did not carry out singing activities due to the lack of cassettes, and knowledge and skills of singing with the facilitators.

CLMs: As mentioned in TRMs, the centres need three types of CLMs: (i) ready-made, (ii) facilitators and parents-made, (iii) locally available materials. Of these three, the second and third categories were given more importance. In all the SBECD centres, most of the CLMs mentioned in TRMs were not available. Most of the CBECD centres supported by INGOs had a good number of CLMs mentioned in TRMs. However, this did not apply to the CBECD centres supported by the government because the facilitators did not manage such CLMs. Hence, the non-availability of CLMs mentioned in TRMs adversely affected the ECD activities in most of the ECD centres.

CHAPTER VIII

Role of NGOs/INGOs Partnership in the Implementation of ECD Programme

The government has set the target of establishing 74,000 ECD centres by the year 2015 in response to EFA-NPA 2001 - 2015. At present, INGOs are establishing and running the ECD centres in partnership with the government or NGOs/CBOs or the schools. Assessing the effectiveness of such partnership is one of the objectives of this study. This study also tries to propose new mode of partnership for the implementation of the ECD programme. To achieve the objectives of this study, data pertaining to the key components of partnership, effectiveness of partnership, measures for improving the partnership and new mode of partnership were collected from the stakeholders of central, district and grassroots levels. Furthermore, information regarding the status of partnership was drawn from related documents. These data were analysed and interpreted under three major sub-heads: (i) Status and effectiveness of NGOs-INGOs partnership, (ii) Measures for effective partnership, and (iii) Proposed mode of partnership.

Status and Effectiveness of NGOs/INGOs Partnership

The ECD programme was being conducted with diverse partnership such as partnership of the government and UNICEF in Ilam; partnership of the government and UNICEF, and of the government and SCN in Kavre; partnership of the government /school and ETC in Lalitpur; partnership of Plan Nepal and CBOs/NGOs in Banke; partnership of the government and SCUS in Kailali. The key components of partnership of each INGO are given in Table 8.1.

Table 8.1

Key Components of NGOs/INGOs Partnership

| Key components | Partnership | | | | |
|-------------------------------------|-------------------------------------|-------------------------------|---------------------------------|------------------------------------|----------------------------|
| | The Gov. and NGOs/INGOs partnership | | | Plan Nepal and CBO/NGO partnership | ETC and school partnership |
| | The Gov. and SCN partnership | The Gov. and SCUS partnership | The Gov. and UNICEF partnership | | |
| 1. Building | ✓ | ✓ | ✓ | ✓ | |
| 2. Toilets | | ✓ | | ✓ | |
| 3. Drinking water | ✓ | ✓ | | ✓ | |
| 4. Sitting materials | | ✓ | | ✓ | ✓ |
| 5. Financial support: Matching fund | ✓ | ✓ | ✓ | ✓ | |

| | | | | | |
|--------------------------------|---|---|---|---|---|
| Remuneration Daily expenses | | ✓ | | ✓ | |
| 6. Training | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7. CLMs and play materials | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. Monitoring | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. Supplementary food | | | | ✓ | |

The existing status of NGO/INGO partnership in each key component and the assessment of its effectiveness, based on the responses of district and grassroots level stakeholders and the data collected through observation of ECD activities, are presented under separate headings below.

Building

As mentioned in Table 8.1, all the INGOs except ETC were found to have provided support for building construction. SCUS in Kailali, Plan Nepal in Banke, and UNICEF in Kavre provided financial support to the CBECD centres for building construction. In Kailali, SCUS provided through BASE Rs. 15,000.00 to CBECD centres as establishment cost by which each centre had to construct building, toilet and install tap/tube well with community support. However, two CBECD centres of this district (Kailali) acquired Rs. 30,000.00 for a permanent building. In Banke Plan Nepal provided Rs. 15,000.00 to most of the CBECD centres and Rs. 3,00,000.00 to a centre for the construction of a model building. The financial support provided by Plan Nepal ranged from Rs. 14,000.00 to Rs. 20,000.00. However, in Kavre, one of the two sample CBECD centres did not get any support from UNICEF for building construction whereas the other one constructed its building on Rs. 70,000.00 provided by UNICEF. SCN in Kavre and UNICEF in Ilam provided only roofing materials i.e. corrugated sheets to their respective CBECD centres after the completion of the construction of walls.

The above mentioned facts reveal that the partnership with NGOs/INGOs for building construction, no matter whether they provided financial or materials support, could be considered effective because the support, although small, stimulated the community people to donate land, labour, materials and cash for building construction. Similarly, the material support provided by the INGOs encouraged the community people to donate labour and construction materials for constructing the walls of buildings. Such constructive partnership would help the centres run in a sustainable way.

Toilet

One of the key components of NGOs/INGOs partnership was the construction of toilet. Plan Nepal and SCUS supported the CBECD centres for the construction of toilets. The former one provided cash to the Integrated Village Development Service (IVDS), an NGO, which constructed toilet in the CBECD centres as per the agreement made between them. The latter also provided financial support to CBECD centres through BASE for the construction of toilet. However, such financial supports were provided to the centres in the form of establishment cost. In some CBECD centres supported by SCUS, toilets were constructed with the materials support such as pans, pipes, rings for septic tanks, corrugated sheets etc. and locally available materials such as sand, stone, wood, bamboo etc. provided by the community. Such supports were not provided by other INGOs i.e. UNICEF, SCN and ETC. Hence, one-third of the sample CBECD centres did not have toilets. Though two-third of the CBECD centres had toilets, most of them were of temporary nature. Observation data revealed that the toilets of the CBECD centres supported by INGOs were found better than those of the centres without INGOs support. The toilet constructed with the support of INGOs was permanent, appropriate and child-friendly. Since the toilets supported by these INGOs (Plan Nepal and SCUS) were of permanent and did not require regular repair. Similarly, since these toilets were constructed only for ECD children, they were appropriate for them unlike those in the SBECDC centres. Moreover, due to the availability of water, these toilets were clean. The surroundings of the ECD centres were found clean, too.

Drinking water

Plan Nepal and SCUS helped in the management of drinking water. The former one provided cash to IVDS for managing drinking water in the CBECD centres. The CBECD centres supported by the latter one managed it using the establishment cost provided through BASE. However, observation data revealed that two sample CBECD centres, one supported by Plan Nepal and the other supported by SCUS, did not have drinking water facility. This reveals that Plan Nepal did not provide financial support to IVDS for the management of drinking water in all the centres. Some of the CBECD centres supported by SCUS, could not manage drinking water because they used all the establishment cost for constructing the building. SCN provided water tanks instead of cash to the CBECD centres for the management of drinking water.

The availability of drinking water facility in the centres had three positive effects: (i) Children washed their hands before and after tiffin and at other

times as required, (ii) the toilets remained clean, and (iii) the surroundings of the centres were sanitarily good.

Sitting Materials

Though management of sitting materials was not a big thing in terms of expenditure, INGOs were supporting the ECD centres by supplying these materials. Hence, the sitting arrangement in the ECD centres supported by INGOs were better than those in the centres supported by the government. The children in the government-supported centres could not have rest because of the lack of mats or carpets in spite of the availability of adequate room space. In this context, Plan Nepal and SCUS provided carpets to most of their respective CBECD centres. In these centres, the room floors were covered with carpets. So it was easier to conduct ECD activities and the space for rest was comfortable to the children. But it was not so in the CBECD centres supported by SCN and UNICEF as they provided mats only. However, ETC in Lalitpur provided furniture to SBECD centres, which was not suitable for ECD activities and for children to take rest. On the whole, the sitting arrangement in the CBECD centres supported by SCUS and Plan Nepal was better in terms of ECD activities and children's resting. Hence, the partnership of Plan Nepal and the partnership of SCUS can be considered effective.

Financial Support (Matching Fund, Remuneration and Daily Expenses)

All the INGOs provided financial supports to the ECD centres. However, the areas of financial support provided by the INGOs were not the same. For instance, the matching funds provided to the CBECD centres by UNICEF and SCUS were to be received one to three times. The purpose of providing the matching fund was twofold. First, the matching fund could be used with the help of the community to generate income for the payment of additional remuneration to the facilitators and for meeting the daily expenses. Second, the fund could be expected to ensure financial involvement of the community, which would develop the feeling of ownership of the centres in the community people. In this regard, the stakeholders of central, district and grassroots levels commented that the financial supports to the ECD fund could not meet the stated purposes, because of three main reasons. First, most of the centres could not receive the matching fund three times. Second, even though the centres got the fund three times, the fund money would not be able to generate income enough for paying the additional remuneration to the facilitators and for meeting the daily expenses. Third, the CBECD centres could not mobilize the fund at community and, hence, it was to be deposited in the bank. In consideration of these realities, the NGOs/INGOs partnership

cannot be considered as effective. This reality is also supported by the findings of the study undertaken by Malla et al, 2003.

The next area of financial support granted by the INGOs was the remuneration for the facilitators and assistant facilitators. UNICEF and SCUS provided Rs. 1000.00 per month to the facilitator as remuneration. However, the amount of remuneration of the facilitators of the CBECD centres supported by Plan Nepal was more by Rs 700.00 i.e. Rs 1700.00 per month. Moreover, Plan Nepal was providing Rs. 1400 per month to the assistant facilitator. Besides, the community was due to provide additional remuneration to the facilitators of the CBECD centres supported by each INGO, but none of the facilitators received additional remuneration.

According to BASE and the DEO officials of Kailali, there was an understanding between BASE and DEO. BASE established the CBECD centres after consultation with DEO. The next condition in the understanding between them was that the CBECD centres established and run by BASE would be handed over to DEO gradually only for the purpose of remuneration to the facilitators. According to the understanding, in this fiscal year, out 134 CBECD centres 103 had already been handed over to DEO and DEO was due to provide remuneration to the facilitators through BASE. This was the process of hand-over the CBECD centres to DEO for remuneration to the facilitators. In the case of the CBECD centres in Banke, any type of understanding between Plan Nepal and DEO was not made. Hence, it is the question of the remuneration of the facilitators after the ECD programme of Plan Nepal would be phased out.

