

**Management of Community-based
Early Childhood Development Programme of
Department of Education**



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Services of Early Childhood Care and Education in Nepal were started on a large-scale for children, with the establishment of *Sishukaksha* attached to primary schools, to decrease under-age children from grade I and improve the teaching-learning process in the primary schools. Later, in conformity with the changed government policy, Community-Based Early Childhood Development (CBECD) centres were established at the community level for the holistic development of the children. In this system, the government provides some financial and technical support to establish CBECD centres in the initial stage and expects the centres to be run by the communities on their own.

As a matter of fact, the provision of ECD services in Nepal is in the process of development because the CBECD programme is currently being conducted only in 58 districts, although the government has a plan to expand the programmes in other districts as well. In its development and expansion phase, necessary modifications have to be made on the programme to make it sustainable and suitable for local needs, for which, of course, necessary feedback should be given in time. In this context, this formative research has been undertaken to provide necessary information on the management of the on-going CBECD programmes. We believe the findings of this formative research will serve as a strong point of reference for making decisions at policy and implementation levels to improve the management of these programmes.

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Acronyms Used in this Study

BASE	Education for Backward Society
BPEP	Basic and Primary Education Programme
CAS	Continuous Assessment System
CBECD	Community-Based Early Childhood Development
CBECD MC	Community-Based Early Childhood Development Management Committee
CBO	Community-Based Organization
CCC	Child Care Centre
CDDP	Child Development Discussion Programme
CLMs	Children's Learning Materials
CSF	Children's Saving Fund
DDC	District Development Committee
DEO	District Education Office
DEOr	District Education Officer
DOE	Department of Education
DCDB	District Child Development Board
ECD	Early Childhood Development
FP	Focal Person
HMG	His Majesty's Government of Nepal
LDO	Local Development Officer
MC	Management Committee
INGO	International Non-governmental Organization
MOES	Ministry of Education and Sports
NGO	Non-governmental Organization
RF	Running Fund
RP	Resource Person
SF	Sustainable Fund/CBECD Fund
SK	Shishu Kaksha
SS	School Supervisor
VDC	Village Development Committee
VEP	Village Education Plan
WDS	Women Development Section

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EXECUTIVE SUMMARY

The Context

The Community-Based Early Childhood Development (CBECD) programme, being implemented by the Department of Education (DOE), distinctively demands the involvement of local community in the planning, implementing and monitoring of the CBECD centres. The main purpose of this study was to find out the extent of community involvement in the management of CBECD programmes

Objectives

The specific objectives of this study were: (i) to examine how the communities are managing CBECD centres supported by DOE, (ii) to identify aspects of better community involvement in the operation of CBECD centres, (iii) to assess the effectiveness of CBECD programme in enhancing participation, retention and achievement of children in primary schools, (iv) to find out the examples of success stories of CBECD centres, and (v) to suggest ways of operating CBECD programmes in a sustainable manner so as to facilitate the replication of these programmes in other places/districts.

Procedure

This study covered three districts (Kailali, Jumla and Ilam) from where 4, 3, and 9 CBECD centres and an equal number of primary schools were selected. This study included 16 facilitators, 16 chairpersons/members of CBECD Management Committees (MCs), 126 guardians of CBECD children, 32 primary school teachers, 2 representatives of grassroots-level Non-governmental Organizations (NGOs), 3 District Education Officers (DEORs), 3 Focal Persons (FPs), 1 chairperson of District Child Development Board (DCDB), and 2 representatives of International NGOs. The Survey Forms for CBECD Centres and Primary Schools, Observation Form for CBECD Centres, Interview Schedules for Different Groups of Stakeholders and Guidelines for Focus Group Discussion (FGD) with guardians were used to collect the data required for this study. The researchers themselves visited the sample CBECD centres and primary schools to collect the data. The data were analyzed both qualitatively and quantitatively. Percent, t-test and chi-square tests were used to analyze the quantitative data.

Management of CBECD Programme

DOE developed a definite procedure for the formation of MCs of CBECD centres for all the programme districts. In the case of Ilam, a separate guideline was developed by DCDB. But, in practice, modes of the formation of MCs of different CBECD centres varied and so the number of members has varied, too. However, the ways of formation of MC did not affect the operation of CBECD centres.

All the sample CBECD centres were not found equally well managed. The MCs of CBECD centres of Ilam and Kailali, where their members were fully acquainted with the ECD programmes and clear about the financial matters of the CBECD centre, were active. These MCs received community support required for the operation of CBECD centres for acquiring land and playground, and for constructing building. However, the MCs did not much emphasize on the provision of toilet and drinking water. It implies that they were not aware of sanitation practices.

The MC members and the facilitators realized the necessity of CLMs and play materials to run the daily activities of the centres smoothly and effectively. The MCs could not manage to get these materials because the government did not have the provision of providing the materials and also because the facilitators did not have the skills required for preparing them.

The CBECD centres which were being run with the support of CBOs (i.e. mothers' groups) collected the matching fund and mobilized CBECD fund effectively. This was true also of the centres where the MCs were active. On the contrary, in the centres, where the whole matching fund was provided by the municipality, community participation was found to be minimal.

The centres where the MCs were active raised admission and tuition fees and launched children's saving funds. These centres mobilized the CBECD fund effectively at the community level, which helped to provide some money to the facilitators as an additional remuneration, and to meet daily expenses of the centre.

The facilitators of different CBECD centres were recruited differently: some by MCs, some by local elected bodies and others by NGOs. However, the selection procedure did not affect the performance of the facilitators in conducting the CBECD centres effectively.

The experiences of Kailali and Ilam revealed that the CBECD centres where NGOs were mobilized with the support of INGOs were functioning well.

Important Aspects of Better Community Involvement in the Operation of CBECD Centres

The stakeholders realized that physical facilities such as land, building and playground, donation (in cash and kind), services of skilled community peoples in the construction and maintenance of buildings, and preparation of CLMs were the aspects of better community involvement in the operation CBECD centres. Besides, the support of the community people in sending their children (3-5 years of age) to the CBECD centres regularly is also considered as one of the important aspects.

Effectiveness of CBECD Programme

The CBECD programme has helped to increase the number of CBECD graduates in grade I and also their retention. Similarly, the impact of CBECD programme was visible in improving the quality of achievement in the final examination of grade I. Moreover, the CBECD programme was effective in improving the social and emotional behaviour of the CBECD students of grade I.

Success Stories of Some CBECD Centres

Three out of 16 sample CBECD centres were identified as successful ones as they had met most of the requirements for sustainability. All the three centres have their own land, buildings and playgrounds. They received donation and material support from community people and NGOs. The CLMs and play materials in these centres were also prepared by the facilitators and community people/MC members themselves. Moreover, the CBECD funds of these centres were mobilized effectively to generate income required for providing additional remuneration to the facilitators. These requirements were fulfilled with the active involvement of MC, on the one hand and of dedicated, qualified and trained facilitators on the other.

Sustainability and Replicability

Several requirements such as physical facilities, collection and mobilization of fund, admission and tuition fees, children's saving fund, training and VDC/NGO involvement have to be met to make the CBECD centres sustainable.

Similarly, the reasonable remuneration to the facilitators and daily expenses are required for running the centres in a sustainable way. For this, there should be a CBECD fund with an adequate amount of money in the sense that the centre can be run from the interest generated from the mobilization of the fund.

The formation of DCDB and the provision of children's saving fund in some centres of Ilam could be replicated in the other districts, to get more community participation and ensure sustainability thereby. Likewise, the replication of the practices of NGOs with the support of INGO and CBO mobilization, and CBECD fund mobilization of some centres of Ilam and Kailali would also help to run the centres effectively and in a sustainable way. The home visits by the facilitators under CDDP being conducted in Kailali by BASE for raising awareness among the parents and the community people could also be replicable in other centres of Kailali and other districts.

Recommendations

There should be a policy at the central level to form an Ilam-type DCDB in each district which holds itself responsible for planning, implementing and monitoring the CBECD programme at the district level. The provision of DCDB would help to conduct the CBECD programme in partnership with DEO and DDC. The DCDB should take the initiation to mobilize as many NGOs as possible to run the CBECD centres effectively.

The training system for CBECD programme should be developed so that there is a team of Master Trainers (MTs) who should train the trainers through TOT. The trainers should in turn train the facilitators and MC chairperson/members. Such a training would eventually help to run the CBECD centres effectively. Thus, the duration of training for facilitators should be increased and, at the same time, some of the contents should also be added in the training package. The MC members of each CBECD centre should be trained on how to involve the community people in the CBECD programme and on how to manage CBECD centres in a sustainable way even without governmental financial support.

The best performing CBECD centers, should be developed into CBECD Learning Centres, which would be the model centre for all centers. The new facilitators that keep on replacing the old ones, should be trained through these centers. A training on the preparation of children's learning and play materials should be organized by the CBECD Learning Centre.

The quotas for CBECD centres should be increased in each district and these quotas should be distributed in compliance with the demand of the local people and on the basis of the requirements fulfilled by the community.

DEO/DCDB should continue providing the financial support till the CBECD fund reaches Rs 1,00,000. However, there should be flexibility in the provision of matching fund for some disadvantaged areas.

Attempts should be made to raise minimum admission and tuition fees, which can be used to provide additional remuneration to the facilitators. Similarly, a children's saving fund, which is being practiced in some centres of Ilam, can also be launched in other centres of Ilam and other districts.

A study needs to be carried out in order to assess the effectiveness of ECD activities in the centres, which would eventually help to tone up the quality of ECD. This will attract the CBECD age-group children to the centre.

Although the CBECD programme has been conducted for several years, no in-depth study has been yet conducted to trace out improvement in the achievement of primary students with CBECD exposure. Therefore, an evaluative study should be conducted to assess the performance level of the CBECD graduates in primary schools, which would ultimately help to improve the CBECD programmes.

Community mobilization programmes such as awareness raising, door-to-door visit campaign, street drama, parental education, video film-show and regular interaction with parents should to be organized for obtaining both financial and non-financial support to run CBECD centres.

A monitoring team should be formed at the VDC/municipality level to monitor whether the MC and the CBECD centres are working well.

The CBECD centres and CBOs such as mothers' groups, and saving and credit groups can be conducted in an integrated way in some areas.

CHAPTER I INTRODUCTION

1.1 The Context

The first five years of life are critical years in a child's life span because the rate of development in these years is more rapid than at any other stage of development after birth. Children of this age need a stimulating environment which enables them to develop physically, socially, intellectually and emotionally. It is this concept of holistic development of children that gave rise to the concept of Early Childhood Development (ECD).

ECD programme basically creates a stimulating environment in which children get opportunities to experiment, undergo a variety of experiences, learn about objects and places, have enriching interactions with adults and peer groups and obtain an emotionally secure and supportive environment.

Moreover, ECD programme provides school readiness. In other words, it prepares the children with necessary concepts, language and physical skills necessary for learning reading, writing and mathematics in the primary grades. Similarly, it helps to increase enrolment rate in primary schools and helps the children to adjust in the first few years. This, to a great extent, leads to the retention of children in the school and to qualitative achievement.

With a view to provide pre-school experiences to the children, a Montessori school was established in 1954 in Kathmandu. The next milestone in the development of pre-school education in Nepal was the introduction of Kindergarten (KG) programme with the establishment of the Laboratory School (under the College of Education) at Chet Bhawan. After the transfer of Laboratory School to its present site at Kirtipur, the Montessori School was operated under the Laboratory School. Later, the KG and Montessori programmes were unified as KG, which is still in operation. However, the pre-primary schools operated in the private sector aside, 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) in 1991/1992. In the beginning, the goals of SK were to remove under-age children from grade 1 and improve instructional practices in the primary schools. It was found that all the SKs were attached to government-aided schools. Generally, SKs were to be established on the joint initiative of the project and the community. However, direct community involvement was not found. In most cases, the schools themselves provided space and other facilities and their own teachers as the facilitators. Training for the facilitators and basic teaching-learning materials were provided by BPEP, which also carried out the work of monitoring and evaluation of the operation of SKs. SK was conceived as pre-school class to prepare children for schooling and it was more education-oriented than process-oriented. It could not work for the holistic development of children. So in order to provide a stimulating environment by making SK a community-based programme, it was later conducted as an ECD model by adopting the holistic development approach. In this way, in the second phase of BPEP, the Department of Education (DOE) changed the school affiliated SK into Community-Based Early Childhood Development (CBECD) Programme in 1999. At present, DOE is working for the development and expansion of CBECD centres.

The CBECD programme distinctively demands the involvement of local community in the planning, implementing and monitoring of the CBECD centres. The local community's involvement was sought for the development of CBECD programme as per their needs and making it sustainable. The CBECD centres should be sustainable in the sense that the local community should take the responsibility of managing the building, playground, toilet, drinking water, children's learning materials, additional remuneration to the facilitators, assistants to the facilitators, daily expenses and other necessary materials and services to the CBECD centres. In other words, in the long run the running and funding of CBECD centres will be expected to be managed by the local community. For this, the facilitator and the Management Committee (MC) of the CBECD centre should take the full responsibility of over-all management thereby mobilizing the local community.

Some Governmental Organizations (GOs) e.g. Women Development Division of Ministry of Local Development, Semi-GO e.g. Bhaktapur Municipality; Non-Governmental Organizations (NGOs) e.g. Seto Gurans and Nepal Children's Organization; and International Non-Governmental Organizations (INGOs) e.g. Save the Children/US; Plan Nepal; Educate the Children; Save the Children/Norway etc. are working in the field of ECD. Similarly, there are so many child/day care centres, pre-primary schools and schools with pre-primary grades being run in the private sector. All these organizations, except the child/day care centres and pre-primary schools run in the private sector, emphasize the community involvement for running ECD centres in a sustainable manner.

At present, DEO intends to strengthen community involvement in the implementation of CBECD programmes. In this context, though this programme is running with the expectation of greater community involvement, no specific study has yet been conducted to find out the ways of managing CBECD centres by communities and to identify the aspects of better community involvement.

One of the reasons for implementing the CBECD programme was to increase the enrolment, retention and achievement level of children in primary schools. In this regard, a study has to be undertaken to find out how far the ECD programme has helped in enhancing participation, retention and achievement of children in primary schools. Furthermore, it is worthwhile to find out the successful CBECD centres in terms of community involvement and assess the extent of effectiveness of CBECD centres. Furthermore, the purpose of involving local community in the planning, implementing and monitoring of CBECD centres is to make them sustainable. If certain CBECD centres are sustainable in some districts, the ways of managing such centres can be replicated in other places/districts as well. It is, therefore, essential to find out how the CBECD centres can be made both sustainable and replicable.

1.2 Field Context of Sample Districts

The CBECD programme supported by DOE is being run in 58 districts. It was started in 42 districts in the year 2000/2001 and was expanded to 16 districts in 2002. At present, 4215 CBECD centres are in operation in those districts. The number of such centres was found to be the highest in Kanchanpur (280) and the lowest in Ramechhap (5). According to the official record of DOE, the numbers of CBECD centres in Kailali, Ilam and Jumla are 110, 185 and 55 respectively. The implementation procedures of the CBECD Centres and the extent of community

involvement differed from district to district. Hence, an attempt had been made to portray the field context of the sample districts.

