

**Effective Operation and Sustainable Development of  
Early Childhood Development Programme:  
Strategies for Rapid Expansion**



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## ABBREVIATIONS

ARNEC	All Round National Education Committee
BASE	Education for Backward Society
BPEP	Basic and Primary Education Project/Programme
CAP	Community Action Process
CAS	Continuous Assessment System
CBECD MC	Community-Based Early Childhood Development Management Committee
CBECD	Community-Based Early Childhood Development
CBO	Community-Based Organization
CCC	Child Care Centre
CDC	Child Development Centre
CEMIS	Community Education Management Information System
CLMs	Children's Learning Materials
CSF	Children's Saving Fund
DCCSO	District Coordination Committee of Social Organization
DCDB	District Child Development Board
DDC	District Development Committee
DDPP	District Development Periodic Plan
DEO	District Education Officer
DOE	Department of Education
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EFA-NPA	Education for All National Plan of Action
FP	Focal Person
HLNEC	High Level National Education Committee
HMGN	His Majesty's Government of Nepal
INGO	International Non-governmental Organization
KG	Kindergarten
LDO	Local Development Officer
LSGA	Local Self-Government Act
M&S	Monitoring and Supervision
MC	Management Committee
MOES	Ministry of Educational and Sports
MT	Master Trainer
NEC	National Education Commission
NESP	National Education System Plan
NGO	Non-governmental Organization
NNEPC	Nepal National Education Planning Commission
PRA	Participatory Rural Appraisal

RCC	Reinforced Cement Concrete
RP	Resource Person
SK	Shishu Kaksha
SCN	Save the Children, Norway
SCUS	Save the Children, US
TOT	Training of Trainers
VDC	Village Development Committee

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## EXECUTIVE SUMMARY

### **The Context**

One of the goals set by both The World Conference held in Jomtein, Thailand in 1990 and the World Education Forum held in Dakar, Senegal, 2000 on the theme of **Education of All (EFA)**, was the expansion and improvement of comprehensive early childhood care and education. As Nepal being one of the signatory nations for commitment of this goal, His Majesty's Government of Nepal in 2001 has prepared Education for All National Plan of Action 2001-2015, which has targeted to establish 74,000 ECD centres by 2015 to serve 80 percent of total 3 to 5 year old children. In conformity with this target, the Tenth Plan (2002-2007) has made a target of establishing 13,000 ECD centres during its period, which seems to be a challenge to the government to establish and run such a huge number of ECD centres within a stipulated time. Moreover, such centres cannot be run in an effective and sustainable way until and unless the community has a feeling of ownership of ECD centres. Hence, in order to expand the ECD centres in a rapid and sustainable way, strategies on attitudinal change of community people, development of infrastructure, financing the centres and capacity building of human resources need to be developed. It is, in this context, this study has been undertaken.

### **Objectives**

The main objectives of this study were (i) to assess the present status of ECD programme being conducted by various agencies, (ii) to examine the efforts made for sustainable development of ECD programme and (iii) to develop strategies for rapid expansion of ECD programme in an effective and sustainable way through community involvement.

### **Procedure**

Four districts viz. Ilam, Kavrepalanchok, Banke and Kailali from where 7, 5, 5 and 5 ECD centres were selected, were included in this study. Survey forms for ECD centres and primary schools; FGD guidelines and interview schedules for different groups of stakeholders were used in order to collect the required data. A team of researchers first visited one of the four sample districts to administer research instruments. Having refined the research instruments based on the feedback received from this field visit, the research team proceeded in the remaining sample districts. Moreover, the district that was visited earlier was again visited to collect the data which were not covered by the first field-visit. The data collected from FGDs and interviews were tabulated thematically, and analyzed and interpreted logically.

### **Present Status of ECD Programme**

According to the present policy of HMG/N, ECD centres can be operated either as a separate entity as a name of ECD centre or within the premises of community schools. Though the present policy of operating ECD centre within the premises of community schools helps to expand the ECD centres in a rapid way, the weaknesses observed in SK was again noticed.

The DOE and Plan Nepal have their own curriculum to implement ECD programme. But the other agencies SCUS, SCN and UNICEF did not have curriculum and hence, the ECD centres are being conducted by using resource books and facilitator's guide. It implies that no uniformity was observed in the conduct of ECD activities in the ECD centres supported by various agencies.

The planning of ECD programme of Plan Nepal, UNICEF, SCN and SCUS was found to have been bottom-up in nature whereas that of the DOE was top-down in nature.

The ways of distributing the quota of ECD centres supported by INGOs were demand-driven in nature and hence, there was no problem of quota distribution. On the contrary, the ways of distributing the quota of ECD centres under the DOE were supply-driven in nature and hence, the problem of quota distribution was observed.