Partnership with SCUS for remuneration was more effective than that with Plan Nepal in terms of the ways of handing over CBECD centres to DEO. Moreover, partnership with SCUS could be considered better because it had effective coordination with DEO.

One of the financial supports provided by INGOs was the support for the daily expenses. SCUS provided Rs 1,200.00 per year i.e. Rs. 100.00 per month to the CBECD centres as daily expenses while Plan Nepal provided Rs.4,000.00 as management cost which included the daily expenses. The daily expenses money, as stated by the facilitators, was spent on purchasing attendance register, paper, pencil, colours, cleaning materials and other materials required for preparing CLMs etc. These responses of facilitators were supported by observation data. CLMs prepared by the facilitators had been displayed on the walls. Hence, this provision helped facilitators carry out activities with appropriate CLMs in the ECD centres.

Training

One of the key elements of NGOs/INGOs partnership was training which was organized by all the INGOs in all the sample districts. The training programmes were conducted through local NGOs. UNICEF conducted the training programme through Sungava Club, Mirmire Bihani Club and Seto Gurans in Ilam and through Seto Gurans in Kavre. Similarly, Plan Nepal organized the training through IVDS in Banke. In Kailali, SCUS conducted the training through BASE. But ETC and SCN conducted training by themselves in their respective districts.

The training programmes conducted by various INGOs included basic training, refresher training, CLMs preparation training, and training in the use of resource materials for facilitators; and management training for MC chair/members. Basic training and refresher training were conducted by all the INGOs. Specifically, training in CLMs preparation and use of resource materials for the facilitators and management training for MC chair/members and parents were conducted by SCUS whereas trainings in sports, songs and management of ECD centres for the facilitators and management training for CBO officials and MC chair/members were conducted by Plan Nepal. However, ETC did not conduct any basic training for the facilitators. Rather, it conducted the training on songs, rhymes, management of SBECD centres etc. for the facilitators. In the CBECD centres supported by UNICEF, management training for MC chair/members was conducted. But SCUS had not conducted any refresher training for 3 years. The duration of the basic training was of 10 days and the duration of refresher training ranged from 3 to 9 days. Likewise, the durations of other types of training varied.

The effectiveness of training can be assessed from two different angles. First, the facilitators of CBECD centres supported by INGOs had conducted more activities as per the ECD principles (as mentioned in an earlier chapter) than the CBECD centres supported by the government. They conducted the activities in accordance with what they had learnt in the training programme. This could be considered satisfactory although their own qualification was grade VIII and the duration of the training was of 10 days only. Second, if the training was assessed on the basis of the nature of daily activities, it could be considered ineffective because they conducted the same type of activities every day. While conducting the activities, the facilitators neither followed TRMs nor the curriculum. It implies that the facilitators were not trained in the proper use of TRMs. The main reason behind this reality was the short duration of the training for the facilitators. On the other hand, the refresher training was not need-based.

CLMs and Play Materials

CLMs and play materials are essential for conducting indoor and outdoor activities in CBECD centres. Ready-made CLMs, which were given less emphasis in TRMs, were also required for different activities in the CBECD centres. Altogether, 14 types of CLMs under 5 categories and 9 types of play materials under 2 categories provided by different INGOs are given in Table 8.2 and 8.3.

Table 8.2

Types of CLMs Provided by INGOs

| Categories | S.N. | CLMs | UNICEF | SC N | ETC | Plan Nepal | SCUS |
|----------------------------|------|---|--------|---------|-----|---------------|------|
| Paper- made | 1. | Charts, posters and maps (alphabets, number, animals, birds, vegetables, fruits, health and sanitation) | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2. | Story books | ✓ | | ✓ | | ✓ |
| Wooden- made | 3. | Puzzles/ dominos (shapes, map of Nepal, alphabets, birds, animals etc.) | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 4. | Model houses | | ✓ | | | |
| | 5. | Wooden blocks, beads and number boards | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 6. | Wooden charts showing time, days, months and weather | ✓ | | ✓ | | ✓ |
| | 7. | <i>Madal</i> (Small musical drum) | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 8. | Black board | ✓ | | | | |
| Wood and cloth- made | 9. | Puppets | ✓ | ✓ | | ✓ | ✓ |
| Plastic- made | 10. | Masks | | | | ✓ | |
| | 11. | Plastic toys such as birds, animals, phone set, radio | ✓ | | ✓ | ✓ | ✓ |
| | 12. | Kitchen utensils | ✓ | | | | ✓ |
| Others | 13. | Colour sets and crayons, | | | ✓ | | ✓ |
| | 14. | Mirrors, brushes and nail cutters | ✓ | ✓ | ✓ | ✓ | ✓ |

Table 8.3

Types of Play Materials Provided by INGOs

| Categories | S.N. | Play materials | UNICEF | SCN | ETC | Plan Nepal | SCUS |
|-----------------------------|------|---------------------|--------|-----|-----|------------|------|
| Not installed (Ordinary) | 1. | Strings | ✓ | ✓ | ✓ | | ✓ |
| | 2. | Rings | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3. | Balls | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 4. | Trolley/ghurghuriya | | | | | ✓ |
| | 5. | Bats and balls | | | ✓ | ✓ | |
| Installed | 6. | Circular swing | ✓ | | | | ✓ |
| | 7. | Pendulum swing | ✓ | | | | ✓ |
| | 8. | See-saw | ✓ | | | | ✓ |
| | 9. | Iron slide | ✓ | | | | ✓ |

As shown in Table 8.2, SCUS and UNICEF provided most of the CLMs to the CBECD centres. However, the CLMs provided by the remaining three INGOs i.e. SCN, ETC and Plan Nepal, were less in quantity. Charts and posters, dominos/puzzles, wooden blocks, wooden charts showing time, days, months and weather, madal and mirror, brush and nail cutters were found to have been provided by all INGOs. However, kitchen utensils were provided by SCUS and UNICEF. Similarly, Plan Nepal provided masks.

SCUS provided all the play materials except bats and balls mentioned in Table 8.3. Similarly, UNICEF also provided most of these play materials. However, SCN, ETC and Plan Nepal provided only ordinary play materials. Only UNICEF and SCUS provided installed play materials.

CLMs and play materials are necessary for conducting activities in the CBECD centres. Field data showed that the CBECD centres supported by INGOs had more CLMs and play materials than those supported by the government. If there were no partnerships of NGO or INGO, the ECD centres supported by INGOs would not have as many CLMs and play materials as they had. The availability of materials helped the facilitators conduct various types of activities. It shows that the NGO or INGO partnership in relation to CLMs could be considered effective.

UNICEF partnership and SCUS partnership were found to be more effective as the CBECD centres supported by these INGOs had more CLMs and play materials in terms of types and numbers. Therefore, the CBECD centres managed the learning corners and learning environment inside and outside the room.

Monitoring

All the INGOs supported monitoring programme of the CBECD centres. Under this support, emphasis was laid on the operation of ECD centres and observation of ECD activities. Specifically, UNICEF and SCUS conducted monitoring of ECD centres by mobilizing NGOs. For the purpose of implementing the ECD programme in Ilam, the district was divided into 11 *Ilakas*. One NGO had been made responsible for the running of the ECD centres and monitoring of all ECD centres in each *Ilaka*. The respective NGO officials visited each ECD centre once in 4 months. Moreover, 3 supervisors of the DCDB secretariat facilitated their monitoring activities. The monitoring activities of ECD centres supported by SCUS in Kailali were different from those in Ilam, to some extent. In Kailali, SCUS implemented the ECD programme through only one NGO i.e. BASE. BASE appointed 7 mobilizers. Each of them was assigned the monitoring of 18 CBECD centres. The mobilizers were to visit a centre for monitoring purpose 2 times a month as per pre-determined schedule. This case was not so with the monitoring of ECD centres supported by Plan Nepal, ETC and SCN. Concerned officials did the monitoring in the centres supported by these INGOs.

The monitoring component of NGOs/INGOs partnership can be considered effective on three grounds. First, because of effective monitoring, the CBECD centres conducted activities based on the ECD principles. Second, the internal learning environments in these centres were better than those in the centres supported by the government. Third, these centres managed CLMs well.

Supplementary Food

One of the supports provided by Plan Nepal to CBECD centres was the supply of supplementary food for the children. Under this support, Rs 5.00 per child per day was provided to each CBECD centre supported by Plan Nepal. For this, a separate sub-committee under MC had been formed. Though this support helped improve the nutrition status of the children and made them regular in the centres, it could not be expanded on a mass scale.

Measures for Effective NGOs/INGOs Partnership

As mentioned in the previous section, the role of NGOs/INGOs partnerships in infrastructure development, management of CLMs and play materials as well as in monitoring was found more effective than in other components. In order to make NGOs and INGOs partnerships more effective in the ECD programme, opinions of central, district and grassroots level stakeholders

were solicited. Their opinions regarding measures for improving the NGOs and INGO partnership were analysed and interpreted as given below.

Formation of Committee

In order to establish horizontal networking among INGOs and the DOE, share information, resources and exchange of expertise, avoid duplication, and disseminate best practices, National ECD Council should be made more functional. For this, the representatives of all the INGOs working in the field of ECD should be included in this Council. Moreover, representatives of guardians, teacher's union, disadvantaged groups and civil society, as suggested by central level respondents, should be included in the Council.