In Ilam, the CBECD programme is being implemented through the District Child Development Board (DCDB) chaired by the District Development Committee (DDC) chairperson with the District Education Officer (DEOr) as the member-secretary. Under DCDB, a four-member programme implementation committee with school supervisor of District Education Office (DEO) as the member-secretary was formed to implement the CBECD programme for which a secretariat was established within the premise of DDC. The school supervisor, the focal person for the CBECD programme, is working as head of the secretariat with 3 motivators and 1 accountant. In order to mobilize the local NGOs, the district is divided into 11 units (Ilakas) and one NGO is to assist the CBECD centres of each unit (Ilaka). The functions of the NGO were to conduct training for the facilitators and monitor the activities of CBECD centres with the financial support of UNICEF. Besides, UNICEF granted financial support to create the DCDB fund from which financial support was given to the CBECD centres. Furthermore, UNICEF provided a kit box (CLMs) to each CBECD centre. In Ilam, an attempt has been made to develop the CBECD centres in three stages: in the first stage the ECD centre is established as the CBECD centre, in the second stage it is converted into a Model CBECD centre, and in the third stage the Model CBECD centre is developed into a CBECD learning centre.

In Kailali and Jumla, the CBECD programme is directly implemented by DEO, for which a focal person has been appointed from among the school supervisors. The DEO distributes the quotas of CBECD centres as received from DOE/MOES in selected Village Development Committees (VDCs). In Kailali, NGOs were also found active in the operation of the CBECD centres. Among them, the Education for Backward Society (BASE) has, with the financial support of an INGO, been providing financial support to the CBECD centres and training to the facilitators.

The CBECD centres in the study districts (Kailali, Jumla and Ilam) are being conducted by DOE in partnership with

- community, or
- community and Municipality/VDC, or
- community and NGO, or
- community, VDC and NGO.

To implement the CBECD programme, DOE provided quotas of CBECD centres to different districts, training and remuneration to the facilitators, initial establishment cost to the CBECD centres, children learning materials, and financial support equal to the matching fund deposited by each centre. The community managed physical facilities, matching fund and additional remuneration to the facilitators. The CBECD centres are being conducted in partnership with municipality/VDC in the expectation that it would provide the total amount of the matching fund in some cases and half the matching fund in others. Besides, VDC donated land to some centres. Likewise, some NGOs provided financial support (equal to the matching fund), additional remuneration and training to the facilitators, and construction materials (for building construction) - in some cases.

1.3 Objectives of the Study

This study was undertaken with the following objectives:

- To examine the ways the communities are managing CBECD centres/programmes supported by BPEP, DOE
- To identify the important aspects of better community involvement in the operation of CBECD centres
- To assess the effectiveness of CBECD programme in enhancing participation, retention and achievement of children in primary schools
- To find out examples of success stories regarding ECD programme
- To suggest ways of operating ECD programme in a sustainable manner so as to facilitate the replication of those programme in other places/districts.

1.4 Methodology

The methodology is presented here under five main sub-sections. (i) Formation of team (ii) sampling, (iii) research instruments (iv) data collection procedure and (v) data analysis procedure.

1.4.1 Formation of Team

The study team consisted of three main researchers, one of them responsible for coordinating all the activities of the study.

1.4.2 Sampling

In order to carry out the study, the district, CBECD centres, primary schools and different groups of stakeholders were selected in the following ways.

Selection of district

DOE is implementing CBECD programme in 58 districts of the country (hereafter referred to as CBECD programme districts).

Altogether, there were 7, 33 and 18 CBECD programme districts in the mountains, hills and Terai belts of the country. One district from each ecological belt was selected and hence, this study covered three sample districts: Kailali, Jumla and Ilam.

Selection of CBECD centres

There were altogether 110, 55 and 185 CBECD centres in Kailali, Jumla and Ilam respectively. Of these centres, 4 from Kailali, 3 from Jumla and 9 from Ilam were randomly selected. In the selection of the CBECD centres, the centres being run in partnership with community, or community and municipality/VDC, or community and NGO, or community, municipality/VDC and NGO were taken into consideration.

Selection of primary schools

One of the main objectives of this study is to assess the effectiveness of the CBECD programme in enhancing participation, retention and achievement of children in primary schools. So one primary school which was in the proximity of the sample CBECD centre and where CBECD completers were enrolled, was selected. Hence 3, 9 and 4 primary schools from Kailali, Jumla and Ilam were included in this study.

Selection of Stakeholders

Different types of stakeholders were selected in the following ways.

Facilitators: In each CBECD centre, one facilitator was recruited to conduct CBECD centre. So all the facilitators of the sample CBECD centres were included in the study. Districtwise, 3,9 and 4 facilitators of the sample CBECD centres from Jumla, Ilam and Kailali were included.

MC Chairpersons/Members: The numbers of MC chairpersons or members included in this study were 3 in Jumla, 9 in Ilam and 4 in Kailali

Parents: This study intended to conduct Focus Group Discussion (FGD) with 8 to 10 parents in each CBECD centre in order to solicit the information regarding community participation for conducting the CBECD centre smoothly and in a sustainable manner. The numbers of FGDs held in Jumla, Ilam and Kailali were 3, 9 and 4 respectively.

NGO Representative at Grassroots Level: The NGO officials were also the stakeholders of this programme. So two NGO officials (one each from Kailali and Ilam) were included in this study.

District Education Officers (DEOrs): DEOrs of three sample districts were included.

Focal Person at DEO: Focal Person is one of the main stakeholders of the CBECD programme. Hence, all the focal persons of the sample districts were included.

Trainers: In each programme district, basic and refresher training are given to the facilitators by the trainer from time to time. Hence, one trainer from each sample district was included, too.

Chairperson of DCDB: The president of DDC works as the chairperson of DCDB in Ilam. However, there was no DDC at present. So the Acting DDC chairperson was interviewed.

Representative of NGO/INGO at District Level: One INGO official in Ilam and one NGO official in Kailali were included in the study.

1.4.3 Research Instruments

In order to collect both qualitative and quantitative data, two types of Survey Forms, Interview schedules for various groups of stakeholders, Observation Form and Guidelines for FGD with guardians were prepared and finalized in consultation with the experts. These instruments are briefly explained below.

CBECD Centre Survey Form

This form was developed to collect quantitative data on the number of children enrolled in the CBECD centre and the number of drop-outs of the children by sex.

Primary School Survey Form

This form intended to collect three types of quantitative data: (i) number of students with and without CBECD experience in grade I, (ii) number of drop-out of (both groups of students), and (iii) achievement scores of the students (both groups).

Interview Schedules

In order to collect qualitative data, Interview Schedules for the following groups of stakeholders were prepared.

- Facilitator
- Chairperson/member of MC
- NGO Official at grassroots level
- Primary school teachers
- DEOr/Focal Person (FP)
- Trainer
- Chairperson of DCDB
- NGO/INGO official at district level

CBECD Centre Observation Form

The observation Form was developed to collect the data regarding different aspects of physical facilities of the CBECD centre.

Guidelines for FGD with Parents

Guidelines for FGD with the parents were prepared. The guidelines were related to some major areas like ways of managing the CBECD centre by the community, ways of increasing community involvement in managing the CBECD centre, aspects of better community involvement in the operation of the CBECD centre, sustainability of the centre, etc.

1.4.4 Data Collection Procedure

Prior to fieldwork, three field researchers were recruited and they were trained in collecting in-depth information required for this study. The researchers themselves along with the field researchers visited all the sample districts to collect both the qualitative and quantitative data.

In each sample district, the DEOr, FP, trainer and NGO/INGO officials were interviewed separately. Their responses were recorded in the respective Interview Schedule forms.

Having selected the sample CBECD centres in consultation with FP, the study team visited each sample CBECD centre. With the help of the facilitator and chairperson of MC, 8 to 10 parents were invited to the centre. In the mean time, the CBECD Survey form and Observation Form were filled up. Similarly, the in-depth information required for this study was gathered from the facilitator through the Interview Schedule. The MC chairperson was also interviewed and his/her

responses were recorded in the interview schedule. Likewise, a FGD with the parents was held and their responses were recorded in the separate sheets.

The study team proceeded to the sample primary schools in each district where the CBECD graduates were enrolled. In the school, grade I and grade II primary school teachers were also interviewed separately. The Primary School Survey Form was filled up with their help.

1.4.5 Data Analysis Procedure

The qualitative data collected through the Interview Schedules were tabulated in terms of the responding groups. These responses were analyzed and interpreted district-wise and qualitatively. Similarly, all the points of FGD with the parents were written down in separate sheets. All these points were also analyzed and interpreted qualitatively.

The data collected through the CBECD Observation Form of each sample district were tabulated separately and itemwise. These responses were also analyzed and interpreted qualitatively.

The quantitative data regarding the enrolment and retention of children in the CBECD centre were analyzed and interpreted districtwise using the simple percentage.

The achievement scores of grade I students with and without CBECD experience in Social Studies, Nepali and Mathematics were analyzed and interpreted districtwise using the t-test. However, since Ilam is a Continuous Assessment System (CAS) district, grading system was used instead of point-scoring. Hence, to test the performance of the grade I students in Nepali, Mathematics and Social Studies, the chi-square test was used.

CHAPTER II

MANAGEMENT OF COMMUNITY-BASED EARLY CHILDHOOD DEVELOPMENT PROGRAMME

As its name implies, CBECD programme seeks active involvement of community people and parents in the management of the CBECD centres. So this chapter tries to analyze different aspects of managing CBECD programme in three major sections: (i) Management of CBECD centres (ii) Management of training, and (iii) NGO/INGO support.

2.1 Management of CBECD Centres

A Management Committee (MC) is formed for each CBECD centre. So MC is supposed to manage different types of supports required for conducting the centres. It is in this context that data on the management of CBECD centres are analyzed and interpreted under the following headings.

2.1.1 Formation of MC of CBECD Centre

As mentioned in the ECD document of DOE, MC should consist of five members: ward chairperson as the chairperson, facilitator as the member-secretary, and two guardians of different genders and headteacher of the primary school nearest to the CBECD centre as members. The same procedure was followed while forming MC for all the sample CBECD centres of Jumla.

In one of the four CBECD centres in Kailali, MC was constituted in the similar manner, as mentioned in the ECD document. Likewise, MC of the next CBECD centre, comprised 11 members, with the ward member (instead of the ward chairperson) as the chairperson and the facilitator as the member-secretary. In this MC, there were 6 female and 3 male members. In the remaining two CBECD centres, MCs were formed by CBOs (Mother's Group and Digo Bikas).

For Ilam, the ways of forming MC has been mentioned in the **Guidelines of the CBECD Programme published by DCDB**. The MC should have 10 members (except the representatives of various political parties at VDC/Municipality). The number of members representing the political parties depends on the number of parties existing in the VDC/municipality. Of the ten members, the ward chairperson functions as the chairperson, the facilitator as the member-secretary, the elected women representative, representative of NGO, health workers, social workers, two female guardians, one male guardian and headteacher of the primary school nearest to CBECD centre as members. The above procedure does not seem to have been followed while forming the MC in some of the sample CBECD centres. In these MCs, there was a provision of portfolios like vice-chairperson and treasurer in addition to the regular portfolios mentioned in the guidelines of DCDB of Ilam. Likewise, in some other centres the representatives of various political parties were not included in the MC of the CBECD centre.

The above facts reveal that the MCs of the CBECD centres of different sample districts have been formed in different ways. In Jumla, MC was formed in all the CBECD centres, based on the ECD document. In Kailali, a majority of CBECD centres have their MCs formed by CBOs established long before. In case of Ilam, the MCs of some of the CBECD centres were formed in accordance with the guidelines of DCDB of Ilam while the MCs of some other CBECD centres were formed differently. It

implies that the formation of the MCs of different CBECD centres took place differently, and so the number of members varied accordingly.

From field observation, it was found that the MCs of some centres, which were formed differently from the guidelines, mentioned in ECD document of DOE in Kailali and from the guidelines of DCDB in Ilam were doing well in managing physical facilities, collecting the matching fund and mobilizing, the CBECD fund. On the contrary, the MCs in Jumla, which were formed as per the ECD document of DOE were found inactive. These facts imply that instead of rigid guidelines pertaining to the number and port-folios of MC members, general guidelines would help the community people in forming better MCs.

2.1.2 Management of Various Aspects of CBECD Centres

For an effective operation, the centre must have its own land, building, toilet, drinking water facilities, furniture, etc. All these aspects of CBECD centre are supposed to be managed by the community through MC. The ways of managing these aspects of the sample centre are presented below.

Management of Land

The ways of managing land for the construction of building and playground for the sample CBECD centres are given in Table 2.1

Table 2.1
Number of CBECD Centres with and without their own land

Districts	Land Provided by			Centres without land	Total
	Community people	Village Development Committee	Primary School		
Kailali	1	2	1	-	4
Jumla	-	1	-	2	3
Ilam	4	1	1	3	9

Table 2.1 reveals that all the sample CBECD centres of Kailali and two-thirds of the centres of Ilam have their own land for building and playground. Of the three centres without land in Ilam, two centres have leased the lands of the community people. One centre has been using the building of the milk collection centre for conducting its activities. In Jumla, two centres having no land of their own have used the courtyard of the facilitators' residence for conducting their activities.

As per the expectation of DOE, the community and local agencies/institutions have managed land for building and playground for two-thirds of the number of the sample CBECD centres. But the MCs have not been able to manage land for the remaining one-third. This is because the MCs of these centres were inactive and so could not encourage the community people to donate land for the centres. Since land is crucial to running CBECD centres, landlessness makes sustainability of these centres questionable. Hence, the community will not be ready to provide land for centres until the community people are not aware of CBECD programme and the MCs are not active.

Management of Building

The ways of managing the building for CBECD centres by the community people through MCs are given in Table 2.2.

Table 2.2
Management of Building for CBECD Centres

District	Pakki constructed by			Kachchi constructed by		No of building	Total
	WDS+ DDC	Comm-unity + NGO	WDS	Comm-unity people	Comm-unity + DDC		
Kailali	-	2	1	1	-	-	4
Jumla	-	-	-	-	1	2	3
Ilam	6	-	-	-	1	2	9

Note: WDS = Women Development Section

As shown in Table 2.2, of 16 sample CBECD centres, 2 each in Jumla and Ilam did not have their own buildings. The CBECD centres constructed their buildings with the active involvement of community and in partnership with DDC (in most cases) and with NGOs in some cases. For the buildings which were constructed by the community and the DDC, the community people provided construction materials, labour contribution, and cash donation, and the DDC provided corrugated sheets for roofing. As far as the buildings constructed by the community people and NGOs are concerned, the community people built the wall on labour contribution and by giving construction materials and cash donation. The NGOs provided materials for roofing and flooring.

The above findings reveal that the most communities in Kailali and Ilam managed buildings for the CBECD centres as expected by the DOE. However, they need partial support from NGOs or local organizations. As stated above, some centres did not have buildings because their MCs were not active.

Management of Toilet Facilities

The number of sample CBECD centres with and without toilets is given in the following table:

Table 2.3
Management of Toilets in CBECD Centres

Districts	CBECD Centres with Toilets	CBECD Centres without Toilets	Total
Kailali	3	1	4
Jumla	-	3	3
Ilam	3	6	9

Most of the CBECD centres, did not have toilet facility. However, districtwise, three-fourths of the sample CBECD centres in Kailali had the toilet facility. This does not apply to other two sample districts as the toilet facility was not available in Jumla. Likewise, one-third of the centres in Ilam did not have this facility.