Since the facilitators of ECD centres except those of Plan Nepal were recruited with the recommendation of MC or local community, the community people were directly or indirectly involved in this task.

The facilitators of ECD centres where fund was mobilized and the centres which was supported by INGOs, were receiving higher amount of remuneration as compared to that of the facilitators of the other centres. A well organized training system along with training materials is lacking which adversely affected training of district to grassroots level personnel.

The ways of collecting matching fund as practised in the centres supported by UNICEF, SCN, SCUS and DOE were appropriate in terms of sustainable development as these centres received the fund from the contribution of local community, local elected bodies and the amount collected from the children in the form of different fees and CSF. The fund mobilization at the community level with reasonable interest was found to be supportive to pay the additional remuneration to the facilitators and to meet daily expenses to run the centres.

The M&S was comparatively better in those centres where there was a provision of local supervisors.

### **Efforts made for Sustainable Development**

Efforts made for the sustainable development of ECD centres in terms of acquisition of land could be considered as satisfactory as most of the centres had their own land, which was acquired through various sources. The same was true in case of construction of building as community participation was found significant.

Repair and maintenance of physical facilities of ECD centres were not carried out in some centres. The reason for not carrying out the repair and maintenance work is that the stakeholders did not realize the need of such task.

Efforts were not found to have made for the preparation of CLMs as the concerned stakeholders did not feel the responsibility of preparing them.

### **Strategies for Rapid Expansion**

The awareness programmes, as suggested by the stakeholders to undertake for developing positive attitude in them towards ECD programme which helps to expand ECD centres in a rapid and sustainable way, were orientation programme, parental education, child-to-parents approach, home visit programme, street drama, children's rally, inclusion of ECD contents in NFE programme and mass media.



The potential sources of income for the financial sustainability of ECD centres, proposed by the stakeholders are donation of community people in cash and kind, regular contribution by the parents in the form of different fees, block grant and regular financial support from local elected bodies, local taxes, income generated from fund mobilization, donation from CBOs, financial support from schools and lastly, from government and INGOs.

The strategy for strengthening the institutional structure from the central to grassroots level is proposed for institutional sustainability of ECD programme which establishes vertical and horizontal linkage among all the concerned agencies formed at different levels under which there will be four vertical layers i.e., Council at central level, District Child Development Board (DCDB) at district level, Child Development Committee at village/municipality level and MC at grassroots level. This strategy calls for experts for specific tasks at the central level and full-time staff for district level along with interested and appropriate individuals for different committees formed at district, VDC and grassroots level. Different programmes for capacity building of these personnel should be organized.

Four alternatives, put forward by the stakeholders to acquire land for ECD centres, were acquisition of land from VDC/Municipality or community people (individual donor), or schools or purchasing of land in a minimal cost. Similarly, the strategy for constructing the building, toilet and installing piped water for the ECD centres to be established by the community in partnership with VDC/Municipality and/or DDC, and/or INGO was proposed by the stakeholders.

## **Recommendations**

*Policy:* The total years of stay of a child at ECD centre was found different in different ECD documents which created confusion on how long a child should stay at ECD centre. Hence, a clear policy statement regarding the years to be spent by a child at ECD centre should be formulated. In this regard, the number of years a child needs to stay at the ECD centre should be based on his/her entry age.

*Curriculum:* All the agencies conducting ECD programme should either follow the ECD curriculum of the DOE or develop a national curriculum with necessary revision in the present one with some room for flexibility regarding the local context.

*Planning:* In order to make the ECD programme fruitful to the beneficiaries, planning should be of bottom-up type, which tends to involve the target groups in planning process and makes the programme demand-driven rather than supply-driven.

*Expansion of ECD centres:* In order to expand ECD centres in a rapid way, ECD centres can be established and operated by community, NGOs, CBOs, community and NGO, community and CBO, schools including Madarasa and VDC/Municipality. Moreover, ECD centres can be conducted by the schools in their catchment areas.

*Awareness Programme:* Different awareness programmes should be conducted depending upon the time, places and resources, for the attitudinal change of local community.

*Institutional Structure and Staffing:* A well-organized, systematic and appropriate institutional structure with adequate staff need to be developed. Under this structure, there should be an ECD Council and its secretariat with various sections at the national level, DCDB and its secretariat with different committees at the district

level and VDC/Municipality Child Development Committee at the sub-district level. Similarly, there should be an MC with different sub-committees in each ECD centre.

*Development of Training System:* A well-organized training system for capacity building of human resources working in the field of ECD programme from the central to grassroots level should be developed.

*Financial Support:* Financial support for the ECD centres for their financial sustainability should be tapped from various sources, which are donation from community people in cash or kind, regular contribution of the parents in the form of various fees and CSF, regular contribution and/or occasional donation from CBOs, regular and block grant from local elected bodies, income generated from fund mobilization and income generation activities, regular and block grant from government and/or INGO, financial support from the schools and local taxes. Considering the financially disadvantaged communities, blanket policy for matching fund should not be applied.