Because of lack of coordination between the DEO and INGOs, as stated by the district level stakeholders of Lalitpur and Banke, the DEO officials were not fully acquainted with the programme of INGOs. This situation did not help to share information and exchange expertise between the DEO and INGOs. The similar incident, as stated by the BASE officials, happened in Kailali. As they stated, refresher training was not carried out in Kailali for the last three years and the ECD centres supported by the government were not monitored at all. They further stated that if the DEO requested the BASE to conduct the training programme and to monitor the ECD centres, the BASE was ready to undertake the activities related to these key components with the support of SCUS. Hence, as they stated, in order to improve the NGOs/INGOs partnership, the composition of existing District ECD Committee should be revised. It should include the representatives of NGOs and INGOs working in the field of ECD. This committee would develop ECD programme with the joint effort of DEO, NGOs and INGOs. As stated by HTs, this committee should be led by DEOr.

Identification of Key Components

An ECD programme consists of various key components. Prior to making an agreement, as viewed by some of the central and district level stakeholders, DEO and INGO should identify the key components for which partnership is required. This process makes the partnership demand-driven rather than supply-driven. In this context, some of the central level stakeholders stated that one INGO should be requested to work in one key component throughout the country. But the central level stakeholders and the stakeholders of the other districts did not support this view. As they viewed, one INGO should be made responsible for all the key components which require partnership in its partnership districts. In this regard, no matter whether one or more INGOs is or are involved in the partnership, the key

components should be identified at the grassroots level, as stated by HTs, NGO officials, FP and DEOr.

Financial Transparency

One of the comments made by the DEO officials in some sample districts was that they had no idea about financial transparency in the ECD programme supported by INGOs particularly in relation to the expenditures made on different components. On the other hand, the NGOs/ INGOs officials did not realize the necessity of informing the DEO officials about their financial matters. According to the district level stakeholders, if the ECD programme was conducted on NGO and INGO partnership, there would be financial transparency in the key components for which the NGO/INGO were made responsible. Such a transparency would help to establish mutual trust among the officials of partner agencies, which would further help to implement the ECD programme in an effective way.

Process of Partnership Phase-out

The ECD programme in Ilam had been conducted for many years on the partnership of DDC, DEO and UNICEF. A few years after the implementation of ECD programme, UNICEF phased out its partnership. Yet the CBECD centres, as revealed by field data, were found running smoothly. However, as stated by the district and grassroots level stakeholders, two consequences were noticed. First, regular monitoring by local NGOs came to a stop. Second, DCDB could not provide the material support i.e. roofing materials, to new CBECD centres because of the lack of funds. Hence, according to district level stakeholders, the NGO/INGO partnership should not be pulled out abruptly until and unless the ECD centres became capable of running with the support of community people as per the government policy. In other words, the NGO/INGO partnerships in key components should be gradually phased out. This view was supported by the district level NGO officials in Kailali. As they stated, SCUS gradually is phasing out the remuneration component but retaining the community mobilization, training and monitoring components.

The above-mentioned analysis reveals that ECD programme is a never-ending programme. However, the NGO/INGO partnership should be continued over a specified period of time. Hence, NGO/INGO partnerships can be considered effective if the partners, NGOs and INGOs, do not discontinue their supports until the local community develops the capability of running the programme in a sustainable way.

NGO Mobilization

INGOs such as UNICEF, SCN and SCUS in partnerships with DEO were found to have implemented the ECD programme through local NGOs in their respective districts. Field data showed that where NGOs were mobilized effectively, the NGOs-INGOs-DEO partnership had been effective. For instance, since the SCUS mobilized BASE in Kailali and DCDB mobilized local NGOs in Ilam in carrying out activities in various key components, the NGO/INGO partnership was satisfactory. Hence, as stated by INGO officials and district level stakeholders, INGOs should use NGOs for community mobilization for establishing the ECD centres, for providing the training to different groups of stakeholders at grassroots level, for monitoring ECD centres and so on. For this, however, NGO officials should be trained in their respective jobs.

Creation of ECD Fund

One of the purposes of the ECD fund is to help the ECD centre run in a sustainable way by mobilizing the fund for generating income to provide additional remuneration to the facilitators, and to meet the daily expenses. This fund, as stated by all the stakeholders of central, district and grassroots levels, was inadequate. In this context, all of them stated that the NGOs/INGOs partnership in creation of ECD fund could be considered effective only if it serves the purpose for which it was established. In order to make the NGOs/INGOs partnerships effective, the amount of fund should be increased so that it could be enough for running the ECD centres in a sustainable way.

Training and Monitoring

NGOs and INGOs worked in partnership in the components of training and monitoring of the ECD programme. In some districts, training was conducted by NGOs with the financial support of INGOs. Similarly, local NGOs were used for monitoring of the ECD centres. But it was not pragmatic to use NGOs all the time for this purpose in terms of financial involvement. In this regard, the district level stakeholders viewed that the NGO/INGO partnership in training and monitoring should be shifted to teachers of nearby schools so that they could be prepared through training of trainers (TOT) conducted by NGOs. The teachers who receive TOT will be mobilized for providing training to all the grassroots level stakeholders and for monitoring the ECD centres.

Proposed Mode of NGOs/INGOs Partnership

Different INGOs were involved in the ECD programme with different modes of partnership in different districts. The mode of partnership of one particular INGO in one district was found different from that in another district. For instance, though UNICEF did not have partnerships with any organization at the central level, it conducted the ECD programme in Ilam in partnership with DDC and DEO through DCDB. However, the ECD programme in Kavre was being conducted on the partnership of UNICEF and DDC only. Similarly, the ECD programme conducted by Plan Nepal in Banke was different from that of Morang. In Banke, Plan Nepal conducted the ECD programme on the partnership of CBOs without any type of coordination with DEO. However, a similar programme was conducted in Morang on the partnership between Plan Nepal and DEO, for which a multi-lateral agreement had been signed. Moreover, though the ECD programme in Kailali and Siraha was conducted by SCUS on partnership with DEO, the modes of partnership were different. In Kailali, SCUS conducted the ECD programme through BASE which used to establish ECD centres in consultation with DEO. But there was no written agreement between them. However, in Siraha, the ECD programme was found to have been conducted on the partnership between SCUS and DEO on a formal agreement.

A question was raised as to which mode of NGO/INGO partnership was appropriate in the context of Nepal. Hence, in order to propose a future mode of NGO/INGO partnership, the responses of central, district and grassroots level stakeholders were collected. The responses of some of the district level stakeholders were related to the planning-to-evaluation phase of the ECD programme whereas grassroots level stakeholders were found unable to respond on the mode of NGO/INGO partnership at the central and district levels. However, their responses on the mode of NGO/INGO partnerships were limited to the implementation phase of ECD programme. Hence, the responses given by the stakeholders of different levels were organized as: planning, Programming, Implementing, and Monitoring.

Planning

Because of lack of NGO/INGO partnership at the central level, the NGO/INGO officials were not involved in the curriculum development process. Hence, they, as suggested by FP and DEO, should be involved in the development of the ECD curriculum and curricular materials. According to them, the government alone would not be able to establish ECD centres in order to meet the EFA goal, and hence, NGO/INGO partnership was required for which planning for the establishment of ECD centres should be

made at the central level. However, this planning should be formulated on the basis of grassroots level planning and, hence, the planning process should be started at the grassroots level.

Though there were NGOs/INGOs partnerships in the components such as infrastructure development, training, monitoring etc., different INGOs were found to have provided supports to these components in their own way. In this regard, the central level officials stated that they were not acquainted with supports provided by INGOs at the district level. INGOs officials also supported this view. Hence, these stakeholders agreed to the view that NGO/INGO partnerships were required right from the planning phase of the ECD programme.

Programming

Programmes of the key components of ECD, as suggested by majority of district and central level stakeholders, should be developed at the district level. Such programme could be developed as per the demands of grassroots level stakeholders. This would help INGOs to allocate resources. In order to develop such a programme, as stated by district and central level stakeholders, NGO/INGO partnership was required. Some of the district level stakeholders suggested that the officials of INGOs could develop ECD programmes in consultation with NGOs because they could better identify the needs of their respective districts. But this view was not supported by other groups of stakeholders. According to them, there should be a committee consisting of officials of NGOs, INGOs and DEO, and this committee should be made responsible for developing programmes for each key component. They further stated that the programme should be developed based on local needs. However, some other groups of stakeholders suggested that the programme for each component should be jointly developed by the officials of DEO, NGOs and INGOs. But a permanent type of committee was not required because the development of programme was a casual work. However, they agreed with the view presented earlier by two groups of stakeholders regarding the development of the programme as per needs of the district.

The above analysis reveals two different modes of NGO/INGO partnership in the development of the programme for each component. In the first mode, emphasis was laid on the role of INGOs in developing the programme with the support of NGOs, not in consultation with the DEO officials. In the second mode, the programme for each component of ECD should be developed either through a district level committee or through a group of DEO, NGO and INGO officials. However, the development of ECD

programme through the district level committee was thought appropriate because this was found effective in Ilam. Since such a programme was developed at district level, it would be need-based on the one hand and would obtain the support of NGOs, INGOs and DEO on the other. Such a mode of partnership further would help to ensure exchange of information among NGOs, INGOs and DEO and also bring financial transparency.

Implementing

The modes of NGO/INGO partnership in the implementation of various key components of ECD programme were found different. For instance, in Lalitpur, ETC itself was found directly involved in implementation of training component of ECD programme whereas in other districts, UNICEF, Plan Nepal and SCUS mobilized NGOs. This was so with other key components as well.

Regarding the future mode of NGO/INGO partnerships in the implementation of each key component of ECD programme, different views were presented by different groups of stakeholders. According to INGO officials, partnership of INGOs with the community was required for the implementation of components such as development of infrastructure, CLMs and play materials. This view was not supported by some other NGOs/INGOs officials. According to them, there should be partnership between NGOs, INGOs and the community for the implementation of infrastructure development, CLMs and play materials. However, all the groups of stakeholders except some DEO officials agreed that the mode of NGOs/INGOs partnership was appropriate for the implementation of training component of the ECD programme as the INGOs could not conduct the training programme for lack of concerned human resources and the DEO could not conduct it because its officials were busy in their regular tasks. The DEO officials who did not agree with this view, strongly emphasized that there should be partnership between the INGOs, DEO and NGOs in the implementation of training component because DEO had qualified trainers like school supervisors and resource persons and it also could hire school teachers if necessary.