In Ilam, the MC of 3 CBECD centres had constructed toilets with active community participation in the form of labour contribution and donation of construction materials like wood, bamboo and cash. In Kailali, one of the CBECD centres, which was built within the premises of a primary school, has been using the toilet of the same school. However, the MC of one CBECD centre had built a right type of toilet, for which the ring was provided by the NGO and the other materials and labour contribution came from the local people. Likewise, one other CBECD centre of Kailali has been using the toilet facility constructed by WDS. Out of the 6 CBECD centres with toilet facility, only five had usable and appropriate toilets for the CBECD children.

The above findings reveal that though most of the CBECD centres had their own buildings they did not have toilet facilities. It implies that the MCs of the CBECD centres of all the sample districts did not stress the need of toilets simply because they were unaware of sanitary practices.

Management of Drinking Water Facility

The following table shows the number of sample CBECD centres with and without drinking water facilities.

Table 2.4
Management of Drinking Water Facility

District	CBECD Centres with Drinking Water Facilities	CBCD Centres without Drinking Water Facilities	Total
Kailali	3	1	4
Jumla	-	3	3
Ilam	3	6	9

Out of the 16 sample CBECD centres, only six had drinking water facility. In one of the three sample CBECD centres in Kailali MC had helped in installing the tap water with the support of the NGO and labour contribution from community people. The MC of another CBECD centre got the support of the primary school and the municipality for installing a tube-well. In the remaining one centre, the drinking water facility was managed by WDS. The MCs of two CBECD centres of Ilam have availed the drinking water facility of the primary school. In the remaining one CBECD centre, the local community installed the tap water by providing construction materials, labour contribution and cash donation.

However, in Kailali, where the weather is hot most of the time of the year, the drinking water facility in one centre is managed by the community and in another by other agencies. The MCs of the CBECD centres of Ilam and Jumla did not realize the necessity of the drinking water facility, which may be due to the cold weather of these places.

Management of Furniture for Students

The number of CBECD centres with and without furniture is given in Table 2.5

Table 2.5
Management of Furniture (Benches and Desks) for Students

District	CBECD Centres with Furniture	CBCD Centres without Furniture	Total
Kailali	1	3	4
Jumla	1	2	3
Ilam	4	5	9

As shown in the above table, furniture had not been made available by MCs in the most of the CBECD centres of all sample districts. Though one CBECD centre of Kailali had managed furniture with the support of an external agency, only benches were made available for sitting. In the other centres of Kailali, plastic and jute sheets had been provided by local community and NGOs.

Likewise, the community provided furniture to only four out of 9 centres of Ilam. In the other centres, where furniture was not available, plastic and jute sheets were managed by the local community for sitting purpose. The same was true for two

centres of Jumla. Though one of them had furniture provided by a local NGO, they were not being used because the building was not appropriate.

The above mentioned findings imply that MCs and the community people did not lay as much emphasis on furniture as on land and building. This may be because the ECD activities in the centre are being conducted without furniture. Most of the ECD activities, did not need furniture, because flooring materials such as jute sheets or plastic sheets were a good substitute.

2.1.3 Management of Children Learning Materials

The CLMs in the CBECD centres were found to have been managed in five different ways, which are given in the following table:

Table 2.6
Management of CLMs

Districts	Ways of Managing CLMs				
	Prepared by facilitators during the training	Prepared by the community and MCs	Received from UNICEF	Received from NGOs	Received from DEO
Kailali	4	2	2	2	-
Jumla	3	-	-	-	3
Ilam	9	3	9	-	-

The facilitators of the sample CBECD centres of Kailali, Jumla and Ilam informed that they had prepared CLMs during the basic training. According to them, a separate 6-day training was organized after the basic training. The CLMs they prepared during the training were provided to the facilitators in the expectation that they would use them in their respective centres. Moreover, after the training each facilitator was provided with a UNICEF kit for his/her centre (Kailali and Ilam). In Jumla, such materials were provided to the centres by DEO.

It was found that the community people and MCs were involved in the preparation of CLMs. For example, the community people and MCs were involved in preparing CLMs in three centres of Ilam. Similarly, as stated by the FP from Kailali, community people and parents were also involved in the preparation of CLMs from locally available materials.

Though the CLMs were managed in different ways, it was found that they were not adequate for conducting the day-to-day activities. Specifically, the materials in the centres of Jumla were very poor.

It is not possible for the government to provide adequate CLMs for every CBECD centre of the country. As expected by the DOE, the local community and agencies/institutions should take the CLMs responsibility. CLMs could be easily prepared from locally available materials if necessary skills were provided to the community people, as informed by MC members and facilitators.

2.1.4 Collection and Mobilization of the Fund

As envisioned by DOE, every centre will have a CBECD fund. Again, as expected by DOE, the community/local agencies should take the responsibility of managing this fund. The ways of collecting and mobilizing such funds are presented under different headings:

Collection of the CBECD Fund

A CBECD fund is established by depositing money from two sources: (a) the matching fund and (b) the financial support from DCDB/DEO, which is equal to the matching fund deposited by the Centre. Each centre should get a financial support of Rs 9000.00 per year from the DCDB/DEO in three times. Prior to receiving the support, the centre should raise the same amount of matching fund from community people and/or local agencies/institutions. The ways the matching funds are managed by the sample centres are given in Table 2.7.

Table 2.7
Ways of Collecting Matching fund

Districts	Ways of Collecting Matching Fund					Total
	From community people	From CBOs	From community people + VDC	From municipality	No matching fund	
Kailali	1	2	-	-	1	4
Jumla	-	-	-	-	3	3
Ilam	4	1	3	3	-	9

The MCs of 4 centres of Ilam and one centre of Kailali collected money for the matching fund from the community. In Kailali, the CBOs such as mother's group and VDC (a social organization) provided amounts for the matching fund for 2 centres, which they had collected from the local community. In some centres of Ilam, 50% of the matching fund was collected from the local community and 50% from the VDC. In other cases in Ilam, the whole amount of matching fund was provided by the municipality.

The above findings reveal that the matchings fund of most of the centres of Kailali and Ilam were managed by the community as per the policy of DOE. It shows that the centres could deposit matching funds because their MCs were active. Similarly, as per the DOE policy the local elected bodies such as VDC/municipality have contributed to the matching fund partially or fully in Ilam. However, the MCs were not active and hence, they could not manage the matching fund.

Though DOE has the policy of providing financial support equal to the matching fund to the CBECD centres three times, all the centres of Ilam had received such a support of Rs 10,000.00 from the DCDC only one time and 2 centres of Kailali received a support of Rs 9000.00 from an NGO, called BASE, only one time.

It was observed that the CBECD fund was not enough to run the centres in a sustainable way. In this regard, DOE should provide the financial support three times and the amount of such support should also be increased, as suggested by the district level respondents.

Mobilization of CBECD Fund

Two out of three centres in Kailali with CBECD fund lent the money to the MC members on an interest of 24% and non-MC members on an interest of 36%. However, one centre deposited the fund in the Rastriya Banijya Bank, which had not been mobilized.

In Ilam, seven out of 9 sample centres mobilized the CBECD fund. In this regard, the CBECD fund is termed as Sustainable Fund (Digo Kosh). The total CBECD fund i.e. Digo Kosh is deposited in a nearby commercial bank i.e. Rastriya Banijya Bank. The MC of CBECD lent 75% to 90% of this Sustainable Fund (SF) to the Running Fund

(Chalu Kosh) on an interest of 18%. There is a Running Fund (RF) mobilization committee with two to three members appointed by MC. The RF committee lent the amount to the guardians or community members who contributed to create the matching fund, on an interest of 24%. From the interest received from the individual borrowers, 18% is deposited in the sustainable fund, and of the remaining 6%, some amount is provided to the facilitators as additional remuneration and some amount is used for day-to-day management of the CBECD centre. In this way there is the possibility of increase on the SF amount. However, the ratio of return from the fund is slow and the amount deposited from the interest in SF is not that big.

The stakeholders of Kailali and Ilam were skeptical about whether the existing CBECD fund would help to run the centre in a sustainable way. They opined that the guardians of some centres did as much as they could. They, at present, are in favour of giving continuity to the CBECD programme but they are still not in a position to support the centre financially. However, they are always ready to provide non-financial support, for example, labour contribution, donation in kind – wood, bamboo, stone, land and food grains. The responding groups opined that in order to run the CBECD centres in a sustainable way, the sustainable fund i.e. the CBECD fund is to be increased up to Rs 1,00,000.00 for which the DCDB/DEO should provide the financial support for the second and the third installments of the matching fund. If they have a good funds they can generate required income to run the centre without governmental financial support.

The above findings denote the CBECD fund was effectively mobilized in 9 out of 12 centres, in the sense that the fund was lent to the community people on a reasonable interest and that they returned the amount together with the interest. In most of the centres, the interest received helped to provide additional remuneration to the facilitators and the daily expenses. Hence, it can be concluded that if the fund is increased, the centre can be run in a sustainable way.

2.1.5 Management of Facilitators and Assistants

According to general principle mentioned in the ECD document, the facilitator should be a married woman of the local community with a grade VIII qualification (minimum), the centres can also recruit assistants for the facilitators. The ways of recruiting the facilitators and the assistants, and the management of their remuneration are presented below under respective headings.

Ways of Recruiting Facilitators: The procedure of recruiting facilitators was somehow different in the three sample districts. These procedures were found different even within the same district. In Kailali, the facilitator of a centre, which was partially supported by the NGO, was appointed by the same, NGO (BASE). In the three centres, the facilitators were recruited by MCs and the recruitment was finally approved by DEO. The same was true in case of four CBECD centres of Ilam. However, this procedure was not the same in the other CBECD centres of Ilam. In two centres the facilitators were appointed by DEOr on the recommendation of VDCs and RCs. In one of the two centres of the municipality, the facilitator was recruited by the municipality and in the other centre, the facilitator was recruited as per the meeting of community people. In the remaining one centre of Ilam, the facilitator was recruited by a decision made in the joint meeting of MC and parents. In Jumla, the facilitators were recruited by VDC and ward chairperson, which was later approved by DEO.

The above findings reveal that the facilitators for a majority of the centres in Kailali and Ilam were recruited by MCs and through the gathering of the community people. Such a practice should be considered better because the facilitators are now accountable direct to the MC and the community. However, the facilitators who were recruited by the municipality/VDC/RC would be accountable to those organizations, not to the centre or the community. Hence, it will be better if the facilitators are recruited by the community people and MC members.

As per the DOE policy, the CBECD centres should be managed by the community people. In this regard, the responsibility taken by the community in managing the facilitators should be considered as a good example of community involvement in operating the CBECD centres. In spite of the policy that a grade VIII pass married women should be recruited as facilitator, male facilitators are working in some centres of Kailali and unmarried facilitators in some centres of Ilam and Jumla. It was observed that there was unmarried woman tended to dropout. However, the centres with male facilitators were working better.

Ways of Recruiting Assistants

Though, as expected by DOE, the community or local agencies should appoint assistants for the facilitator, all the centres did not have assistants, except in one centre of Kailali. She was appointed by WDS in 1988, when it started CCC. The assistant continued to work as such even after the conversion of CCC into CBECD.

There were two obvious reasons for not recruiting the assistants:

- The CBECD centres were unable to remunerate the assistants.
- MCs did not realize the need of assistants and felt that the facilitator alone was enough.

However, if the centres do not have assistants, the centres will be closed on the days when the facilitators are on leave.

Remuneration for Facilitators and Assistants

The general principle regarding the remuneration of the facilitators and assistants is that DEO should provide Rs.500 per month to facilitators as remuneration. But there is no DEO provision of remuneration to the assistants. Since the amount of Rs.500 provided by DEO as remuneration is negligible and since nothing is provided to the assistants, MC of each CBECD centre is made responsible for managing for the additional remuneration of the facilitators. MC of each centre has to manage the additional remuneration of the facilitators and the remuneration of the assistants through mobilization of CBECD fund.

As regards the remuneration of the facilitators, two out of four sample facilitators in Kailali were receiving Rs.500 from DEO and Rs. 300 from NGO i.e. BASE every month. The concerned MCs of these centres have not provided any amount to them. In the remaining two centres, the facilitators were provided Rs. 500 (as the remuneration) plus some amount from MCs.

In Jumla, all the facilitators of the sample centres were receiving only Rs.500 per month from DEO. MCs were found to have been unable to manage for the additional remuneration of the facilitators. The same was true of five CBECD centres of Ilam district: the facilitators of these centres were receiving only Rs.500 per month from DCDB. In the remaining four centres, the concerned MCs were providing some

remuneration to the facilitators besides the remuneration provided by the DCDB. These MCs were able to give additional remuneration because of the mobilization of fund and raising of tuition and admission fees raised from the children. However, all the facilitators were not getting the same amount and this amount ranged from Rs.100 to 300 per month.

The above mentioned facts reveal that 50% of the sample facilitators of Kailali, a majority of the sample facilitators of Ilam and all the facilitators of Jumla did not receive any additional remuneration from their respective MCs. This is due to the fact that there were no CBECD fund in all the sample centres of Jumla. Hence, MCs could not provide additional remuneration to the facilitators. Of the two centres of Kailali, one did not have the CBECD fund. This centre had deposited the fund money in the bank. The other centre, which had the CBECD fund lent the money to the community people. However, the amount was not adequate and hence, the facilitators did not receive the remuneration from MC. The same was true of five centres of Ilam. The facilitators of these centres, where admission and tuition fees were raised, where children's saving fund was launched and where the mobilization of the CBECD fund was effective, were receiving additional remuneration from MCs. So it can be concluded that admission fee and tuition fee should be raised and some schemes like children's saving fund should be launched to make the centres sustainable.

Ways of Receiving More Community and Parental Support for Managing CBECD Centre

Most of the sample centres in Kailali and Ilam had received community and parental support in the form of labour contribution, materials for CLMs construction, cash donation and land. However, some sample centres of Kailali and Ilam and most of the sample centres of Jumla could not receive such support. As said by most of the stakeholders, the main reason for not receiving community and parental support were as follows:

- MC did not seek community support (in Jumla)
- Community is not being aware of the need to provide necessary support for the operation of the CBECD centre
- Poverty and non-awareness of the importance of the ECD programme for the holistic development of children
- Lack of positive attitude towards the CBECD programme

As per the DOE policy, the MCs and local agencies/institutions should organize gatherings/meetings to make the community people and parents aware of the importance of the ECD programme and of the need of their active involvement in the operation of the centres. However, such gatherings and meetings were not organized regularly. This implies that MCs along with the local agencies were not active. On the other hand, the local community did not have a positive attitude towards providing support to the centres because of illiteracy and unaware of importance of ECD for holistic development of the children.

Considering the above fact, it is suggested that the centres should perform the following activities to receive more support from the community and parents.