Regarding the implementation of the monitoring component of the ECD programme, there were two different views. First, INGOs should use NGOs as viewed by most of the district level stakeholders. Second, INGOs should involve themselves in the implementation of monitoring, as stated by some of INGOs officials. For this purpose, some individuals should be recruited, trained and used on contract basis.

In the context of rapid expansion of the ECD programme in Nepal, all the district level stakeholders agreed that financial support should be provided to the ECD centres so that they would create and mobilize the ECD fund, provide remuneration to the facilitators and meet the daily expenses. They further stated that the government alone would not be able to bear all this. It is in this context that INGOs partnership was considered as essential. In this regard, a majority of the district level stakeholders opined that INGO partnership should be limited to the matching fund whereas the remuneration to the facilitators should be provided by the government. Daily expenses should be managed by the community people. But the grassroots level stakeholders did not agree with the views of latter two aspects. According to them, INGO partnership was required for the remuneration and the daily expenses both because the financial support provided to these aspects was not adequate.

Regarding the disbursement of financial support to the ECD programme, different groups of stakeholders presented different views. According to DEO officials, the disbursement of fund through DEO would be better as such a process helped maintain financial transparency. However, since the existing process of disbursement of financial support through NGOs, as viewed by the NGOs officials, was working well, this process should be continued. They stated that the flow of financial support from INGOs to NGOs would help to implement the ECD programme in an effective way. Another view on the flow of financial support was presented by some of the district level stakeholders. They suggested that the basket funding approach would be appropriate. In this approach, both the government and INGOs provide financial support as basket fund created under the district level ECD committee, as mentioned in the previous heading. This district level ECD fund, as stated by the same stakeholders, should be mobilized by the district level ECD committee in consonance with district level planning and programming.

Monitoring

All the district and central level stakeholders agreed that there should be the monitoring of different components of the ECD programme such as infrastructure development, training and monitoring of ECD activities. Regarding the monitoring of infrastructure development, there were three different views. First, since the NGOs/INGOs partnership supported infrastructure development, the officials of the same NGOs should be involved in the monitoring task. Second, the infrastructure development, as stated by some of district level stakeholders, should be monitored by the

officials of INGOs and hence, there would be no need of the involvement of NGOs because such tasks were performed occasionally. Third, the District ECD Committee should be made responsible for monitoring the infrastructure development of the ECD centres.

According to the some of the stakeholders, District ECD Committee should monitor the training to be conducted at grassroots and district levels. Some other district level stakeholders held different views. According to them, the respective INGO officials should monitor the training programmes to be conducted by NGOs at the district level and the training to be conducted at grassroots level should be monitored by the NGO officials. Moreover, some of the district level stakeholders stated that the monitoring of ECD activities conducted by NGOs should be done by the district committee or the concerned INGO.

The above-mentioned analysis indicates that there was a general agreement on the necessity of monitoring the different components of ECD programme. However, differing views were emerged regarding the agency/body responsible for monitoring activity. But no respondent suggested that FP of DEO should be made responsible for monitoring activity. This implies that the officials other than those of the DEO should do the monitoring. The reason behind this is that DEO officials could not give the time to the monitoring of the ECD programme conducted by the government and INGOs because of their heavy workload in their office.

The above-mentioned analysis brings out two different modes of partnership for the monitoring of infrastructure development: NGO-INGO partnership, and NGO-INGOs-DEO partnership. In this regard, the present practice of monitoring of infrastructure development i.e. monitoring by NGOs, was found effective in that the financial support provided to the ECD centres for infrastructure development was found to have been used maximally. The centres were able to acquire community support as mentioned in Chapter V.

CHAPTER IX

Findings of the Study

Both CBECD centres and SBECD centres are being run throughout the country in order to expand the ECD programme in a rapid way as targeted by EFA NPA Nepal (2001 - 2015). The quality of ECD programme depends, by and large, upon: process of MCs formation; creation of conducive environment; effective relationship between the community, parents and ECD centres; types, nature and quality of activities undertaken in ECD centres; and mode and extent of NGO/INGO support. The formation of MCs of CBECD centres was studied by Malla et al 2003 under FRP. As per the recommendations of the studies undertaken by Malla and her associates and as targeted by EFA-NPA, SBECD centres have been in operation since 2004. However, no study has yet been undertaken to examine the MC formation process and environment of the SBECD centres and hence, no comparison has been made of CBECD centres and SBECD centres. Moreover, the relationship between the community, parents and ECD centres and the activities of both CBECD centres and SBECD centres, which are considered as key determinants of quality improvement, have not been studied either. Though NGOs/INGOs play a crucial role in the operation of CBECD centres and SBECD centres, the effectiveness of their partnerships has not been assessed. Measures for improving the quality of ECD programme can be proposed only based on the findings of the studies related to the areas mentioned above. These are the reasons for undertaking this study.

One major objective of this study was to compare CBECD centres and SBECD centres in terms of: formation of MC; relationship between the community, parents and ECD centres; environment of the ECD centres; and activities undertaken in the ECD centres. Another major objective was to suggest an appropriate mode of NGOs/INGOs partnership for effective implementation of the ECD programme. To achieve the overall objective of this study, 24 CBECD centres and 14 SBECD centres were selected from Ilam, Kavre, Banke, Kailali and Lalitpur. Data required for this study were collected from the stakeholders of grassroots, district and central levels through the ECD Centre Survey Form, Interview Schedules, Guidelines for FGD, and ECD Activities Observation Form developed for this study. The data collected were analyzed and interpreted on the basis of the research dimensions of this study from which findings were derived. The findings are presented below under each dimension of the study.

Formation of MC

- The pre-establishment activities for CBECD centres and SBECD centres supported by the government commenced with community gatherings in which MC was formed, facilitators were selected, site for the centre identified and lists of 3 to 5 year old children prepared. However, prior to the community gatherings, Situation Analysis/PRA were conducted for the purpose of community mobilization in CBECD centres supported by INGOs. Moreover, observation visits of selected community leaders to model CBECD centres of other districts were organized as pre-establishment activities by an INGO. These additional pre-establishment activities conducted by INGOs could be considered as an effective instrument for organizing wide community gatherings and establishing ECD centres on the demand of community.
- All the sample CBECD centres had MCs whereas the MCs were formed only in 6 SBECD centres out of 14. MCs were formed in community gatherings except in one SBECD centre where the MC was formed in the meeting of school staff of the concerned school.
- The number of members in MC was 5 in the SBECD centres supported by the government; 7 in the CBECD centres supported by the government and supported by SCN; 9 in the CBECD centres supported by SCUS and supported by Plan Nepal; and 10 plus in the CBECD centres supported by UNICEF as per the guidelines issued by the government and the respective INGOs. In some CBECD centres and SBECD centres, the number of members agreed with the number given in the guidelines. However, the number of members in MC was greater in some CBECD centres and SBECD centres and smaller in other centres than the number specified in the guidelines.
- The MCs of both CBECD centres and SBECD centres should have 3 types of portfolios - chairperson, members and member-secretary as per the government guidelines and INGO guidelines. In both the cases, the number of portfolios conformed to the guidelines in some of the CBECD centres and SBECD centres whereas in some other centres additional portfolios such as vice-chairperson, treasurer, joint-secretary, patron and advisor had been created. According to the guidelines, the guardians should be selected for chairpersons in the MCs. But this is not practised in 33% of the sample CBECD centres and 66% of the sample SBECD centres.

- In order to form MCs of CBECD centres and SBECD centres in an improved way in the future, guardians, community people and representatives of concerned GOs/NGOs/INGOs should be informed on time for the community gathering. In the gathering, rights and duties of MC chair and members should be explained prior to the formation of MC so that interested and capable guardians could be included in MC. MC should include Dalit representatives wherever possible for increasing children's enrolment from their respective groups; female representatives for increasing children's enrolment and their regularity; members of CBOs/NGOs for mobilizing the community; and representatives of VDC/municipality for the establishment and operation of ECD centre.

Mutual Relationship between the Community, Parents and CBECD Centres/SBECD Centres

- Relationship between community, parents and CBECD centres/SBECD centres was required for acquiring financial and non-financial support, preparing CLMs and increasing enrolment of children. Moreover, the centres should have good relationship with the parents for their involvement in ECD activities as assistant facilitators in rotation and for receiving information on the socio-emotional behaviour of their children at home.
- In most of CBECD centres, the relationship between the community, parents and CBECD centres was found satisfactory in terms of attendance of community people in the meetings/gatherings; donation of land, labour and materials for physical infrastructure development; and collection and mobilization of funds. Parents cooperated CBECD centres by setting up Children's Saving Fund and by paying tuition fees. The main reason behind this reality is that all the CBECD centres had MCs. On the contrary, most of the SBECD centres did not have MCs, which should liaison between the community, parents and SBECD centres. As a result, they could not establish close relationship with community and parents. Hence, the financial and non-financial supports they received were less.
- Awareness-raising, parental education/orientation, adult education and income generating programmes, parents' day, children's day etc should be organized to strengthen the relationship between the community, parents and CBECD centres/SBECD centres. Community people and parents should be involved in infrastructure development,

and financial transparency should be maintained at the ECD centre. In case of SBECD centres, where MCs have not been formed, MCs including the parents should be formed. Similarly, involving parents in preparing CLMs and inviting them to the ECD centres to let them know about their children's progress can improve the relationship between parents and CBECD centres/SBECD centres.

Environment in CBECD Centres and SBECD Centres

- Most of the CBECD centres and SBECD centres were located in open, wide, peaceful and safe places. The external physical environment of SBECD centres was better than that of CBECD centres in terms of fencing, playground, toilets and drinking water facility. However, there were no separate toilets and playground for ECD children in SBECD centres. On the other hand, physical environment inside the rooms of most of CBECD centres was better than that of SBECD centres in terms of sitting materials, space for rest for children and conducting activities because some of the SBECD centres managed furniture for sitting purpose which caused difficulty in conducting activities and for rest to the children. SBECD centres had bigger playgrounds than CBECD centres. So the children got more opportunity to play outside the room.
- In both CBECD centres and SBECD centres, external learning environment was not satisfactory. However, on the whole, the external learning environment of some CBECD centres was better than that of SBECD centres in terms of wall paintings and fixed play materials. As regards the internal learning environment, CBECD centres was better than that of SBECD centres in terms of availability of various types and numbers of CLMs such as locally available materials, facilitator/parent-made materials and ready-made materials; management of learning corners; and wall decoration with CLMs.

Activities in CBECD Centres and SBECD Centres

- The TRMs developed by DOE consisted of various activities such as practice, play, discussion, singing, observation, story telling, excursion, role-play, experiment, free expression, reciting poems/rhymes, experience, and dance. However, these activities were adequate for the physical, social and cognitive development and inadequate for the emotional development of the children. Moreover,

some weaknesses were found in TRMs. First, some activities were not appropriate in terms of risk and non-availability of materials. Second, many activities were not consistent with the objectives of ECD curriculum. Third, though management of learning corners is mentioned in the preface of TRMs, no activities related to them are given.

- The facilitators of most of CBECD centres and SBECD centres conducted activities following the daily schedule. The duration of activity hours ranged from 3 to 6:15 hours in CBECD centres and 3:30 to 5:40 hours in SBECD centres. Though ECD centres need to conduct activities 4 hours a day as mentioned in ECD Programme Operation Directory, there were some CBECD centres and SBECD centres where the of activity hours was below 4 hours.
- In all the CBECD centres, activities were based on the play-way method and the child-centered method whereas in majority of SBECD centres, subject teaching was practiced as in primary grades. Hence, ECD activities in CBECD centres were more joyful to the children than those in SBECD centres. In SBECD centres, more emphasis was given to the 3Rs than in CBECD centres.
- Although one of the purposes of ECD programme was to prepare children for grade I, activities related to 3 Rs were not conducted adequately in CBECD centres.

Status of NGO/INGO Partnership

- The key components of ECD programme in which NGOs/INGOs had partnership were: infrastructure development, financial support for the matching fund, remuneration and daily expenses, training, management of CLMs and play materials, monitoring, and supplementary food. INGO-wise, SCUS and Plan Nepal had partnership in all these key components except supplementary food in case of former one and financial support for matching fund in case of latter. Similarly, the partnership of SCN and partnership of UNICEF were found in infrastructure development, financial support for remuneration, management of CLMs and play materials, and training. UNICEF also supported the ECD fund through basket funding. However, ETC partnership was limited to the management of CLMs and play materials, training and monitoring.

Effectiveness of NGO/INGO Partnership

- The NGOs/INGOs partnership was found effective in infrastructure development because this partnership helped to receive community support for acquiring land, construction materials, and labour contribution and cash donation. The CLMs and play materials distributed by INGOs helped the facilitators conduct ECD activities in an effective way. The NGOs/INGOs partnership in monitoring ECD activities was found effective, as ECD activities were being carried out in accordance with the ECD principles by using CLMs. Similarly, INGOs partnership in the training component was found satisfactory too even though the duration of the training was short.
- The NGO/INGO partnership was not effective in the creation and mobilization of the ECD fund because it could not serve the purpose for which it was created. ECD centres did not get the matching fund three times as stipulated. The fund itself would not be enough to make the centres sustainable even though they would get it three times.

Future Mode of NGO/INGO Partnership

- The mode of NGOs/INGOs partnership should be designed in such a way that NGOs/INGOs could be involved in planning, programming, implementing and monitoring of the ECD programme.
- The mode of NGOs/INGOs partnership for planning and programming phase should be designed in such a way that the involvement of partners could be ensured to develop a national curriculum and curricular materials, to identify key components for partnership, and to share experiences. For this, the representatives of INGOs should be increased in the existing National ECD Council. Similarly, representatives of guardians, teacher's union and disadvantaged groups should be included in the Council. At the district level, the composition of District ECD Committee should be revised by increasing NGOs and INGOs representatives. These committees would help establish a horizontal network between DOE and different INGOs working in the field of ECD and a vertical linkage between central and district level committees to help develop ECD programme based on the needs of grassroots level.
- The mode of partnership should be so formed that the partnership between NGO/INGO could be phased out gradually and component-

wise. This would happen only when the community would run the ECD centre in a sustainable way.

- The district committees should mobilize local NGOs to establish ECD centres, prepare the human resources and monitor the ECD centres. However, it would not be practical to mobilize NGOs over a long period of time in terms of financial involvement. Hence, NGOs should be used for preparing the teachers of nearby schools as trainers for training the facilitators and MC chair/members and for preparing community people to monitor ECD centres.

CHAPTER X

Conclusions and Recommendations

Based on the findings mentioned in Chapter IX, conclusions were drawn and recommendations were made. Hence, this chapter is divided into two parts: (i) Conclusions and (ii) Recommendations.

Conclusions

Based on the findings, the following conclusions have been drawn.

- Most CBECD centres and SBECD centres having MCs did not follow the guidelines issued by DOE and INGOs in matters concerning the number of members and portfolios while forming MCs. Moreover, a majority of SBECD centres ignored the instructions regarding MC formation issued by DOE, as the schools were running SBECD centres without MCs. This fact implies that the DEO officials were not strict in the implementation of guidelines and did not monitor the SBECD centres. However, the number of members and portfolios in MC did not affect the effectiveness of the centres. Moreover, the relationship between the community, parents and SBECD centres was weak.
- Approval for establishing ECD centres needs to be received from concerned VDCs/Municipalities. But these bodies had no role in the operation of ECD centres. This is because they were not involved in planning, programming, implementing and monitoring of ECD centres of their own VDCs and municipalities.
- Relationship between the community, parents and CBECD centres was satisfactory as compared to SBECD centres. This was because most SBECD centres did not have MCs, which are responsible for seeking community support. Relationship of SBECD centres with the community and parents is required mainly for infrastructure development. Since the school itself has rooms, toilet, drinking water, and playground, it did not try to establish relationship with the community and parents.
- Organization of various programmes such as awareness raising, adult education, income generating, children's day and parent's day indicates the need for attitudinal change in community people and parents towards the ECD programme for strengthening the relationship between the community, parents and ECD centre.

- The learning environment of CBECD centres was better than that of SBECD centres mainly because of three reasons. First, the community and parental supports to CBECD centres were better as the community people including parents prepared CLMs. Second, the INGOs provided CLMs and play materials. Third, the facilitators of CBECD centres were aware that the learning environment should be created as per the ECD principles. On the other hand, the external environment of SBECD centres was better because the schools managed toilet, drinking water and playground.
- Though the facilitators of CBECD centres and SBECD centres received the same basic and refresher training, the activities conducted in both types of centres were different. For instance, activities in CBECD centres were conducted according to the ECD principles whereas in SBECD centres subject-wise teaching was in practice. It implies that there was regular monitoring in the CBECD centres supported by INGOs and the facilitators themselves had realized that the activities should be carried out by using play-way methods. In SBECD centres, activities were influenced by the subject-wise teaching of upper grades and the HTs were not fully aware of the nature of ECD activities.
- Different modes of partnership of NGOs and INGOs in different key components in different districts indicate that there was lack of coordination between the government and INGOs, and among INGOs themselves. This implies that the government did not try to take optimum advantage of the potential supports of INGOs in the mainstream ECD programme.
- The support of INGOs, no matter how small or big, helped to draw financial and non-financial support from the community to establish and run the ECD centres. It helped run the CBECD centres in a sustainable way.

Recommendations

On the basis of the conclusions mentioned above, the following recommendations have been made.

- PRA/situational analysis should be conducted at the grassroots level through officials of NGOs, for identifying 3 to 5 year old children and sites for ECD centre and for making the establishment of ECD centre demand-driven. This responsibility should be shifted from NGO

officials to the teachers of nearby schools after the phase-out of NGO/INGO partnership.

- The formation of MC should be made mandatory for which strict monitoring either by DEO or by NGOs is necessary. However, there should be a provision of flexibility in the guidelines regarding the number of members and portfolios in MC. MCs of both CBECD centres and SBECD centres should be formed in wide community gatherings composed of cross-sections of the community including Dalits and female representatives and representatives of the VDC/Municipality.
- The external physical environment of CBECD centres should be improved with fencing, wall painting and installation of play materials.
- SBECD centres should have separate playgrounds and toilets.
- CLMs should be displayed in SBECD centres and learning corners should be created and managed.
- SBECD centres should be encouraged to carry out activities based on the ECD principles. Subject teaching should be avoided.
- The Village Education Plan (VEP) should include the plan of establishing ECD centres in different wards of the VDC. Information about this should be sent to District ECD Committee.
- To strengthen the relationship between parents and ECD centres, parental education programme should be conducted in CBECD centres and SBECD centres once a week by the facilitators themselves. This should be conducted at the end of the activity hour when the parents come to collect their children.
- Both CBECD centres and SBECD centres should maintain financial transparency to earn the trust of the community people. For this, written statement of income and expenditure should be displayed in the centres and read out in the community gathering.
- Training for the facilitators and training for the MC chair/members of both CBECD centres and SBECD centres should be conducted by the teachers of nearby schools. The present duration of facilitators' training should be increased. The training should focus on: creation of better environment in the centre; preparation, display and use of CLMs; management of learning corners; and activities to be carried

out in the centre. TOT for school-teachers and orientation programme for HTs of the schools having SBECD centres and nearby schools should be conducted by NGO officials.