- Forming MCs with dedicated and qualified people
- Conducting MC meetings regularly

- Conducting MC meeting with FP and social workers
- Conducting awareness raising programme for the community people and parents on the importance of ECD and their roles in the operation of CBECD centres
- Organizing mother's group meetings
- Organizing children's processions
- Making home visit/door-to-door campaign
- Identifying community people with skills for preparing CLMs
- Forming CLMs preparation committees
- Conducting training on the preparation of CLMs (for MC members and community people)
- Receiving local materials for constructing CLMs
- Identifying community health workers
- Making the financial matters of the centres transparent
- Monitoring and supervision of the centres by the community people

The community people of the areas where the centres were not being run effectively expected that all the expenses of the centre would be borne by the government as in primary schools. Moreover, the MC members were not aware of the importance of CBECD programme and of their role in conducting the centres. Hence, they did not try to receive support from the community on one hand and community people were not ready to provide support to the centres on the other. This is the reason why some centres did not have their own lands and buildings and why some centres could not collect money for the matching fund and hence had no CBECD fund. These centres could not provide additional remuneration to the facilitators. Moreover, the government will discontinue its support to the centres after three years from the date of establishment of the centres. In this context, the running and funding of the CBECD centres by the community seemed to be a challenging task. In this context, the following activities should be conducted in sequential order to receive more support from the community and parents.

- Awareness raising programmes should be organized prior to establishment of CBECD centres.
- The quota of the CBECD centres should be distributed based on the demand of the community.
- The MCs of the centres with individuals knowledgeable about ECD should be formed through community gatherings.
- A training programme on the importance of CBECD programme and the operation of CBECD centres should be organized for MC members, right after the formation of MC.
- Interactions among MC members, social workers, local political leaders, school teachers, NGO officials etc should be organized from time to time.

The above suggestions indicate that MC members and community people in some centres have realized the necessity of CLMs for conducting the daily activities of the centres effectively. They have also realized that the CLMs are inadequate and that the CLMs should be prepared locally. That is why they emphasized on the

identification of skilled community people and on organizing training for them in the preparation of CLMs from locally available materials. Such type of suggestions seemed to be feasible because it was observed that in some centres of Ilam the CLMs were prepared by the MC members and the community. Hence, the suggestions on the preparation of CLMs for the centre through CLM preparation committee and the provision of training for them are practical and appreciable.

The suggestions that financial matters of the centres should be transparent indicate that interested community people would like to be familiar with the financial transaction of the centres. But it was found that they were not acquainted with it and so were some MC members of some centres. It is obvious that more supports from community people and parents can be received if the financial matter of the centre is transparent. For this purpose, the details of income and expenditure of the centres should be displayed in the centre.

2.2 Management of Training

With a view to make the facilitators able to conduct CBECD centres effectively, a 16-day basic training, a 6-day instructional materials preparation training and a 6-day refresher training were organized by DEO in Kailali and Jumla with the financial support of the DOE. Similarly in Ilam, those trainings were organized by Seto Guras with the financial support of UNICEF. The FP worked as the key person in Kailali and Jumla. In Kailali, trainings for facilitators of the centres which were run in partnership with NGO was organized by the same NGO, i.e., BASE with the financial support of an external agency

The contents of the basic training, as viewed by all the trainers, were related to the operation of CBECD centres. The contents of the training centred on formation of MC, ways of conducting MC meeting, collection of materials, materials preparation, bank account operation, class management, mobilization of fund, etc.

Though the duration of training for the facilitators was short, the impact of training, as the trainers viewed, was good, good in the sense that the noticeable differences in the ways of conducting the activities in the centre by the facilitators, were observed before and after training. In this regard, the trainer of Kailali stated that the facilitators well conducted the ECD classes as they were trained in the training. For instance, in the beginning of the class in the CBECD centres, the children were taken outside and all of them were checked to see if they were neat and clean. Those who were not neat and clean, were not allowed to come into the class. Then, different types of activities e.g. group songs were conducted in the classes.

The next impact of the training, as they pointed out, was that learning corners were prepared in some centres in Ilam. They were able to prepare and use CLMs. They came to know that any type of knowledge and skills should be provided to the children through play-way methods. Similarly, the positive impact of the training could be observed in the management of the classes in the centres. The centres were also able to conduct MC meetings as well.

However, all the trainers were of the view that the training was not adequate and hence, they suggested that the duration of the training should be increased. Besides, the contents provided in the training, the following contents (as stated by them) should be added to make the basic training adequate for the facilitators:

- Introduction to account and account keeping (general)

- Filling up vouchers and cheques
- Preparation of learning materials
- Knowledge of classroom management (detailed)
- Detailed knowledge on collection and mobilization of matching funds
- Ways of getting the community participation
- Ways of receiving the support of NGOs
- Collection and mobilization of local resources
- Minute writing
- Application writing
- Bond (Tamasuk) writing

Though the training is essential for all the facilitators, new ones who came where the old ones had left have not received any training. This case happened every year in small numbers. In this regard, the trainers of Ilam district stressed that basic training should be organized as and when required. This type of training, as they stated, should be organized at CBECD Learning Centre.

Training for the CBECD programme was required not only for the facilitators but also for all the MC members, as stressed by all the trainers, district level personnel and MC chairpersons themselves. If trainings were given to the MC members, they would be knowledgeable about the CBECD programme, the importance of ECD for the holistic development of children and the monitoring and supervision of the centres. . Eventually, they would develop positive attitude towards CBECD programme, and as a result, they would be active in effective operation of the centres. It would help to make the centres sustainable as well.

The training contents like meaning and importance of ECD, development of different aspects of child development, management of CBECD centres, types of supports required for the effective operation of centres, ways of mobilization of resources etc, as stated by the trainers, should be included in the training package for the MC members.

The views presented above by different groups of stakeholders indicate that since the training had a good impact on the operation of CBECD centres, each facilitator must be trained and at the district level as and when required. Since the duration of the training was very short and some additional contents need to be included the training package needs to be revised. Moreover, training for all the MC members should be so organized that it develops a positive attitude in the MC members.

2.3 NGOs/INGOs Support

It was observed that different NGOs/INGOs played active roles in the implementation of the CBECD programme. On the whole, 14 out of 16 sample CBECD centres were found to have received different types of support from NGOs/INGOs, which are given in Table 2.8

Table 2.8
Number of CBECD Centres Receiving Different Types of Supports from
NGOs/INGOs

Districts	Types of Supports Received from NGOs/INGOs				
	Financial support	Training	CLMs	Furniture	Construction materials
Kailali	2	2	2	1	2
Jumla	-	-	-	1	-
Ilam	9*	9	9	-	-

*Received through DCDB.

All the sample centres of Ilam received financial support, equal to the matching fund, from UNICEF through DCDB. In Kailali, two centres received such financial support and additional remuneration for the facilitators from BASE.

In Ilam, Seto Gurans, an NGO with the financial support of UNICEF, conducted facilitator's training through local NGOs. Similarly, such trainings were conducted by BASE in Kailali.

All the sample centres in Ilam and 2 centres in Kailali received the UNICEF kit box with CLMs. Likewise, one centre each in Kailali and Jumla received furniture for the children (from local NGOs). Moreover, BASE had provided corrugated sheets to the CBECD centres for roofing their buildings.

The above findings show that the NGOs/INGOs were mobilized in two of the three sample districts and, hence, the CBECD centres received from them different types of support as mentioned in Table 2.8. This may be the reasons why the CBECD centres in Kailali and Ilam were better than those of Jumla.

2.4 Effectiveness of MCs in Managing CBECD Centres

It was observed that the MCs of a majority of CBECD centres in Ilam and Kailali were found to be effective because they had managed land, buildings and CLMs, had obtained financial supports of the community people and DCDB/DEO and mobilized CBECD fund effectively. Moreover, MCs of some centres of Kailali and Ilam raised admission and tuition fees. Besides, MCs of some centres of Ilam had launched Children's Saving Fund under which the centre raised Rs 10 per month from each child. This amount is collected from each child until he/she reaches the age of 15. These provisions would help to provide additional remuneration to the facilitators and to run the centre in a sustainable way.

Some MCs which were found to have been effective met regularly in order to manage the above-mentioned aspects. They could manage the centres effectively because they were aware of the importance of ECD for the all round development of the children and, hence, they could be said to have fulfilled the responsibility of operating CBECD centres. Moreover, MCs of some centres were found to be effective in making the community people aware and mobilizing them.

The other reasons for the effectiveness of MCs in operating their centres are that the MC members of some centres visited and monitored the centres frequently and made home visit to persuade the parents to send their children to the centres regularly. In those centres, the attendance of parents was found to be encouraging when the MCs organized the parents' meetings to discuss on the development of the centres.

It was found that MCs of some centres of Ilam and Kailali and all the centres of Jumla were not active. One main reason behind this fact was that some of the MC members were not fully acquainted with the CBECD programme. They were unaware of the importance of CBECD for the holistic development of the children and were not familiar with the financial matter of the CBECD centre(i.e. the centres should be run on community support).

The above-mentioned facts reveal that these CBECD centres had their own buildings, playgrounds, CLMs, CBECD funds and other financial resources, because the MCs were found active and effective. In order to make all the MC members clear about the financial matters and to make them understand the importance of ECD programme for the community, some activities should be carried out at the district level and the CBECD centre level. At the district level, training which purports to bring about changes in the attitudes of MC members should be organized for all the MC members. Provision of inter-centre observations should be made for MC members. The monitoring of MC activities should be done by district level personnel from time to time. At the CBECD centre level, the facilitator should organize the MC meetings and parents' gatherings from time to time to make MC more active and effective. Moreover, a monitoring team should be formed at the community level to monitor the activities of the MCs.

CHAPTER III

IMPORTANT ASPECTS OF BETTER COMMUNITY INVOLVEMENT

As per the policy of DOE, initially, the CBECD programme has to be conducted with a partial support from the government and a major support from the community. Later the community should take the responsibility of the running and funding of the CBECD programme. The CBECD centres cannot run effectively and smoothly without the supports of the community. Thus, an attempt has been made to identify the essential supports. In this regard, the responses received from all the stakeholders are analyzed and interpreted under the following headings:

3.1 Physical Facilities

As said by all the stakeholders, the development of physical facilities is identified as one of the important aspects of community involvement in running the CBECD centres effectively because DOE, MOES has given this responsibility to the communities. In order to run CBECD centres in a sustainable way, they need to have their own buildings and playgrounds. According to the responses of the stakeholders, the community should be actively involved in acquiring land through either VDC or from individual donors. Building and playground are the essential infrastructure for the CBECD centres for which community involvement is a must as responded by almost all the stakeholders. The stakeholders categorically stated that the construction materials (wood, bamboo, stone, bricks or whatever) labour contribution, technical services of masons and carpenters must be provided by the community people for constructing the building. Some respondents opined that financial support must also be provided for building construction. Some other respondents realized that community people could donate as food grains if they were unable to donate in cash. Similarly, only a few respondents realized the necessity of toilets and drinking water for the CBECD centres.

In pursuance of the basis of the responses mentioned above, the community people gave much emphasis to the management of the lands and buildings for the CBECD centres by themselves. In line with this, it was observed that the communities managed land and building for most of the centres as per the DOE policy. It is not possible for the government to manage land and building so the communities should take the responsibility of managing the land. However, buildings should be constructed by the community with the support of district or local level elected bodies or NGOs. However, the community must be involved in the regular maintenance of the buildings.

Although toilet and drinking water facilities are the most important requirement for CBECD centres, most of the respondents would not realize their necessity. Hence, the community people must provide construction materials, labour contribution and technical services for constructing toilets and developing drinking water facilities.

3.2 Financial Aspect

The next most important aspect of operating the CBECD centre, according to the stakeholders, is the financial resource. In this regard, the opinions of different responding groups are analyzed and interpreted below:

A CBECD centre fund was created by depositing the amount of the matching fund and the governmental support. The purpose of the provision for such a fund was to

make the operation of the centre effective and sustainable, financially. In this regard, the community, must be involved to collect money for the matching fund and to receive the governmental support.

As mentioned above, each centre has a fund which should be mobilized in order to increase the fund itself, which will eventually helps the centre to be sustainable. In this regard, a majority of the respondents of each responding group viewed that the community should be aware of this fund and that they should be involved in the proper mobilization of this fund.

To run the CBECD centres effectively, the centre needs daily expenses and remuneration for the facilitators. DOE does not provide any support for daily expenses. Regarding the remuneration of the facilitators, the government provides Rs. 500 per month only for three years. Thereafter, all remuneration for the facilitators should be managed by the community. The community people cannot bear this financial burden each year. In this context, the provision of CBECD fund is essential, for which the community people must be involved. Moreover, the community people should be involved in mobilizing the CBECD fund, for which they would borrow the money and return the amount with interest in time.

3.3 Human Resource Aspects

As stated by a majority of the district and grassroots level respondents, the community should help the parents send 3 to 5 years old children to the CBECD centres regularly. The district level respondents opined that the involvement of the community is essential in the formation of a better MC and the selection of a better facilitator.

The community people send their children regularly to the centres and they play active role in forming a better MC and selecting a better facilitator only when they have a positive attitude towards the CBECD centres. This fact was supported by the district level respondents of Ilam and Kailali. It was observed that the positive attitude of the community people in both districts towards CBECD programme helped to run the centres effectively and smoothly. However, in Jumla, the attitude of the community was not positive, and so the involvement of the community people in the running of CBECD centre was also found at a lower profile.

The community people should also be involved in identifying the skilled community people such as masons and carpenters for the construction and maintenance of the buildings and community health volunteers for the health check-up of the children from time to time.

CHAPTER IV
EFFECTIVENESS OF CBECD PROGRAMME

This chapter deals with the effectiveness of the CBECD programme in terms of participation, retention and achievement of CBECD children in grade I of primary schools.

4.1 Participation of Children in Grade I

This study, specifically, made an attempt to assess the effectiveness of the CBECD programme in enhancing the participation of the children with CBECD experience (CBECD students) in grade I. For this, the enrolment data of the students with and without CBECD experience (non-CBECD students) of last three years were collected. The number of children enrolled (2057-59 B.S.) in grade I of the sample schools of the three sample districts is shown in Table 4.1

Table 4.1
Enrolment of Children with and without CBECD Experience in Grade I
(2057 B.S. to 2059 B.S.)

Districts	No. of Schools	Year								
		2057			2058			2059		
		CBECD	Non CBECD	Total	CBECD	Non CBECD	Total	CBECD	Non CBECD	Total
Kailali	3	83 (21)	303 (79)	386 (100)	103 (25)	315 (75)	418 (100)	106 (26)	291 (74)	407 (100)
Jumla	3	NA	NA	NA	NA	NA	NA	33 (33)	68 (67)	101 (100)
Ilam	7	33 (10)	303 (90)	336 (100)	65 (25)	196 (75)	261 (100)	72 (27)	192 (73)	264 (100)

Note: 1. Figures in parentheses indicate percentages. NA = Not available
2. Data were not available in one sample primary school of Kailali and in two of Ilam.

As shown in Table 4.1, the percentage CBECD students in grade I of Kailali was found to be increasing gradually each year. In other words, the enrolment of such students was found to have increased by 4% in 2058 B.S. as compared to 2057 B.S. and by 1% in 2059 B.S. as compared to 2058 B.S. Similarly, the percentage of CBECD students in grade I of Ilam was increasing each year from 2057 B.S. to 2059 B.S. Moreover, the percentage of such students of the total students' enrolment in grade I jumped from 10% in 2057 B.S. to 25% in 2059 B.S. However, the increment of such students from 2057 B.S. to 2059 B.S. was found to be only 2%. In the case of Jumla one third of the total enrolment in grade I was CBECD graduates, in 2059 B.S.