- Monitoring should be done by NGO officials till the partnership system is phased out. After this phase-out, responsibility of monitoring should be shifted to the teachers of nearby schools and capable MC members.
- Inter-centre observation for the facilitators should be arranged once every two months within the district. This will help experience sharing. Moreover, regular interaction of the facilitators of the cluster ECD centres will help identify the problems related to ECD activities and the ways to solve them.
- The composition of District ECD Committee should be revised. It should include representatives of NGOs and INGOs working in the field of ECD. This will make the committee more functional. A secretariat should be established under this committee.
- The mode of NGOs/INGOs partnership in the implementation of each key component of ECD programme should be tripartite in nature in the sense that District ECD Committee, an implementation body at the district level, would consist of officials of GOs and representatives of NGOs and INGOs. This committee will have a basket fund in which all financial supports and resources received will be deposited.
- There should be an understanding between NGOs/INGOs and DEO under which former should establish ECD centres in consultation with the latter. There should also be an understanding between them that the ECD centres established and run by NGOs/INGOs should be handed over to DEO gradually after these centres will be able to run effectively.
- The representatives of all the INGOs working in the field of ECD should be included in the National ECD Council. They should be involved in planning and programming for ECD (identification of the key components for partnership, target of establishment of ECD centres, allocation of resources, selection of programme districts, phase-out etc.). A secretariat under this Council should be established.
- The curriculum should be revised so that it includes activities related to 3 Rs that meet parental expectation. TRMs and training package should be revised accordingly.

- Revision in the ECD Operation Directory, 2004 should be made with regard to the composition of MC, conducting PRA/situation analysis, distribution of ECD centres, financial transparency in the ECD centres, conducting training at the grassroots level, composition of District ECD Committee.

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APPENDICES

List of Sample ECD Centres

| District | Name of the ECD Centres | Address |
|----------|---|------------------------------|
| Ilam | 1. Sagarmatha Bal Bikas Kendra | Kanyam - 3, Phazigaun |
| | 2. Pragati Bal Bikas Kendra | Kanyam - 5, Kanyam |
| | 3. Mehalbote Bal Bikas Kendra | Borbote - 2, Mahalbote |
| | 4. Sidhheswori Bal Bikas Kendra | Borbote - 5, |
| | 5. Tinghare Bal Bikas Kendra | Panchkanya - 8, |
| | 6. Shree Kant Bal Bikas Kendra | Kanyam - 6 |
| Kavre | 1. Gungtole Bal Bikas Kendra | Mechhe -2, Antartole |
| | 2. Ghyangtole Bal Bikas Kendra | Mechhe - 2, Ghyangtole |
| | 3. Sauridevi Bal Bikas Kendra | Mechhe - 1, Tikekochour |
| | 4. Purna Sanjibini Bal Bikas Kendra | Dhulikhel, Chochhen tole |
| | 5. Bhairabi Bal Bikas Kendra | Dhulikhel - 4, Dutole |
| | 6. Swait Ganesh Bal Bikas Kendra | Panauti - 1, Chaukot |
| | 7. Bhimsenstan Bal Bikas Kendra | Bhagbati - 3, Sathighar |
| | 8. Shishu Syahar Kendra Bal Bikas Kendra | Panauti - 12, Khopashi |
| | 9. Setidevi Bal Bikas Kendra | Dhulikhel - 7, Bakhundol |
| Lalitpur | 1. Navajyoti Bal Bikas Kendra | Jharuwarashi - 7, |
| | 2. Kitani Bal Bikas Kendra | Taukhel -2 |
| | 3. Sidhheswor Bal Bikas Kendra | Kitani - 4 |
| | 4. Samudayik ShishuSyahar Bal Bikas Kendra | Lalitpur - 14, Tikhedeval |
| | 5. Satya Narayan Bal Bikas Kendra | Imadole - 9 |
| | 6. Bakhel Bal Bikas Kendra | Bungmati |
| | 7. Sringeri Bal Bikas Kendra | Lamatar - 1, Sisneri |
| Banke | 1. Danfe Bal Bikas Kendra | Priprahawa - 9, Suiya |
| | 2. Gyanodayta Bal Bikas Kendra | Nepalgunj - 17, Bulbuliya |
| | 3. Namuna Bal Bikas Kendra | Hirminiya - 2, Pahadiyapur |
| | 4. Laxmi Bal Bikas Kendra | Rajhena - 4, Bardahawa |
| | 5. Jeewanjyoti Bal Bikas Kendra | Rajhena - 4, Bardahawa |
| | 6. Gyanodaya Bal Bikas Kendra | Bageswori - 2, Khajura |
| | 7. Gyanjyoti Bal Bikas Kendra | Kohalpur - 3, Bagiya |
| Kailali | 1. Kopila Bal Bikas Kendra | Geta - 2, Geti |
| | 2. Laligurans Bal Bikas Kendra | Geta - 7, Srilanka |
| | 3. Jeewanjyoti Bal Bikas Kendra | Dhangadhi - 3, Dhangadhigaun |
| | 4. Aamasamudayama aadharit Bal Bikas Kendra | Joshiapur - 7, |
| | 5. Bandevi Bal Bikas Kendra | Malakheti -7, Attariya |
| | 6. Durga Laxmi Bal Bikas Kendra | Malakheti -7, Attariya |
| | 7. Saileswori Bal Bikas Kendra | Sripur - 1, Bageha |
| | 8. Navajyoti Bal Bikas Kendra | Dhangadhi - 3, Chatakpur |
| | 9. Sidhhartha Bal Bikas Kendra | Dhangadhi - 2, Mohana |

Appendix B

Interview - 1

Tribhuvan University
Research Centre for Educational Innovation and Development

A Comparative Study on Effectiveness of Community-based and School-based ECD Programme and Role of NGOs/INGOs in the Implementation of ECD Programme 2006

Interview Schedule for Officials of Central Level GON and NGOs/INGOs

Name of the official:

Name of the organization:

Address:

1. Mutual Relationship between Community, Parents and CBECD Centre/SBECD Centre

- 1.1 What efforts did the GON make to strengthen the mutual relationship between community, parents and ECD centres?
- 1.2 In which activities of the ECD centre should parents and community be involved?
- 1.3 What should be done for strengthening mutual relationship between community, parents and ECD centre?

2. Environment in CBECD centre/SBECD centre

2.1 In which ECD centre is physical environment more appropriate?

CBECD centre

SBECD centre

Give reasons of more appropriateness.

2.2 In which ECD centre is learning environment more appropriate?

CBECD centre

SBECD centre

Give reasons for more appropriateness.

2.3 What should be done for improving physical environment in the ECD centre if you are not satisfied with it?

2.4 What should be done for improving learning environment in the centre if you are not satisfied with it?

3. Effectiveness of Activities in CBECD Centre/SBECD Centre

3.1 What comments did you hear about the activities being conducted in CBECD centres and SBECD centres?

3.4 What suggestions do you furnish to conduct the activities effectively in the ECD centres?

4. Partnership between Government of Nepal (GON) and NGOs/INGOs

5.1 With which INGOs and NGOs did the GON have partnership in the implementation of ECD programme?

| Name of NGOs/INGOs | Areas of support |
|--------------------|------------------|
| | |

5.2 Which supports mentioned above did you find effective?

5.3 With which NGOs of district level does your organization have partnership? And what are the areas of partnership? (Only for INGO officials)

| S.N. | Name of NGOs | Areas of supports provided by NGOs | Areas of supports provided by INGOs |
|------|--------------|------------------------------------|-------------------------------------|
| | | | |

**A Comparative Study on Effectiveness of Community-based and School-based ECD Programme and Role of NGOs/INGOs in the Implementation of ECD Programme
2006**

Interview Schedule for Focal Person and District Education Officer

(Ask questions with asterisk mark () to the DEO.)*

Name of Focal Person/District Education officer:

District:

1. Formation of Management Committee (MC)

1.1 What are the activities conducted prior to the establishment of CBECD centre and who conducted such activities?

1.2 How was MC of CBECD centre formed?

1.3 Was a separate sub-committee for SBECD centre under School Management Committee (SMC) formed?

If yes, how was this committee formed?

If no, is separate sub-committee under the SMC necessary?

Yes

No

If yes/no, give reasons.

1.4 *What should be done in order to make MC formation process effective?

2. Mutual Relationship between Community, Parents and CBECD Centre/SBECD Centre

2.1 *Why is mutual relationship between community and ECD centre necessary?

2.2 Is the mutual relationship between community and ECD centre satisfactory?

Yes

No

If yes/no, give reasons.

2.3 *In which activities of the ECD centre are community people involved?

2.4 *What should be done for strengthening mutual relationship between community ECD centre?

2.5 *Why is mutual relationship between parents and ECD centre necessary for its development?

2.6 Is the mutual relationship between ECD centre and parents satisfactory?

Yes

No

If yes/no, give reasons.

- 2.7 *In which activities of the ECD centre are parents involved?
- 2.8 *What efforts did the GON make to strengthen the mutual relationship between community, parents and ECD centres?
- 2.9 *What should be done for strengthening mutual relationship between parents and ECD centre?

3. Environment in CBECD centre/SBECD centre

3.1 How was the physical and learning environment of CBECD centres/SBECD centres?

| ECD centres | Physical environment | Learning environment |
|--------------|----------------------|----------------------|
| CBECD centre | | |
| SBECD centre | | |

3.2 In which ECD centre is physical environment more appropriate?

CBECD centre SBECD centre

Give reasons of more appropriateness.

3.3 In which ECD centre is learning environment more appropriate?

CBECD centre SBECD centre

Give reasons for more appropriateness.

3.4 *What should be done for improving physical environment in the ECD centre if you are not satisfied with it?

3.5 *What should be done for improving learning environment in the centre if you are not satisfied with it?

4. Effectiveness of Activities in CBECD Centre/SBECD Centre

4.1 What should be done to conduct the activities in the centres based on curriculum and curricular materials?

5. Partnership between Government of Nepal (GON) and NGOs/INGOs

5.1 With which NGOs and INGOs did the GON have partnership in the implementation of ECD programme in this district?

| Type of partnership | GON | NGO | INGO |
|---------------------|-----|-----|------|
| A | | | |
| B | | | |

5.2 In which areas have the above-mentioned partner agencies been supporting?

| Partnership A | | | Partnership B | | |
|---------------|-----|------|---------------|-----|------|
| GON | NGO | INGO | GON | NGO | INGO |
| | | | | | |

5.3 *Are you satisfied with the supports provided by the INGOs?

Yes

No

If yes/no, give reasons.

5.4 *What should be done to reach various types of supports provided by INGOs in the ECD centre maximally?

5.5 *Are you satisfied with the supports provided by the NGOs?

Yes

No

If yes/no, give reasons.

5.6 *Is the partnership between the GON, NGO and INGO effective for implementing ECD programme?

Yes

No

If yes/no, give reasons.

5.7 *What should be the future mode of partnership between the GON, NGOs and INGOs in order to implement ECD programme effectively?

Tribhuvan University
 Research Centre for Educational Innovation and Development

A Comparative Study on Effectiveness of Community-based and School-based ECD Programme and Role of NGOs/INGOs in the Implementation of ECD Programme 2006

Interview Schedule for Officials of District Development Committee

Name of official of District Development Committee:

District:

1. Partnership between Government of Nepal (GON) and NGOs/INGOs

1.1 Is ECD programme being conducted with the partnership of DDC and INGOs?

Yes

No

If yes, in which areas has the INGO supported?

| Name of the INGOs | Areas of support |
|-------------------|------------------|
| | |

1.2 Are you satisfied with the supports provided by the INGOs?

Yes

No

If yes/no, give reasons.

1.3 What should be done to reach various types of supports provided by INGOs in the ECD centre maximally?

1.4 What should be the future mode of partnership between the GON, NGOs and INGOs in order to implement ECD programme effectively?

2. Formation of Management Committee (MC)

2.1 What should be done in order to make MC formation process effective?

3. Mutual Relationship between Community, Parents and CBECD Centre/SBECD Centre

3.1 Why is mutual relationship between community and ECD centre necessary?

3.2 What should be done for strengthening mutual relationship between community ECD centre?

3.3 Why is mutual relationship between parents and ECD centre necessary?

3.4 How should community people and parents be involved in ECD centres for the development of ECD programme?

3.5 What should be done for strengthening mutual relationship between parents and ECD centre?

4. Environment in CBECD centre/SBECD centre

4.1 What should be done for improving physical environment in the ECD centre ?

**A Comparative Study on Effectiveness of Community-based and School-based ECD Programme and Role of NGOs/INGOs in the implementation of ECD Programme
2006**

Interview Schedule for Facilitator

Name of Facilitator Marital Status:
Qualification: Experience:
Training:
Name of the ECD Centre: Address:

1. Formation of Management Committee (MC)

1.1 What are the activities conducted prior to the establishment of ECD centre and who conducted such activities?

1.2 How was MC of your ECD centre formed? *(Only for CBECD centre)*

1.3 Was a separate sub-committee under School Management Committee (SMC) formed? *(Only for SBECD centre)*

If yes, how was this committee formed?

If no, does the SMC look after it?

1.4 Give name, portfolio and area of the representation of the individuals included in the MC of CBECD centre/SBECD centre.

| S.N. | Position | Name | Area of representation |
|------|----------|------|------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |

What should be done in order to make MC formation process effective?

2. Mutual Relationship between Community, Parents and CBECD Centre/SBECD Centre

2.1 Why is mutual relationship between community and CBECD centre/ SBECD centre necessary for the development of ECD centre?

2.2 Is the mutual relationship between your CBECD centre/SBECD centre and community satisfactory?

Yes

No

If yes/no, give reasons.

2.3 In which activities of the ECD centre are community people involved?

2.4 What should be done for strengthening mutual relationship between community and CBECD centre/SBECD centre?

2.5 Why is mutual relationship between parents and CBECD centre /SBECD centre necessary for the development of ECD centre?

2.6 Is the mutual relationship between your CBECD centre/SBECD centre and parents satisfactory?

Yes

No

If yes/no, give reasons.

2.7 In which activities of the ECD centre are parents involved?

2.8 What should be done for strengthening mutual relationship between parents and CBECD centre/SBECD centre?

3. Environment in CBECD centre/SBECD centre

3.1 Are you satisfied with the physical environment of your CBECD centre/SBECD centre for conducting ECD activities in an effective way?

Yes

No

If yes/no, give reasons.

3.2 What should be done for improving physical environment in the ECD centre if you are not satisfied with it?

3.3 Are you satisfied with the learning environment of your CBECD centre/SBECD centre for conducting ECD activities in an effective way?

Yes

No

If yes/no, give reasons.

3.4 What should be done for improving learning environment in the centre if you are not satisfied with it?

4. Effectiveness of Activities in CBECD Centre/SBECD Centre

4.1 What are the activities carried out in your centre in a year?

(Note: List all the activities carried out in the centre throughout the year in a separate sheet)

4.2 What are the activities mentioned in the daily schedule of your centre?

(Note: Collect a copy of daily schedule)

Partnership between Government of Nepal (GON) and NGOs/INGOs

5.1 What are the areas of supports provided by the NGOs?

| NGOs | Areas of support |
|------|------------------|
| | |

5.2 Are you satisfied with the supports received by your centre from NGOs?

Yes

No

If yes/no, give reasons.

5.3 What should be done to reach various types of supports provided by INGOs in the ECD centre maximally?

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**A Comparatiave Study on Effectiveness of Community-based and School-based ECD Programme and Role of NGOs/INGOs in the Implementation of ECD Programme
2006
Interview Schedule for Headteacher**

Name of Head Teacher:

Name of the school: Address:

1. Formation of Management Committee (MC)

1.1 What are the activities conducted prior to the establishment of ECD centre and who conducted such activities?

1.2 Was a separate sub-committee for SBECD centre under School Management Committee (SMC) formed?

If yes, how was this committee formed?

If no, does the SMC look after it?

1.3 Give name, portfolio and area of the representation of the individuals included in the MC of CBECD centre/SBECD centre.

| S.N. | Position | Name | Area of representation |
|------|----------|------|------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |

What should be done in order to make MC formation process effective?

2. Mutual Relationship between Community, Parents and SBECD Centre

2.1 Why is mutual relationship between community and SBECD centre necessary?

2.2 Is the mutual relationship between your community and SBECD centre satisfactory?

Yes

No

If yes/no, give reasons.

2.3 In which activities of the ECD centre are community people involved?

2.4 What should be done for strengthening mutual relationship between community and SBECD centre?

Why is mutual relationship between parents and SBECD centre necessary?

Is the mutual relationship between your parents and SBECD centre satisfactory?

Yes

No

If yes/no, give reasons.

2.7 In which activities of the ECD centre are parents involved?

2.8 What should be done for strengthening mutual relationship between parents and SBECD centre?

3. Environment in SBECD centre

3.1 Are you satisfied with the physical environment of your SBECD centre for conducting ECD activities in an effective way?

Yes

No

If yes/no, give reasons.

3.2 What should be done for improving physical environment in the ECD centre if you are not satisfied with it?

3.3 Are you satisfied with the learning environment of your SBECD centre for conducting ECD activities in an effective way?

Yes

No

If yes/no, give reasons.

3.4 What should be done for improving learning environment in the centre if you are not satisfied with it?

4. Effectiveness of Activities in SBECD Centre

4.1 Which activities was the facilitator carrying out while you observed?

4.2 Were those activities appropriate?

Yes

No

If yes/no, give reasons.

4.3 What type of activities, in your opinion, should the facilitator carry out?

4.4 What should be done for improving the activities conducted by the facilitator?

5. Partnership between Government of Nepal (GON) and NGOs

5.1 What are the areas of supports provided by the NGOs?

| NGOs | Areas of support |
|------|------------------|
| | |

Are you satisfied with the supports received by your centre from NGOs?

Yes

No

If yes/no, give reasons.

5.3 What should be done to reach various types of supports provided by INGOs in the ECD centre maximally?

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**A Comparative Study on Effectiveness of Community-based and School-based
ECD Programme and Role of NGOs/INGOs in the implementation of
ECD Programme
2006**

Interview Schedule for Head Teacher of Nearby School of ECD Centres

Name of Head Teacher:

Name of the school: District:

1. Formation of Management Committee (MC)

1.1 Are you involved in the MC of the CBECD centre located within the catchment area of your school?

Yes

No

If yes, how was it formed?

1.2 What should be done in order to make MC formation process effective?

2. Mutual Relationship between Community, Parents and CBECD Centre

Why is mutual relationship between community and CBECD centre necessary?

Is the mutual relationship between community and CBECD centre satisfactory?

Yes

No

If yes/no, give reasons.

In which activities of the community people and CBECD centre are involved?

2.1 What should be done for strengthening mutual relationship between community and CBECD centre?

2.2 Why is mutual relationship between parents and CBECD centre necessary?

2.3 Is the mutual relationship between parents and CBECD centre satisfactory?

Yes

No

If yes/no, give reasons.

2.4 In which activities of the ECD centre are parents involved?

2.5 What should be done for improving mutual relationship between parents and CBECD centre?

2.6 What efforts did the GON make to strengthen the mutual relationship between community, parents and CBECD centres?

3. Environment in CBECD centre

3.1 Are you satisfied with physical environment of the CBECD centre?

Yes

No

If no, give reasons.

3.2 What should be done for improving physical environment if you are not satisfied?

3.3 Are you satisfied with learning environment of the CBECD centre?

Yes

No

If no, give reasons.