From the above-mentioned fact, it can be inferred that the total number of students enrolment in grade I of the sample primary schools is fluctuating. This may be due to the fact that the underage children who got admitted to grade I previously attended the CBECD centres. The increasing number of children in the CBECD centres in those years also proved this fact. Hence, the decreasing number of underage children in grade I is also a matter of satisfaction. However, the number of CBECD students in grade I of the sample schools was found to be increasing gradually. It indicates that the CBECD programme has been effective, to some extent, in terms of the increase in the enrolment of CBECD graduates in grade I.

4.2 Retention of Students in Grade I

Table 4.2 indicates the number of CBECD and non-CBECD students who were retained in grade I of sample schools of three sample districts from 2057 B.S. to 2059 B.S.

Table 4.2
Retention of CBECD and Non-CBECD Students in Grade I
(2057 B.S.- 2059 B.S.)

District	Year											
	2057				2058				2059			
	CBECD Students		Non-CBECD Students		CBECD Students		Non-CBECD Students		CBECD Students		Non-CBECD Students	
	Enrolment	Retention	Enrolment	Retention	Enrolment	Retention	Enrolment	Retention	Enrolment	Retention	Enrolment	Retention
Kailali	83	80 (96)	303	258 (85)	103	100 (97)	315	207 (66)	106	98 (92)	291	209 (72)
Jumla	-	-	-	-	-	-	-	-	33	25 (76)	68	61 (90)
Ilam	33	28 (85)	303	262 (86)	65	62 (95)	196	176 (90)	72	70 (97)	192	172 (90)

The retention rate of non-CBECD students of grade I in Kailali was found to be less than that of CBECD students, which was more than 92%. Likewise, in Ilam, the retention rate of CBECD student in grade I was on the increase. The retention rate of CBECD students was found to be higher than that of non-CBECD students in 2058 B.S. and 2059 B.S. However, the retention rate of CBECD and non-CBECD students in 2057 B.S. was more or less similar.

Based on the above facts, it can be concluded that the retention rate of CBECD students in Kailali and Ilam was satisfactory as compared to that of the non-CBECD students. It implies that the greater the expansion of CBECD programme, the greater will be the retention of students in grade I.

Unlike in Kailali and Ilam, the retention rate of CBECD students in Jumla was found to be less than that of the non-CBECD students in 2059 B.S. The reason behind this is that as parents migrate for seasonal work, the children leave the school. Another reason is that the CBECD centres were not found to be conducted regularly in Jumla. Hence, the impact of CBECD programme on the retention of the CBECD students in grade I was not observed in Jumla.

4.3 Achievement Level of CBECD Students in Primary Schools

Achievement of the CBECD students in different subjects in primary grade is one of the criteria of determining the effectiveness of CBECD programme. Hence, an attempt has been made to compare the achievement level of the grade I CBECD students and non-CBECD students in Nepali, Mathematics and Social Studies in order to assess the effectiveness of CBECD programme. For this purpose, the scores of the final examination of grade I of sample schools were obtained. Based on the scores, mean scores of CBECD students and non-CBECD students of grade I were compared for each district using the t-test.

Moreover, since Ilam is a district with Continuous Assessment System (CAS), no test scores were available in the sample schools (except in two). In the two schools, test

scores were available because the teachers gave the achievement test apart from the regular CAS. The test scores were used for comparing the achievement levels of CBECD students and non-CBECD students of these schools.

In other CAS schools, the A, B and C grading was used instead of point-score. Hence, the grading of each student in three different subjects was obtained, from which necessary tables were prepared to apply the chi-square test. The details of comparison of achievement level of the CBECD and non-CBECD students are given under the following headings:

4.3.1. Achievement Level in Nepali Language

Mean scores and standard deviations of the scores of grade I CBECD students and non-CBECD students of the sample schools in Nepali and the corresponding t-values are given in Table 4.3.

Table 4.3
Test of the Significance of the Difference between Mean scores of CBECD and Non-CBECD Students of Grade I in Nepali Language

Districts	CBECD Students			Non-CBECD Students			t-value
	N	Mean	Sd	N	Mean	Sd	
Kailali	58	67.03	25.68	114	57.06	22.85	2.50*
Jumla	26	62.04	22.65	48	59.42	28.35	0.43
Ilam	8	47.88	21.89	23	38.96	27.56	0.82

*Significant at 0.05 level

As shown in Table 4.3, the mean scores of CBECD students of grade I in each district were found to be higher than those of non-CBECD students. The difference between the mean scores of CBECD and non-CBECD students of grade I in Kailali, Jumla and Ilam were 9.97, 2.62 and 8.92 respectively. Among them, the difference between the mean scores of CBECD and non-CBECD students of Kailali was found to be statistically significant. Since the mean score of CBECD students was higher than that of non-CBECD students, the achievement level of CBECD students in Nepali was better than that of non-CBECD students.

In Jumla and Ilam, the difference between the mean scores of CBECD and non-CBECD students was found to be statistically insignificant. While comparing the achievement level of CBECD and non-CBECD students of grade I of CAS schools in Ilam through chi-square test, no significant difference was observed between their achievement levels. Though the difference between the results of the two groups of students was not statistically significant, it was clear that the scores obtained by CBECD students was higher than that obtained by non-CBECD students. It implies that the positive effect of CBECD programme on the achievement scores of the final examination of CBECD graduate was apparent.

4.3.2. Achievement Level in Mathematics

Mean and standard deviations of scores of the final examination of CBECD and non-CBECD students and the t-values are given in Table 4.4.

Table 4.4.
Test of the Significance of the Difference between Mean Scores of CBECD and Non-CBECD Students of Grade I in Mathematics

Districts	CBECD Students			Non- CBECD Students			t-value
	N	Mean	Sd	N	Mean	Sd	
Kailali	58	61.45	23.58	114	70.89	26.67	2.37*
Jumla	26	53.42	19.37	48	48.08	23.78	1.04
Ilam	8	48.63	15.16	23	39.17	27.76	0.91

* Significant at 0.05 level

The mean score of CBECD students of Kailali in Mathematics was less than that of the non-CBECD students by 9.44, which was statistically significant. It implies that the activities carried out at CBECD centres in Kailali have no effect on the achievement of the grade-I students in Mathematics. But the case is different with Jumla and Ilam because the mean scores of CBECD students of these two districts were higher by 5.34 and 9.46 than those of their non-CBECD counterparts. However, these mean differences were not found statistically significant. In the case of CAS schools of Ilam the result of the chi-square test reveals that no difference was found between the achievements of CBECD and non-CBECD students in Mathematics. Though the mean differences were not statistically significant, it is clear that the achievement of CBECD students in Mathematics was superior to that of the non-CBECD students in both districts. It implies that the CBECD programme has helped to increase the scores of CBECD students in the final examination of grade 1 in these three districts.

4.3.3 Achievement Level in Social Studies

The descriptive statistical data required for the t-test for comparing the achievement level of CBECD and non-CBECD students of grade I in Social Studies are presented in Table 4.5.

Table 4.5
Test of the Significance of the Difference between Mean Scores of CBECD and Non-CBECD Students of Grade I in Social Studies

Districts	CBECD Students			Non-CBECD Students			t-value
	N	Mean	Sd	N	Mean	Sd	
Kailali	58	42.47	14.18	114	39.32	13.48	1.40
Jumla	26	34.96	11.47	48	35.15	12.63	0.07
Ilam	8	29.25	9.72	23	24.52	12.57	0.97

The achievements of the CBECD students of grade I in Kailali and Ilam were higher by 3.15 and 4.73 than those of their non-CBECD counterparts. It shows that the CBECD students' performance was better than that of non-CBECD students. However, the mean differences were statistically insignificant at the 0.05 level. . In Ilam, the achievement of CBECD and non-CBECD students of grade I of primary schools with CAS was more or less the same as shown by the result of chi-square test. Though the main differences were not statistically significant, the CBECD programme was found to be visible in improving the achievement of CBECD students in Social Studies in these districts.

In the case of Jumla, both groups of students secured more or less the same mean score. It reveals that the effect of CBECD programme was not observed in the achievement of grade I students in Social Studies. The reason behind this is that the CBECD centres in Jumla were not run regularly.

Reasons for Small Difference between the Achievement Level of CBECD and Non-CBECD Students in Grade I

The preceding sections regarding the achievement level of CBECD and non-CBECD children revealed that the level of CBECD students, on the whole, was not found to have been significantly higher than that of non-CBECD students in Nepali, Mathematics, and Social Studies. There are multiple reasons behind this. First, adequate emphasis was not given on Nepali, Mathematics and Social Studies in the curriculum of the CBECD programmes. Hence, the facilitators did not place emphasis on the activities related to these subjects. Second, no separate tests were developed for assessing the students performance in the above-mentioned subjects and the scores of final examination were used in this study. These scores might not be reliable because the difficulty level of the tests and scoring systems of different schools would be different.

4.3.5 Improvement in Social and Emotional Behaviour

One of the next objectives of the CBECD programme was to develop the habit of attending the school regularly, help children adjust in the schools, and enable them to develop socially and emotionally. According to the primary school teachers, most of the CBECD students had developed the habit of attending the school and hence they were regular in the school. Moreover, the CBECD students (as reported by the teachers), easily adjusted in the school. This was because they had already developed such habits in CBECD centres. Similarly, most of the teachers reported that the CBECD students were found disciplined and respectful to the teachers and elders. Furthermore, they were more socialized as they had better interaction with the friends and the teachers. They were also found to be cooperative.

Regarding the extra-curricular activities, the teachers said in their responses that the CBECD students were more active and better in play, games and dance than the non-CBECD students. The reason behind this is that they had adequate exposure in this regard at CBECD centres. Some of the teachers of Ilam specifically indicated that the CBECD students could undertake activities like singing, dancing and playing as instructed by the teachers. As regards the personal habits, the CBECD students were found to be better in cleanliness than the non-CBECD students.

Based on findings, it can be concluded that the CBECD programme, on the whole, has helped to increase the scores of CBECD students in the final examination (except in a few cases). Specifically, the CBECD programme was effective, to a great extent, in improving personal cleanliness, and social and emotional behaviour of the students. Moreover, the CBECD students were better in extra-curricular activities.

CHAPTER V

SUCCESS STORIES OF CBECD CENTRES

Based on the observation of all the sample CBECD centres by the research team and on the responses of the district and grassroots level respondents, three centres were identified as successful in terms of management of physical facilities, collection and mobilization of the CBECD fund, and possibility of being sustainable. There are three main reasons for those centres being successful. First, the community where these centres were located were aware of importance of the ECD programmes. The community people were found to have been aware where awareness programmers were conducted effectively. Second, MCs of those centres were active and hence MC meetings were held frequently, which helped to receive more community support. Third, the NGOs were also active in conducting awareness programmes, training for facilitators and MC members and monitoring of the centres' activities. The success story of each CBECD centre is presented below:

5.1. Chauri Samudayama Adharit Bal Bikas Kendra, Joshipur, Kailali

Introduction

This centre (started in 19 Magha 2058), is located in the middle of the Chaudhari community in ward no. 8 of Baheniya VDC, Kailali. The centre runs from 10 A.M. to 2 P.M. six days a week. The centre has 36 children.

Management Committee (MC)

A 15-member MC was formed from among the 36-member CBO (i.e. VDC), by an NGO called Digo Bikas. Of these 15 members were male and 7 female. MC meetings were held frequently and MC members visited the centre frequently to monitor the activities of the centre.

Facilitator

The facilitator was appointed by MC because he has a proven track of record in the operation of NFE programme. The facilitator who received the 16-day training was found to have run the centre satisfactorily. He was being paid Rs. 800 (Rs. 500 from DEO and Rs. 300 from NGO) per month.

Management of Physical Facilities

The centre received a piece of land (about 2 ropanies) from VDC with the active effort of MC. Sisam trees were planted in about half of the land. The centre has its own building made of bamboo, mud-plastered and roofed with corrugated sheets. The floor of the building is plastered. The building constructed by the community has enough space for carrying out indoor activities. For sitting, plastic sheets were made available by the community people.

The centre has its own ground (playground) for conducting outdoor activities of the CBECD children. It has a plastered permanent toilet constructed with the active involvement of the community people. Moreover, a tubewell was installed during the construction of the building with the labour contribution of community people and financial support of BASE.

Children Learning Materials (CLMs)

The centre has CLMs which were prepared by the facilitator himself during the training conducted by DEO and BASE. The facilitators invited the community people to the centre to prepare CLMs from locally available materials. Some outdoor CLMs for the physical development of the children were also constructed with the labour contribution of the community people and the material support from BASE.

Collection and Mobilization of Fund

The CBO (VDC) has provided Rs. 10,000 for the matching fund to receive the financial support of Rs. 10,000 from DEO. Altogether, the centre has a CBECD fund of Rs. 20,000, of which Rs. 10,000 was deposited in the bank and Rs. 10,000.00 was lent to the villagers on reasonable interest, which, however, was more than the bank rate. The interest received from the money is deposited in the CBECD fund.

VDC and NGO Support

As mentioned above, the centre has acquired 2 ropanies of land from VDC with the effort of MC. Similarly, MC was able to get financial and material support from BASE for the construction of the building and outdoor play materials.

Sustainability

This centre has met most of the requirements such as land, building, toilet, drinking water and CLMs for its sustainable development. Similarly, it has a CBECD fund which is being mobilized to generate income for paying the remuneration of the facilitator and meeting the daily expenses. Hence, there is a greater possibility of managing remuneration to the facilitator. If a minimum admission and tuition fees are raised, the centre can provide remuneration to the facilitator even after the termination of cooperation extended by BASE.

5.2 Sagarmatha Bal Bikas Kendra, Kanyam, Ilam

Introduction

This centre is located at Phazigaun, Kanyam-3, Ilam. At present, the centre has 6 boys and 12 girls. There was a provision of tiffin for the children managed by the parents.

Management Committee

In order to run this centre with the active involvement of community people, a 7-member MC was formed from a community gathering. A guardian was selected as the chairperson of MC and the facilitator as the member-secretary. MC of this centre was found active on four grounds. First, MC meetings were held regularly. Second, it helped to raise admission and tuition fees from the children. Third, the MC members visited the houses of irregular children and persuaded the parents to send the children regularly. Fourth, it maintained the activities of the centre and provided feedback to the facilitator for improvement.

Facilitator

A grade X pass lady was recruited to work as the facilitator (from a parents' gathering). She has received altogether 36 days' training on ECD in four different training programmes. She, at present, had carried out ECD activities as per monthly

and weekly plans. She receives Rs. 500 from the DCDB and Rs 200 from the centre as her remuneration.

Physical facilities

MC played active role to acquire land for this ECD centre from the community. The centre has its own permanent building made up of wooden walls and roofed with corrugated sheets. In order to construct the building, a construction committee was formed under MC in a gathering of community. The centre received labour contribution and construction materials from the community people and corrugated sheets from the Dairy Cooperative Committee with the active effort of the construction committee. It has only one room (10'X20'). The room is suitable for carrying out ECD activities in terms of space, light and ventilation. The centre has also got community support for the repair and maintenance of the building. It has managed suitable furniture for sitting and sleeping purposes, which were provided by the parents. The playground of this centre is enough for carrying out outdoor ECD activities. Moreover, the centre is trying to extend the playground.