What should be done for improving learning environment if you are not satisfied?

4. Effectiveness of Activities in CBECD Centre

In your opinion, what types of activities should the facilitators carry out in CBECD centres?

4.1 What should be done to improve the activities being carrying out by the facilitators?

5. Partnership between Government of Nepal (GON) and NGOs/INGOs

5.1 What supports did the NGOs and INGOs provide to the CBECD centres situated in your locality?

| NGOs | INGOs |
|------|-------|
| | |

5.2 What should be done to reach various types of supports provided by INGOs in the CBECD centre maximally?

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**A Comparative Study on Effectiveness of Community-based and School-based
ECD Programme and Role of NGOs/INGOs in the Implementation of
ECD Programme
2006**

Interview Schedule for Officials of Local NGOs

Name of Officials of Local NGOs Experience:

Training:

Name of NGO: Address:

1. Formation of Management Committee (MC)

- 1.1 What are the activities conducted prior to the establishment of ECD centre and who conducted such activities?
- 1.2 How was MC of ECD centre being conducted under your NGO formed?
- 1.3 What should be done in order to make MC formation process effective?

2. Mutual Relationship between Community, Parents and CBECD Centre/SBECD Centre

- 2.1 Why is mutual relationship between community and ECD centre necessary?
- 2.2 Is the mutual relationship between community and ECD centre satisfactory?

Yes

No

If yes/no, give reasons.

- 2.3 In which activities of the ECD centre are community people involved?

2.4 What should be done for strengthening mutual relationship between community and ECD centre?

2.5 Why is mutual relationship between parents and ECD centre necessary?

2.6 Is the mutual relationship between parents and ECD centre satisfactory?

Yes

No

If yes/no, give reasons.

2.7 In which activities of the ECD centre are parents involved?

2.8 What should be done for improving mutual relationship between parents and ECD centre?

2.9 What efforts did the GON make to strengthen the mutual relationship between community, parents and ECD centres?

3. Environment in CBECD centre/SBECD centre

3.1 Are you satisfied with the physical environment of ECD centre for conducting the activities in an effective way?

Yes

No

If yes/no, give reasons.

3.2 What should be done for improving physical environment in the ECD centre if you are not satisfied with it?

3.3 Are you satisfied with the learning environment of your CBECD centre/SBECD centre for conducting ECD activities in an effective way?

Yes

No

If yes/no, give reasons.

3.4 What should be done for improving learning environment in the centre if you are not satisfied with it?

4. Effectiveness of Activities in CBECD Centre/SBECD Centre

4.1 Are you satisfied with the activities being conducted in ECD centres?

Yes

No

If yes/no, give reasons.

4.2 What should be done for improving learning environment in the centre if you are not satisfied with it?

4.3 What problems did you find for conducting the activities effectively in ECD centres?

4.4 What suggestions do you furnish to conduct the activities in the ECD centres in an effective way?

5. Partnership between Government of Nepal (GON) and NGOs/INGOs

5.1 With which INGOs did your NGO have partnership in the implementation of ECD programme?

5.2 What are the areas of supports provided by the INGOs?

| INGOs | Areas of supports |
|-------|-------------------|
| | |

What supports is your NGO providing to the ECD centres?

5.3 Are you satisfied with the partnership between INGOs, your organization and ECD centre?

Yes

No

If yes/no, give reasons.

5.4 In which areas should the INGOs and NGOs have partnership for implementing ECD programme effectively?

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**A Comparatiave Study on Effectiveness of Community-based and School-based ECD Programme and Role of NGOs/INGOs in the implementation of ECD Programme
2006**

**Guidelines for Focus Group Discussion: Chairperson
and Members of SMC**

Name of the ECD Centre: Address:

Name of the participants

| S.N. | Position | Name |
|------|----------|------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |

1. Formation of Management Committee (MC)

1.1 Activities conducted prior to the establishment of ECD centre:

1.2 MC formation process of CBECD centre/SBECD centre and ways of improving it.

2. Mutual Relationship between Community, Parents and CBECD Centre/SBECD Centre

2.1 Needs of mutual relationship between community and CBECD centre/SBECD centre

2.2 Invlovement of community people in different activities of CBECD centre/SBECD centre.

- 2.3 Extent of satisfaction regarding mutual relationship between community and CBECD centre/SBECD centre and ways of improving it
 - 2.4 Ways of involving community people in different activities of ECD centre
 - 2.5 Needs of mutual relationship between parents and CBECD centre/SBECD centre
 - 2.6 Involvement of parents in different activities of CBECD centre/SBECD centre.
 - 2.7 Extent of satisfaction regarding mutual relationship between parents and CBECD centre/SBECD centre and ways of improving it
 - 2.8 Ways of involving parents in different activities of ECD centre
- 3. Environment in CBECD Centre/SBECD Centre**
- 3.1 Extent of satisfaction and its reasons regarding physical environment in CBECD centre/SBECD centre
 - 3.2 Ways of improving physical environment of the ECD centre
 - 3.3 Extent of satisfaction and its reasons regarding learning environment in CBECD centre/SBECD centre
 - 3.4 Ways of improving learning environment of the ECD centre
- 4. Effectiveness of Activities in CBECD Centre/SBECD Centre**
- 4.1 Expected activities to be carried out by the facilitators in the ECD centres
 - 4.2 Activities carried out by the facilitators, appropriateness of activities and their reasons
- 5. Partnership between Government of Nepal (GON) and NGOs/INGOs**

5.1 Name of the NGOs/INGOs supporting their ECD centres and areas of their supports

5.2 Satisfaction of the supports and reasons for satisfaction

5.3 Ways of improving relationship between ECD centre and NGOs/INGOs

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A Comparative Study on Effectiveness of Community-based and School-based ECD Programme and Role of NGOs/INGOs in the Implementation of ECD Programme

**Guidelines for Focus Group Discussion: Parents and Community People
2006**

Name of the ECD Centre: Address:

Name of the participants

| S.N. | Name | Address |
|------|------|---------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |

1. Formation of Management Committee (MC)

1.1 Extent of satisfaction of MC formation process of CBECD centre/SBECDcentre and ways of making it effective

2. Mutual Relationship between Community, Parents and CBECD Centre/SBECD Centre

2.1 Needs of mutual relationship between community and CBECD centre/SBECD centre

2.2 Involvement of community people in different activities of CBECD centre/SBECD centre

2.3 Extent of satisfaction of relationship between community and ECD centres

2.4 Ways of improving the relationship between community people and ECD centre.

2.8 Needs of mutual relationship between parents and CBECD centre/SBECD centre

2.9 Involvement of parents in different activities of CBECD centre/SBECD centre.

2.10 Extent of satisfaction of relationship between parents and ECD centres

2.11 Ways of improving the relationship between parents and ECD centre.

3. Environment in CBECD Centre/SBECD Centre

2.1 Extent of satisfaction and its reasons regarding physical environment in CBECD centre/SBECD centre

3.2 Ways of improving physical environment of the ECD centre

4. Effectiveness of Activities in CBECD Centre/SBECD Centre

4.1 Expected activities to be carried out by the facilitators in the ECD centre

**A Comparative Study on Effectiveness of Community-based and School-based ECD Programme and Role of NGOs/INGOs in the Implementation of ECD Programme
2006**

Activities Observation Form for CBECD Centre/SBECD Centre

Name of the ECD Centre: Address: _____

Write the activities mentioned in the daily schedule along with time allocated for each activity, and observed activities with their objectives in the following table.

| Activities mentioned in the daily schedule and time | | Observed activities and time | | Objectives of activities carried out | Remarks |
|---|------|------------------------------|------|--------------------------------------|---------|
| Activities | Time | Activities | Time | | |
| | | | | | |

Annual Plan: Yes No

Weekly Plan: Yes No

Daily Plan: Yes No

Note: Collect a copy of each plan.

**A Comparatiave Study on Effectiveness of Community-based and
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Implementation of ECD Programme**

2006

ECD Centre Survey Form

Name of ECD Centre: Address:

Supporting Organization:

1. Physical Environment

1.1 Building

RCC Brick/stone Hut

1.2 Room

Aera: Length Breadth Height

Light: Adequate Inadequate

Ventilation: Good Fair Poor

Condition of wall: Plastered Not plastered

Area of room based on no. of children:

Adequate Inadequate

Provision of rest: Good Fair Poor

1.3 Sitting Arrangement

Furniture: Appropriate Inappropriate

Mat: Good Fair Poor

Please specify if any other:

1.4 Play Ground

Area: Length Breadth

Fencing: Yes No

Play ground: Appropriate Inappropriate

Separate playground for SBECD centre: Yes No

1.5 Garden

Availability: Yes No

Area: Length Breadth

Condition: Good Fair Poor

1.6 Toilet

Availability: Yes No

Condition: Appropriate Inappropriate

(Give reasons, if inappropriate)

Cleanliness: Good Fair Poor

(Give reasons, if poor)

Separate toilet for SBECD centres: Yes No

1.7 Location of CBECD Centre/SBECD Centre

Noisy area

Peaceful area

1.8 Provision of Drinking Water

Availability:

Yes No

Source of drinking water: Well

Tube well

Tap

Fetching from outside

Condition of water:

Safe Unsafe

2. Learning Environment

2.1 Provision of learning corner:

Yes No

2.2 Decoration of room: Good

Fair Poor

(Give reasons.)

2.3 List of CLMs displayed on the walls

| S.N. | Name | Quantity |
|------|------|----------|
| | | |

2.4 Display of CLMs in the room

Good

Fair

Poor

Not at all

2.5 List of CLMs

| S.N. | Name | Quantity |
|------|------|----------|
| | | |

2.6 Decoration of outside walls

Good Fair Poor Not at all

2.7 List of play materials

| S.N. | Name of play materials | Scale | | | Remark |
|------|------------------------|-------|------|------|--------|
| | | Good | Fair | Poor | |
| | | | | | |