MC played an active role in the construction of the toilet (through community participation). The toilet is clean and appropriate for the children. Similarly, the piped water supply was installed by an NGO with labour contribution of the community.

Management of Children's Learning Materials

The centre has a variety of CLMs. Some of them were prepared by the facilitator herself during the training and some were provided by UNICEF. The facilitator also prepared CLMs in the centre after the training. Moreover, the facilitator and the community people jointly prepared the CLMs from the locally available materials. Some CLMs were displayed on the ECD centre walls in order to create a stimulating environment.

Collection and Mobilization of the Fund

Money for the matching fund was collected by the MC members from the community. Each MC member was made responsible to visit households to raise cash donation for the matching fund. Fifty percent of the total matching fund (Rs. 10,000) was obtained from the Dairy Cooperative Committee. Upon the deposit of the matching fund, the centre received Rs. 10,000 from the DCDB. The centre had a CBECD fund of Rs. 20,000. In order to increase this fund, admission and tuition fees were also raised from the children. Moreover, the centre had a provision of Children's Saving Fund (CSF) under which Rs. 10 per month from each child was raised until he/she was 15 (age).

The provision of CSF has two purposes. First, the centre will have a living contact with the children even after they leave the centre as they should visit the centre every month to deposit the amount. Second, it helps to increase the CBECD fund because fifty percent of the interest received from the money lent will be deposited in the CBECD fund. All these provisions (admission and tuition fees and CSF) were made with a view to run the centre in a sustainable way.

MC mobilized the CBECD fund by lending the fund money to the community people on an interest of 24%. The interest received from the money lent was used for daily expenses and providing remuneration to the facilitator.

NGO Support

The local NGOs have supported this centre in various ways. First, an NGO called Mirmire Bihani Club organized a parental education for advocating about the ECD programmes for three months (2 hours per day). Second, it organized workshop for the parents, training of the facilitators', training for the MC chairpersons, grade I teachers and head teachers for three days. Besides, the NGO monitored the centre from time to time. It also repaired the CLMs. The next NGO called Rural Jana Bikas Kendra supported in installing piped water supply.

Sustainability

Considering the aforementioned facts, this centre had fulfilled most of the requirements for running CBECD centre in a sustainable way. Moreover, to ensure the sustainable development of this centre, DCDB should provide the second and the third installments of financial support for which MC is ready to collect the matching fund with the help of the community.

5.3 Mehelbote Bal Bikas Kendra, Barbote, Ilam

Introduction

Established in 2056 B.S., this centre is located in ward no. 2 of Barbote VDC, Ilam. It runs from 10 A.M. to 2 P.M. 6 days a week. This centre has 9 boys and 6 girls.

Management Committee

A community gathering formed a 13-member MC with the ward chairperson as the chairperson and the facilitator as the member-secretary. The MC was found to be active as its meetings were held regularly to discuss on the operation of the centre. The MC members made home visits to persuade the parents to send their children to the centre regularly.

Facilitator

The centre is being run by a SLC pass facilitator who was recruited by MC. She has already received basic ECD training and training on the preparation of instructional materials. The facilitator is being paid Rs. 500 from DCDB and Rs. 250 from the income-generated from CBECD fund mobilization.

Physical Facilities

The centre, with the active effort of the MC, acquired a piece of land from a community member, where a building was constructed with labour contribution and material support of MC and the community. The building has two rooms: one for storage and the other for classroom. The space inside the classroom is favorable for conducting indoor activities of the children in terms of height, light, ventilation and cleanliness. It was observed that locally available sacks were used for seating purposes. The roof of the building was maintained every year with the active involvement of MC. Though this centre does not have its own piped water supply, it collects drinking water from the tap of a nearby neighbour, using polythene pipes. Moreover, the centre has a small playground for carrying out outdoor activities of the children.

Management of CLMs

The centre had some CLMs which were prepared by the facilitator herself during the training. The centre has also received CLMs from UNICEF. Specifically, a committee of 4 members was formed to prepare CLMs. This committee had also prepared some indoor materials and some outdoor materials such as swing and seesaw. It was felt that this committee should be activated to prepare CLMs from locally available materials. Some of the materials were displayed on the walls of the classroom, which helped to create a stimulating environment for the children.

Collection and Mobilization of Fund

MC collected a matching fund of Rs. 10,000 of which Rs. 5,000 was received from the parents and MC members as donation and Rs. 5,000 from VDC. The centre had also received governmental financial support of Rs. 10,000. The CBECD fund of Rs. 20,000 was lent out to the parents and MC members on an interest of 30% per year. 50% of the interest received from the money was provided to the facilitator as remuneration and the remaining 50% was spent on running ECD centre. It was found that the MC members and the parents provided some amounts for the matching fund to get the second installment of governmental financial support. One of the ways of collecting the fund was "deusi", from which the MC collected Rs. 3,000.00.

VDC and NGO Support

As mentioned above, this centre received Rs. 5,000 from VDC for the matching fund. Similarly, UNICEF provided CLMs to the centre. Moreover, SELF Nepal, an NGO, worked as a motivator for community mobilization.

Sustainability

The aforementioned facts reveal that this ECD centre has fulfilled the basic requirements, to a great extent. Hence, this centre has potentiality of being sustainable. However, the amount of CBECD fund is to be increased each year for providing the remuneration to the facilitator and meeting the daily expenses of the centre even after the government discontinues to provide financial support.

CHAPTER VI

SUSTAINABILITY AND REPLICABILITY OF CBECD PROGRAMME

As the name implies the CBECD programme categorically demands the involvement of local community to run the CBECD centre in a sustainable way. The local community should take the responsibility of managing the building, playground, toilet, drinking water, CLMs, additional remuneration to the facilitators, assistants to the facilitators, daily expenses and other necessary materials and services to the CBECD centres. Hence, this study has made an attempt to find out the major requirements to be fulfilled to make the CBECD centres sustainable and replicable. In this regard, opinions regarding the ways of making CBECD programme sustainable and replicable are analyzed and interpreted under the following headings.

6.1 Sustainability

Almost all the stakeholders stated that the CBECD centres must have their own buildings and playgrounds. However, the district level respondents further commented that the government could not manage building and playground for each CBECD centre. In this regard, they viewed that such requirement should be managed by the community.

Considering the above responses, the basic requirements to be fulfilled to make the CBECD centres sustainable are land and building (which should be managed by the community). The opinion of the district level personnel was right in this regard because the government cannot provide land and building to each CBECD centre. In this regard, the land for the centre should be provided by VDC/municipality or community people. In the case of building, the community alone might not be able as the construction work involves financial resources. Hence, the community should construct the building in partnership with VDC/municipality and/or DDC and/or NGOs/INGOs. This fact was observed in most of the sample centres. Similarly, it was also observed, during field visit, that the CBECD centres, where community people were aware of the importance of the ECD programme, had their own buildings and playgrounds. It implies that it is necessary to make the community people aware of ECD programme for the management of buildings and playgrounds. The community people, can be made aware of their roles and responsibilities to manage physical facilities of the centres through awareness raising programmes, parents' gatherings, home visits/door-to-door campaigns and parental education. If the centres are run effectively, the community people will become motivated to provide support for the development of physical facilities of the centres.

The next basic requirement to be fulfilled for making the CBECD centres sustainable is the fund (stockholders). As they stated, fund is required to provide the remuneration for the facilitators and the assistants, and to meet the daily expenses. In this regard, a majority of the district level respondents from Ilam and Kailali commented that the present provision of the CBECD fund, established on the deposit of the matching fund from the community and financial support from the government, would not much help to make the CBECD centre, sustainable. This is due to the fact that the CBECD centres received financial support from the government only one time. There is a provision of this support for three years. Furthermore, the amount of financial support provided by the government for the

purpose of making the CBECD centre sustainable was not adequate. In this regard, some officials, specifically, emphasized that the government should keep on providing financial support until the CBECD fund reached Rs. 1,00,000. Moreover, the provision of raising admission and tuition fees from the children and the children's saving fund will also be helpful to increase the amount of the CBECD fund.

The CBECD fund should be mobilized instead of being deposited in the bank. They reported that the mobilization of this fund had two purposes: first, the immediate financial problems could be solved, and, second, the interest received from the money lent to the community people could be used for increasing the fund itself. Besides, some respondents equally stressed the need for collecting support in kind from the community in order to increase the fund.

It was observed that though almost all the centres of Kailali and Ilam had CBECD fund, the MCs of many centres had not provided additional remuneration to the facilitators and in those centres, which were providing additional remuneration to the facilitators, the amount was found to be as low as Rs. 100 to Rs. 300. The reason behind this is that the amount of CBECD fund itself is not adequate on the one hand and was not well mobilized on the other. In this regard, the fund should be increased in three ways: first, the amount of governmental financial support should be increased and such support should be provided several times until the fund reaches Rs. 1,00,000, second, the centres in some areas, where the community cannot provide financial support, should accept the support in kind; and third, admission and tuition fees should be raised. Moreover, the CBECD fund should be mobilized within the local community, for which an orientation programme should be organized to encourage the community to borrow the money and utilize it in income generation activities.

A majority of the respondents viewed that an active MC with an active facilitator are an essential requirement for running the CBECD centre in a sustainable way. In order to make MC active, training programme must be organized for the MC members, as suggested by district level respondents and MC chairpersons/members. This would help them to be aware of the importance of ECD and in managing the physical facilities and financial aspect. Moreover, in order to run the CBECD centre in a sustainable way, majority of the parents in the FGDs, stressed the need of regular monitoring of the functioning of MC and the activities of the CBECD centre. For this, they suggested that a monitoring committee should be formed at the community level. They specifically indicated that if there is a provision of monitoring at the community level, the centres would get the co-operation from the community as and when required. This view was also supported by district level respondents.

The extent of effective operation of CBECD centre, depends largely on the active involvement of MC for which the training programme should be conducted for the MC members through the NGOs. Such a training programme would help to develop a positive attitude towards the CBECD programme and to manage the centres effectively. In order to monitor the functioning of the centres, the monitoring committees should, as the stockholders suggested, be formed. However, the monitoring committee should be formed at the VDC/municipality level as it appeared to be more appropriate.

It was observed that community participation in constructing buildings, and collecting and mobilizing the CBECD fund and the children's saving fund was found

in those CBECD centres where NGOs were actively involved. Hence, NGOs should be mobilized for increasing community participation to run the CBECD centre in a sustainable way.

6.2 Replicability

From field observation and the responses of different stakeholders, the following aspects of CBECD programme were identified, which could be replicated in other places or districts to run the CBECD programme in a sustainable way.

DCDB of Ilam

In Ilam, unlike in other districts, a separate board has been created and made it fully responsible for planning, implementing and monitoring the CBECD programme at the district level. Because of the creation of this board, the active involvement of DDC in the implementation of CBECD programme had been possible. Again, the involvement of DDC in DCDB helped to mobilize the community and NGOs for the implementation of the CBECD programme. One of the purposes of creating the DCDB was to monitor the CBECD programme at the grassroots level. Since the DCDB provided support to the implementation of the CBECD programme, such boards should be created in other districts as well.

NGO mobilization

In Ilam, the district was divided into 11 Ilakas (areas) and a UNICEF-financed NGO was made responsible for conducting training for the facilitators and monitor the CBECD centres of the Ilakas. Since this type of NGO mobilization was found to be effective in the regular monitoring of CBECD centres and in conducting the facilitators training, such a provision could be replicated in other districts. However, the support of INGOs is required until the centres become self- sustained.

Mobilization of CBECD Fund

The mobilization of CBECD fund (Digo Kosh) as practiced in Ilam was found to be practical. The MC of the CBECD centre lends 75 to 90 percent of the CBECD fund to the Running Fund (RF) to mobilize the fund for which an RF (Chalu Kosh) committee is formed. Since the running fund committee consists of 2 to 3 members of MC and they can meet as and when required, this system of mobilization of fund could be replicable for the CBECD centres of other districts.

Children Saving Fund

Some CBECD centres in Ilam had a provision of children's saving fund, which helped to increase the amount of CBECD fund and to strengthen the living contact between the centre and the parents and between the centre and the children. Such a provision of saving fund would, to some extent, help to provide remuneration to the facilitator.

Provision of Child Development Discussion Programme (CDDP)

In Kailali, there is a provision of a 7-month CDDP being conducted by a NGO, BASE (supported by an INGO). Under this programme, the facilitator of the centre visits two households per day for ECD advocacy, for which an extra remuneration was

provided. Such a programme was found useful in raising ECD awareness among parents.

Involvement of CBO

In Kailali, one of the centres was conducted by a CBO, called Mothers Group (Ama Samuha). The MC was formed from among the members of this group. Since the mother's group was a saving and credit group, it had used its own saving for the matching fund, to get governmental financial support. As the mother's group had assumed the responsibility of mobilizing the CBECD fund, the fund had been mobilized properly. Thus, the operation of the CBECD centre, operated by the mother's group could also be replicated in other places.

Development of CBECD Learning Centre

In Ilam, an attempt has been made to transform select CBECD centres into CBECD Learning Centres (LCs) with a view to provide basic services to the nearby CBECD centres. Such LCs can be very useful to train the new facilitators of the centres in which the old ones have left. Under this scheme, the facilitators of LC and new facilitator(s) work together to train the new one(s). Hence, the scheme of developing LCs should be strengthened and be replicated in other districts.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into two sections. Section I deals with the conclusions which were drawn from the findings of this study mentioned in chapters II, IV, V, and VI. The recommendations based on the conclusions are presented in section II.

7.1. Conclusions

The conclusions of this study are presented below:

7.1.1 *Management of the CBECD programme*

- There was a definite procedure governing the formation of MC of the CBECD centre developed by the DOE for all the programme districts. In Ilam, DCDB had developed a separate set of guidelines for the formation of MCs. But, in practice, the modes of the formation of MCs of different CBECD centres were different and so, the number of MC members varied.
- Almost all the CBECD centres of Ilam and Kailali had their own land, buildings and playgrounds managed by the local communities through their respective MCs. These facilities were managed in those centres where the MCs were active and met frequently. This was not so in Jumla.
- Though toilet and drinking water facilities are important for CBECD centres, MCs did not lay stress on the provision of such facilities. Similarly, MCs realized that jute or plastic sheets could be used for sitting purposes as a good substitute of furniture.
- Chairpersons and members of MCs of CBECD centres in Jumla were not found active and hence they could not manage the physical facilities and matching fund. This is due to the fact that they were not fully acquainted with the ECD programme and were not even clear about the financial matters of the centre. Hence, some activities such as training for all the MC members and the provision of inter-centre observations should be organized.
- Majority of the MCs of Kailali and Ilam were effective in the sense that they were able to receive the community support. Moreover, there were some MC, which were successful in raising tuition and admission fees along with launching the children's saving fund. Unfortunately, the MCs of Jumla were found to be unable to raise the matching fund and did not try to get community participation in this direction.
- The MC members and the facilitators realized the necessity of CLMs and play materials to run the daily activities of the centres smoothly and effectively. They also realized that the centres did not have adequate CLMs and play materials. As the government did not have the provision of providing adequate CLMs and play materials, MCs should themselves manage such materials at the community level.
- The cases of Kailali and Ilam revealed that the CBECD centres of these areas where NGOs were mobilized with the support of INGOs were functioning better.
- Variation was observed in the collection of money for the matching fund from centre to centre and district to district. The centres run with the CBO

support could collect money easily. In some centres, money for the matching fund was collected from the community people and the VDCs. However, in the centres where the whole matching fund was provided by the municipality community participation was minimal.

- Some sample centres deposited the CBECD fund in Rastriya Banijaya Bank and so did not mobilized it. Many centres mobilized the fund by lending money to the community people. The CBECD funds of such centres were found to have been increasing. Therefore the centres could provide additional remuneration to the facilitators and help to meet the daily expenses. The facilitators of the centres, where tuition and admission fees were collected from the students and where there was provision of children's saving fund, were provided additional remuneration by their respective MCs.
- On some cases the facilitators were recruited by MCs, in other cases the facilitators were recruited by local bodies. In the centres which were supported by NGOs the facilitators were recruited by the NGOs themselves. Community people and parents were involved in the recruitment procedure in a few cases. Hence, the procedure followed for recruiting the facilitators varied from centre to centre and district to district. However, the selection procedure did not affect the performance of the facilitators in conducting the CBECD centre activities effectively.
- Though the duration of the training was short and the content provided during the training was inadequate, the training was effective, to some extent.

7.1.2. Important Aspects of Better Community Involvement in the operation of CBECD programme

- As per the policy of DOE, the community people should manage land and buildings. This had been realized by the community people.
- The next important aspect in which the community should be involved in the operation of CBECD programme is that the community people should admit their 3 to 5 years old children, to the CBECD centres.
- Another important aspects of community involvement would be raising cash donation for the matching fund. However, it was found that the community people could not donate cash as they were very poor. In such cases donations could be collected in kind. Likewise, the community people should help the mobilization of the CBECD centre fund.
- Skilled community people, such as masons and carpenters, should be identified and involved in the repair and the maintenance the CBECD centres buildings.

7.1.3 Effectiveness of CBECD Programme

- The CBECD programme has helped to increase the number of CBECD graduates in grade I, to some extent.
- The programme was found effective in increasing the retention rate of the CBECD students in grade 1. The reasons behind this fact are: parents are gradually being aware of ECD; children have developed the habit of going to the centres regularly; the children could adjust in the schools as they had experience of the CBECD centre.

- The CBECD programme was found to be effective in terms of boosting the scores of CBECD students in grade 1 in Nepali. The CBECD programme helped to increase the scores of CBECD students in the final examination of grade I in Mathematics in Ilam and Jumla. However, in case of Kailali, the CBECD programme did not increase the scores of CBECD students in grade 1 - in Mathematics.
- Because of CBECD experience, the CBECD students of Kailali and Ilam secured scores much better than their CBECD counterparts in Social Studies.
- The achievement level of CBECD students in Nepali, Mathematics and Social Studies, on the whole, was not found significantly higher than that of the non-CBECD students. The reasons are: the facilitators did not place emphasis on activities related to the above subjects, and no separate tests were developed and administered and hence the scores of both the final examination were used to assess the performance of the CBECD and non-CBECD students.
- On the whole, the CBECD students in grade I were socially and emotionally better because they participated in extra-curricular activities, respected each other, were cooperative, active and socialized. Moreover, they were more regular and good in terms of cleanliness.

7.1.4 Success Stories of Some CBECD Centres

- Three out of 16 sample CBECD centres were identified as successful ones as they had met most of the sustainability requirements. All these centres have their own land donated by the VDC or the community people, their own buildings (constructed on the labour contribution, cash donation and material support) playgrounds for outdoor activities, CLMs and play materials (prepared by the facilitators and community people/MC members and provided by the DEO and INGOs), and CBECD fund for which the matching fund was jointly managed by the community people and VDC/CBOs. Moreover, the CBECD fund was mobilized effectively to generate income required for providing additional remuneration to the facilitators. More importantly, these requirements were fulfilled with the active involvement of MC and of dedicated, qualified and trained facilitators.

7.1.5 Sustainability and Replicability

- The CBECD programme categorically demands the involvement of local community to run the centre in a sustainable way. In this regard, several requirements such as physical facilities, collection and mobilization of fund, admission and tuition fees, children's saving fund, training and VDC/NGO involvement are to be met to make the CBECD centres sustainable.
- Each CBECD centre must have its own building and playground managed by the community people. The land for the building and playground should be acquired from VDC/municipality or individual donors or the community.
- The CBECD centres can be sustainable only when MC is able to provide reasonable remuneration to the facilitators and meet daily expenses. For this, there should be a CBECD fund on the strength of which centre can be run on the interest generated from the mobilization of the fund. Furthermore, raising

admission and tuition fees would help to provide reasonable remuneration to the facilitators.

- The formation of DCDB and the provision of children's saving fund in some centres of Ilam could be replicated in order to get more community participation and to make the centre sustainable. Likewise, the replication of the practices of mobilizing NGOs and CBOs and the CBECD fund in some centres of Ilam and Kailali would also help to run the centres effectively and in a sustainable way.
- Home visits by the facilitator under CDDP are being conducted in Kailali by BASE, for raising awareness among the parents and the community people. This could also be replicable in other centres of Kailali and other districts.

7.2 Recommendations

The recommendations of this study for the central, district and community levels are presented below:

7.2.1 Central Level

- In Ilam, community mobilization and participation has been found to be relatively satisfactory due to the formation of DCDB, which is fully responsible for planning, implementing and monitoring the CBECD programme. Hence, there should be a policy at central level to form DCDB in each district.
- A training system for the CBECD programme should be developed so that there is a team of Master Trainers (MTs) who should train the trainers through TOT. The trainers should in turn train facilitators and MC chairperson/members as per their needs. Such a training would eventually help to make the running of CBECD centres effective.
- The existing training for facilitators has a good impact on the running of the CBECD programme. However, it has not been possible to impart necessary knowledge and skills to the facilitators because the training time was short. Thus, the duration of this training should be increased and, at the same time, contents related to child development, management of the centre, fund mobilization, and health and nutrition. should also be added in the training package.
- One of the bases for making the CBECD centres sustainable is the creation of the CBECD fund. The DEO/DCDB should provide financial support until the CBECD fund reaches Rs 1,00,000. However, there should be flexibility in the provision of matching fund for some disadvantaged areas.
- It has been found that the number of children in some CBECD centres is less. The CBECD age group children would be motivated to join the centres if the ECD activities carried out in the centres are based on plays and if they are of a joyful type. However, no study has so far been conducted to find out whether the ECD activities carried out in the centres are effective or not. Hence, a study needs to be carried out in order to assess the effectiveness of ECD activities in the centres.
- One of the main purposes of conducting CBECD programme is to enhance participation, retention and performance of primary school students. However, though the programme has been conducted in large scale for

several years, an in-depth study has not been yet conducted, so as to determine the extent of participation, retention and performance of primary school students with the CBECD exposure. Therefore, an impact study should be conducted to assess the participation, retention and performance level of the CBECD graduates in primary schools. In order to study the impact of CBECD programme, tests should be given to the CBECD and non-CBECD students in the beginning, in the middle and at the end of grades I and II. Moreover, the study should also compare the social and emotional behaviour of CBECD and non-CBECD students by using suitable instruments.

7.2.2 District Level

- The CBECD programme has helped to increase enrolment, retention and achievement of the students to some extent and in enhancing the social and emotional development of the students of grade I of primary schools. Thus, the quotas for CBECD centres should be increased in each district and these quotas should be distributed as per the demand of the local people and on the basis of requirements (land, building, toilet, drinking water, matching fund) fulfilled by the community. While distributing the quota, attention should be paid to the ECD centre mapping.
- The CBECD centres of the sample district where NGOs have been mobilized were found effective. Hence, DCDB should take the initiative to mobilize as many NGOs as possible, to run the CBECD centres effectively. The DCDB members or NGO representatives should be mobilized to monitor the CBECD centres for their effective operation.
- The centres performing the best should be developed as CBECD Learning Centres, models for all the centres. New facilitators who have replaced the old ones should be trained through these centres. A training programme on the preparation of children's learning and play materials for community people should be organized by the CBECD Learning Centre.

7.2.3 Community Level

- As the community people and the parents were not found fully aware of the CBECD programme, community mobilization programmes such as awareness, door-to-door visit campaign, street drama, video show and regular interaction with parents need to be organized to stimulate them for providing both financial and non-financial support to run CBECD centres. Besides, parental education programmes should also be conducted to make the parents aware of the holistic development of their children.
- Some MC members of each CBECD centre should be trained on the ways of involving the community people in the CBECD programme and on the ways of making the CBECD centres in a sustainable way without governmental financial support.
- Attempts should be made to raise minimum admission and tuition fees, which can be used to provide additional remuneration for the facilitators. Similarly, a children's saving fund, which is being practiced in some centres of Ilam, can also be launched in other centres of Ilam and other districts.
- It is suggested that a monitoring team should be formed at the VDC/municipality level to monitor where the MC and the CBECD centres are working well.

- In order to expand the role and extent the services of VDC, Village Education Plan (VEP) should also include the ECD programme along with other educational programmes.
- It is suggested that the CBECD centres and CBOs such as mothers' group, and saving and credit group can be conducted in an integrated way in some areas.
- As the ECD graduates enrol in primary schools, there should be a good network between the schools and nearby ECD centres.
- The schools should maintain the detailed records of CBECD and non-CBECD students so as to compare the performances of these two groups of students.

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Annex - 1
Major Findings and Action Steps

Major findings	Action Steps
<ul style="list-style-type: none"> The way of managing Community-Based Early Childhood Development (CBECD) Programme at the district level through District Child Development Board (DCDB) in Ilam was found to be satisfactory for managing physical facilities, and for collecting and mobilizing the fund. 	<ul style="list-style-type: none"> CBECD Programme should be conducted in other districts with the partnership of District Education Office (DEO) and district Development Committee (DDC) through DCDB as in Ilam. The school supervisor (SS) working partially as a FP for CBECD Programme should be made fully responsible for the management of CBECD Programme.
<ul style="list-style-type: none"> Financial support which was provided from DOE to the CBECD centres for making them sustainable was not found to be effective as the DCDB or DEO or NGO has provided financial support to the CBECD centres only once in Ilam and Kailali though there was a provision of providing such support three times in three consecutive years. Furthermore, the DEO had not provided such support to CBECD centres of Jumla at all as none of them deposited matching fund. 	<ul style="list-style-type: none"> The DOE should release the budget to the DEOs for granting the financial support to CBECD centres three times in three consecutive years as per DOE policy. And the amount of such support should also be increased so as to help the centres to be sustainable. There should be flexibility in the ratio of financial support to matching fund depending upon economic status of target groups.
<ul style="list-style-type: none"> The mobilization of local NGOs with the support UNICEF for the implementation and monitoring of CBECD Programme in Ilam was found to be effective. 	<ul style="list-style-type: none"> A system of NGO mobilization as practiced in Ilam should be implemented in other districts. That is, the district should be divided into several units (Ilakas) and an NGO should be given responsibility of providing training to the facilitators and monitoring of CBECD centres of an Ilaka/unit.
<ul style="list-style-type: none"> Some of the MC chairpersons/members were not aware of managing CBECD centres at community level as management training was not organized for them. 	<ul style="list-style-type: none"> A practical package of management training for both the MC chairpersons/members and the facilitators should be developed and implemented by the DOE.
<ul style="list-style-type: none"> Community people and parents were not aware of CBECD programmes as awareness programmes was not organized effectively. 	<ul style="list-style-type: none"> Awareness raising programmes are to be organized to develop positive attitude at grassroots level towards CBECD Programme by the DEOs.
<ul style="list-style-type: none"> As the trained facilitators left the job in some centres, new facilitators were 	<ul style="list-style-type: none"> The effective CBECD centres with active and efficient facilitators should

<p>appointed though they did not have received training.</p>	<p>be developed as CBECD Learning centre(LC) where the facilitators of LC should provide training to new untrained facilitators.</p>
<ul style="list-style-type: none"> • In a number of CBECD centres in Kailali and Ilam CBOs have played a contributing role in raising the matching fund and in mobilizing the CBECD fund. 	<ul style="list-style-type: none"> • The CBECD centres and CBOs such as mother's group and saving and credit group should be conducted in an integrated way.
<ul style="list-style-type: none"> • The percentage of enrolment of CBECD students in grade I out fo total enrolment is increasing gradually. • Generally, the retention of CBECD students was found to be higher than that of non-CBECD students. 	<ul style="list-style-type: none"> • The quota of CBECD centres should be increased in each district based on the demand of community people as the CBECD programme helped to increase the enrolment and retention of CBECD students in grade I.
<ul style="list-style-type: none"> • The impact of CBECD programme was not visible in the annual examination of grade I in Nepali, Mathematics and Social studies. However, it helped the children to develop social and emotional behaviour. • The facilitators were not adequately trained on how the CBED centres can be managed even after the government discontinues to provide financial support. 	<ul style="list-style-type: none"> • The contents related to Nepali, Mathematics and Social Studies should be added in the training package of the facilitators. Similarly, the contents related to CBECD management should also be added in the training package. The duration of the training should be increased. • An in-depth study on the activities of the children and the facilitators in the CBECD centres should be carried out with a view to improve the existing activities for enhancing the achievement of CBECD students in primary grades.
<ul style="list-style-type: none"> • A system of development of CLMs and regular supply of LMs to CBECD centres in regular interval were not found in the present CBECD programme. 	<ul style="list-style-type: none"> • A training programme for community people on the preparation of CLMs and play materials should be organized by the CBECD LC for which the facilitators of LC should be trained at district level. • The DCDB/DEO should supply CLMs and play materials in regular interval.
<ul style="list-style-type: none"> • Most of the facilitators were receiving only Rs. 500.00 from DEO as their monthly remuneration. Some facilitators were receiving Rs. 500.00 from the DEO and up to Rs. 300.00 either from NGO or from MC through CBECD fund mobilization. 	<ul style="list-style-type: none"> • The remuneration of the facilitators should be increased until the MC is able to pay them reasonable remuneration.

Annex - 2
Research Instruments

Survey Instruments for CBECD Centres

Name of the CBECD centre :

Address :

Name of the other CBECD in the same locality, if any

1. Address:

2. Address:

Name of the pre-primary schools in the same locality, if any

1. Address:

2. Address:

Name of the primary schools in the same locality, if any

1. Address:

2. Address:

Enrollment of the children in the CBECD centre by sex

New and carry over children	Academic Year					
	2057/58		2058/59		2059/60	
	Boys	Girls	Boys	Girls	Boys	Girls
New						
Carry over						
Total						
Grand Total						

Drop-out of children in the CBECD centre by sex

New and carry over children	Academic Year					
	2057/58		2058/59		2059/60	
	Boys	Girls	Boys	Girls	Boys	Girls
New						
Carry over						
Total						
Grand Total						

Primary School Survey Form

Name of the school :

Address :

Grade in the School:

Enrollment of Students in Grades I and II

Grades	Academic Year					
	2057/58		2058/59		2059/60	
	CBECD Students	Non-CBECD Students	CBECD Students	Non-CBECD Students	CBECD Students	Non-CBECD Students
1. Grade I						
2. Grade II						

Drop-out of Students in Grade I and II

Grades	Academic Year					
	2057/58		2058/59		2059/60	
	CBECD Students	Non-CBECD Students	CBECD Students	Non-CBECD Students	CBECD Students	Non-CBECD Students
1. Grade I						
2. Grade II						

Achievement Scores of the Children with and without CBECD Exposure (Nepali, Mathematics and Social Studies in Grade I and II)

S.N.	Name of the students with CBECD Exposure/without CBECD Exposure	Nepali	Mathematics	Social Studies
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				

Interview Schedule for NGO/INGO Officials of District Level

Name:

Name of the NGO/INGO:

Address:

Phone No.:

-
1. In what ways is your organization involved in the management of the following aspects of CBECD centres ?
 - Building:

 - Play ground:

 - Toilet:

 - Furniture:

 - Drinking water:

 - Please specify if any other Children's learning materials:

 2. What is the future plan of your organization to enhance the management of CBECD centres ?

 3. How did the community manage the following aspects for running CBECD centres ?
 - Building:

 - Play ground:

 - Toilet:

 - Furniture:

 - Drinking water:

 - Children's learning materials:

 - Matching fund

 - Please specify if any other:

 4. In what ways can community participation be increased even more for the management of above-mentioned aspects of CBECD centers?

 5. What is your opinion regarding the matching fund to be managed by the community for the establishment and running of CBECD centres ? (What are the

strengths, weaknesses, opportunities and threats (SWOT) of the provision of the matching fund? What should be done for the management of matching fund ?

6. In what ways can more support from the parents be received for CBECD centres ?
7. In what ways the relationship between the parents and the CBECD centre be strengthened?
8. In what ways the relationship between the community and the CBECD centres be strengthened ?
9. In what ways can extra financial support from the community be obtained in addition to the remuneration of the facilitator and the matching fund ?
10. What are the important aspects of better community involvement in the operation of CBECD centres ?
11. What should be done to enhance those important aspects of better community involvement?
12. Are you satisfied with the functioning of the present MC of CBECD centres ?
Yes () No ()
13. If yes/no, what are the reasons ?
14. If no, what should be done to improve the functioning of CBECD center?

INTERVIEW SCHEDULE FOR CHAIRPERSON/ MEMBER OF MANAGEMENT COMMITTEE

Name of the Chairperson/Member : CBECD Centre:

Address: _____ Address: _____

-
1. How was the Management Committee (MC) of Community based Early Childhood Development (CBECD) Centre formed ?

 2. How many times were the MC meetings held in a year ?

 3. What types of support did the MC provide to the CBECD Centre ?

 4. How can the MC be more more active and effective to receive community participation for running CBECD Centre in a sustainable way ?

 5. How did the MC manage the following aspects of BDECD centre ?
Land (land occupied by the building and playground):
Building :

Toilets :

Furniture :

Drinking water :

Other (please specify):

 6. In what ways can community participation be increased even more for management of physical facilities for CBECD Centre ?

 7. How was the children's learning materials managed for CBECD centre?

 8. In what ways can the community participation be increased to manage the children's learning materials for CBECD Centre?

 9. In addition to physical facilities, drinking water and children's learning materials, what type of other supports should be obtained from community to run CBECD Centre smoothly?

10. In what ways can such support be obtained ?
11. How did the MC collect the matching fund to receive the governmental financial support for the establishment of the CBECD Centre?
12. How many times did the CBECD Centre receive the financial support from the government?
13. How is the amount receive from the agreement and the matching fund mobilized to run CBECD Centre?
14. In what ways can extra financial support from the community be obtained in addition to the remuneration of the facilitator and matching fund?
15. Has the CBECD Centre received the support from NGO/INGO ?

Yes No

If yes what types of support did the CBECD receive ?

16. In what ways can the CBECD Centre get more support from NGO/INGO?
17. Did the CBECD centre receive the support from the parents in order to run CBECD centre?

Yes No

If no, what are the reasons?

If yes, what type of support did the CBECD centre receive?

18. In what ways can more supports from the parents be obtained for CBECD centre?
19. Did the CBECD centre receive the supports from the community in order to run CBECD centre?

Yes No

If no, what are the reasons?

If yes, what type of support did the CBECD centre receive?

20. In what ways the relationship between community and CBECD centre be strengthened ?
21. How can the relationship between parents and CBECD centre be strengthened?
22. What are the essential supports to be obtained from the community in order to run the CBECD centre effectively? (Physical, human and financial)
23. What should be done to acquire those supports?
24. How was the facilitator for the CBECD centre recruited?
25. How was the assistant for the CBECD centre recruited?
26. Are you satisfied with the functioning of the present MC of CBECD centre?
Yes No

If yes/no, what are the reasons?

Interview Schedule for ECD/DEO Focal Person

Name of the Focal Person/DEO : District :

Address:

Qualification:

Experience in years:

Training:

1. How were the Management Committees (MC) for CBECD centres in the district formed ?
2. What types of supports did the MC provide to the CBECD centres ?
3. How can the MC be made more active and effective to receive the community participation for running CBECD centres in a sustainable way?
4. How were the children learning materials managed to CBECD centres ?
5. In what way can the community participation be increased to manage the children's learning materials for CBECD centres ?
6. In addition to physical facilities, drinking water and children's learning materials, what types of other supports should be obtained from community to run CBECD centres smoothly ?
7. In what way can such supports be obtained ?
8. How did the MC collect the matching fund to receive the governmental financial support for CBECD centres ?
9. How is the amount received from the government and the matching fund mobilized to run the CBECD centres ?
10. In what ways can extra financial support from the community be obtained in addition to the remuneration of the facilitator and the assistant, and matching fund?
11. Has the District Education Office taken initiation to involve NGOs/INGOs in the operation of CBECD centres ?

Yes

No.

If yes, in what ways did the NGOs/INGOs help CBECD centres ?

If no, give reasons ?

12. In what ways can more support from NGO/INGOs be obtained for CBECD centers?

13. Did the CBECD centres receive support from the community ?

Yes No

If no, what are the reasons ?

If yes, what types of supports did the CBECD centres receive ?

14. In what ways the relationship between the community and the CBECD centres be strengthened ?

15. What are the important aspects of better community involvement in the operation of CBECD centres ?

16. What should be done to acquire such supports ?

17. How were the facilitators of CBECD centres recruited ?

18. How were they paid ?

19. Are you satisfied with the functioning of the present MCs of CBECD centres ?

Yes No

If yes/no, what are the reason ?

Interview Schedule for Primary School Teacher

Name: _____ Name of the school: _____
Address: _____
Qualification: _____
Training: _____
Experience _____

1. Is there any dropout of children with CBECD exposure in Grades I and II in your school?

Yes

No

If yes/no, what are the reasons?

2. What do you suggest to increase the participation rate of children with CBECD exposure in primary schools?

3. What is your opinion on the achievement of the Grades I and II students with CBECD exposure as compared to that of the students without CBECD exposure?

Interview Schedule for the chairperson of District Development Committee

Name:

Address:

1. How is the CBECD programme being managed in this district in relation to the following aspects?
 - Distribution of CBECD center
 - Training for the facilitators
 - Collection and mobilization of the fund at the district level
 - Monitoring and evaluation.
2. How do you assess the community involvement in the operation of CBECD centres in relation to physical facilities, drinking water and children's learning materials?
3. In what ways can physical facilities, drinking water and children's learning materials be received through community participation ?
4. In what ways can cooperation from the community be obtained to run CBECD in a sustainable way ?
5. In what ways can cooperation from the parents be obtained to run the CBECD centres in a sustainable way ?
6. In your opinion, what are the important aspects of better community involvement in the operation of CBECD centres ?
7. How can better community involvement be contained in the operation of CBECD centres ?
8. What is your opinion regarding matching fund to be collected to get governmental financial support ?
9. In what ways can additional financial support be obtained from the community for the CBECD centre ?
10. In what ways can additional financial support be obtained from the parents for the CBECD centre ?
11. How can the relationship between the community and the CBECD centre be strengthened?
12. How can the relationship between the parents and the CBECD centre be strengthened?

Interview Schedule for NGO/INGO Officials of Grassroots Level

Name of the official:

Name of the organization:

Address:

1. How did the MC manage the following aspects of CBECD centres?
Land (land occupied by the building)
 - Playground
 - Building
 - Toilet
 - Furniture
 - Drinking water
 - Children's learning materials
 - Specify if any other
2. In what ways can community participation be increased even more for the management of above mentioned aspects of CBECD centres?
3. In what ways is your organization involved in the management of the following aspects of CBECD centres?
 - Playground
 - Building
 - Furniture
 - Drinking water
 - Children's learning materials
 - Specify if any other:
4. Are you satisfied with the functioning of the present MC of CBECD centres?
Yes No
If yes/no, what are the reasons?
5. How can the MC be made more active and effective to receive the community participation for running the CBECD centres in a sustainable way?
6. Did the CBECD centres receive any supports from the parents in order to run the CBECD centres?
Yes No
If no, what are the reasons?

If yes, what types of support did the CBECD centres receive?
7. In what ways can more supports from the parents be obtained for CBECD centres?
8. Did the CBEC centre receive any support from the community in order to run the CBECD centres?
Yes No

If no, why?

If yes, what type of support did the CBECD centres receive?

9. In what ways can more supports be obtained from the community for the CBECD centres?
10. How did the MC collect the matching fund to receive the governmental financial support for the establishment of CBECD centres?
11. How is the amount received from the government and the matching fund mobilized to run CBECD centres?
12. In what ways can extra financial support from the community be obtained in addition to the remuneration of the facilitator and the matching fund?
13. What are the essential supports to be obtained from the community in order to run the CBECD centres effectively (physical, human and financial)?
14. What should be done to acquire that support?
15. In what ways the relationship between the community and the CBECD centres be strengthening?
16. How can the relation between the community and the parents be strengthened?
17. Are you satisfied with the present monitoring mechanism of CBECD centres?
Yes No
If yes/no, why?
18. How can the monitoring mechanism be made effective?
19. How were the facilitators and the assistants for CBECD centres recruited?
20. How is the facilitator and the assistant paid?
21. What types of management skills to be provided to the facilitators in the training?

Interview Schedule for Facilitators of CBECD Centre

Name of the facilitator:

CBECD Centre?

Address:

Qualification

Training related to ECD:

Experience in years:

1. How are the management committee (MC) of your community based Early Childhood Development (CBECD) centre formed?
2. How many times were the MC meetings held in a year?
 times
3. What types of supports did the MC provide to your centre?
4. How can the MC be made more active and effective to receive community participation for running CBECD centre in a sustainable way?
5. How did the MC manage the following aspects of CBECD centre?
Building
Toilet
Furniture
Drinking water
Others (please specify)
6. In what ways can community participation be increased even more for the management of physical facilities for CBECD centre?
7. How were the children's learning materials managed for CBECD centre?
8. In what ways can the community participation be increased to manage the children's learning materials for CBECD centre?
9. In addition to physical facilities, drinking water and children's learning materials what types of others supports should be obtained from community to run CBECD centre smoothly?
10. In what ways can such supports be obtained?

11. How did the MC collect the matching fund to receive the governmental financial support for the establishment of CBECD Centre?
12. How many times did your CBECD centre receive the financial support from the government?
13. How is the amount received from the government and the matching fund mobilized to run the CBECD centre?
14. In what ways can extra financial support from the community be obtained in addition to the remuneration of the facilitator and the assistant, and matching fund?

15. Have the CBECD centre received the support from NGOs/INGOs?

NGOs: Yes No INGOs: Yes No

If yes, what types of support did the CBECD centre receive?

16. In what ways can the CBECD centre get more support from NGOs/INGOs?

17. Did the CBECD centre receive the support from the parents in order to run the CBECD centre ?

Yes No

If no, what are the reasons?

If yes, what types of support did the CBECD centre receive?

18. In what ways can more support from the parents be obtained for CBECD centre ?

19. Did the CBECD centre receive the support from the community?

Yes No

If no, what are the reasons?

If yes, what types of support did the CBECD centre receive?

20. In what ways the relationship between community and the CBECD centre be strengthened?

21. How can the relationship between parents and the CBECD centre be strengthened?
22. What are the essential supports to be obtained from the community in order to run the CBECD centre effectively?
23. What should be done to acquire such supports?
24. How was the facilitators for the CBECD centre recruited?
25. How was the assistant for the CBECD centre recruited?
26. How is the facilitator and the assistant paid?
27. Are you satisfied with the functioning of the present MC of CBECD centre?
Yes No
- If yes/no, what are the reasons?
28. Are there dropout of CBECD children in your centre?
Yes No
- If yes, what are the reasons?

Interview Schedule for the ECD Trainers

Name of the trainer:

Name of the organization:

Address

1. Is there any contents related to CBECD management in the training for facilitators?

Yes No

If yes, what are those contents?

2. What is the impact of the training on the management of CBECD centres?
3. What is your opinion on the appropriateness and adequacy of the training programme for facilitators?
4. What types of contents related to CBECD management should be included in the training programme?
5. Are you satisfied with the functioning of the present MC of CBECD centre ?
- Yes No
- If yes/no, what are the reasons?
6. How can the MC of CBECD centre be made more active and effective to receive the community participation for the CBECD centre ?
7. What is your opinion on the training for the chairperson/members of the MC of CBECD centre ? (probing question: Why/What contents?)
8. What are the important aspects of better community involvement in the operation of CBECD centre ?
9. What should be done to enhance those important aspects of better community involvement?

CBECD Centre Observation Form

Name of the CBECD Centre:

Address:

- Condition of the building (construction materials used in the building, roof, etc.)
- Condition of the rooms of CBECD Centre (height, ventilation, light, cleanliness, size, adequacy of the space)
- Playground (cleanliness, adequacy)
- Toilets (cleanliness, appropriate)
- Drinking water (available, safe)
- Children's learning materials (type, appropriateness, adequacy placement)
- Learning corners (appropriate place, attractive, educative)
- Creation of stimulating environment (display of children's learning materials, types of materials, attractiveness)
- Cleanliness of the children
- Activities of the children

Guidelines for Focus Group Discussion of Guardians

1. Ways of managing CBECD centre by the community
 - Extent of satisfaction of the existing CBECD centre management
 - Reasons for satisfaction or dissatisfaction
 - Suggestion for effective management of CBECD centers
 - Co-operation of the guardian being provided to the CBECD center
 - Additional guardians' support for the management of CBECD centre in a sustainable way
 - Co-operation being provided by the community to the operation of CBECD center
 - Additional guardians' support for the management of CBECD centre in a sustainable way
2. Important aspect of Better Community Involvement in the cooperation of CBECD Center.
 - Essential aspects required for the operation of CBECD centre from the community (Physical, Human, Financial, Managerial)
 - Ways of receiving those essential elements
3. Participation, Retention and Achievement in Grade I & II
 - Increasing participation of children in the CBECD center
 - Increasing participation of children with CBECD exposure in the primary schools
 - Ways of decreasing the drop-out rate in CBECD centre and the primary school
 - Ways of increasing achievement level of the children in the primary schools
4. Success Stories of CBECD Center
 - Satisfaction of guardian and reasons for their satisfaction
 - Relation between the community and the CBECD center
 - Relation between the parents and the CBECD center

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