*Physical Infrastructure:* The land for ECD centres should be acquired from the VDC/Municipality, community people and schools. Similarly, the building and toilet should be constructed by the community people in partnership with VDC/Municipality and/or DDC and/or INGO. Similarly water supply should be managed by the community people with the partial support of VDC/Municipality and INGO.

## Chapter I

# INTRODUCTION

### Background

The period of human life from birth to five years is the foundation for whole life. The children of this period need a stimulating and joyful environment to grow in and develop physically, socially, intellectually and emotionally. The Early Childhood Development (ECD) programme is meant to provide such an environment for the holistic development of the children. Moreover, it also prepares children for primary grades by providing necessary concepts, language, and physical skills for later learning of reading, writing and mathematics. Likewise, it helps to increase the enrolment and retention rate, and enhance the achievement level of students in primary grades.

Realizing the aforementioned facts, the World Conference held in Jomtien, Thailand, in 1990 on the theme **Education for All** (EFA) set the expansion of early childhood development activities as one of the major goals of EFA. As a reaffirmation of the vision of the World Declaration of Education for All adopted at Jomtien, the World Education Forum held in Dakar, Senegal in 2000 adopted the Dakar Framework for Action. Expanding and improving comprehensive Early Childhood Care and Education (ECCE) especially for the most vulnerable and disadvantaged children is one of the six major EFA goals set by Dakar Framework for Action to be achieved by 2015.

Nepal is one of the signatory nations pledging to the commitment to the goals set in both the Jomtien Declaration, 1990 and the Dakar Framework for Action, 2000. In order to accomplish these goals, His Majesty's Government of Nepal has prepared in 2001 the Education for All National Plan of Action, Nepal (EFA-NPA), 2001-2015. Based on the EFA-NPA, an EFA 2004-2009 programme was developed in order to serve as guidelines for the development activities in education for the coming five years. To achieve the goal related to ECD, EFA-NPA includes specific and detailed strategies, areas of activities and action plan. It has targeted to establish 74,000 ECD centres by 2015 to serve 80 percent of the total 3 to 5 year old children. Specifically, it aimed at establishing at least 1 to 4 ECD centres in each ward of a Village Development Committee (VDC) and in a municipality by 2007. As mentioned in EFA-NPA, there will be three types of ECD programmes: (i) School-based programme including pre-primary classes, (ii) Community-based programme for 3 to 5 year old children, and (iii) Programme for children under 3 years of age.

As regards the inclusion of ECD programme in National Development Plans, the government in the Seventh Plan (1987-1992) recognized the need for appropriate services to the children. But, the government could not give attention to developing plans, policies, and programme related to ECD. The Eighth Plan (1992-1997) reiterated the same statement mentioned in the Seventh Plan. The ECD programme has drawn the attention of the government during the Ninth Plan (1997-2002) as it developed some specific plans and policies related to ECD. It gave emphasis to implementing ECD programme for 3 to 5 year old children including the children of disadvantaged communities of rural and remote areas. The Ninth Plan targeted to establish 10,000 ECD centres. However, the achievement was not found to be satisfactory as only 4217 centres were established during the plan period. ECD

programme, indeed, has received more attention in the Tenth Plan (2002-2007) as it targeted to establish 13,000 ECD centres during the plan period. It has planned to conduct orientation training for the school teachers and headteachers, and parental education programme.

During the Eighth Plan, with a view to reducing underage children in Grade I and to enhancing the teaching-learning process in primary grades, the MOES started ECD programme in the form of Shishu Kaksha (SK) under Basic and Primary Education Project (BPEP-I) in 1992. The SK was considered as a downward extension of primary education as it was conceived as a pre-school class to prepare children for schooling. It could not cater for the holistic development of the children because of lack of curriculum, resource materials and training packages. Hence, no attention was given to quality improvement of SK. Similarly, community participation in establishing and running such SKs was found to be negligible as the SK is attached to schools. Considering these realities, the school-affiliated SK was shifted to community-based Early Childhood Development (CBECD) Centres in 1999. The main purpose of the CBECD programme is the all round development of a child. Moreover, the ECD programme is expected to be helpful in (i) reducing under age children in grade I, (ii) increasing the retention rate in primary grades, (iii) increasing enrolment in grade I, (iv) increasing the attendance of the students in primary grades, and (v) enhancing the achievement of the students in primary grades. In this regard, a study recently conducted by Malla, (2003) revealed that the positive effect of CBECD programme of Department of Education (DOE) was found to have been visible to enhance the rate of enrolment, retention, daily attendance and achievement of the students with CBECD experience in grade I of primary schools. Similarly, the psycho-social behaviour of such students was better than that of the students without CBECD experience. The next study undertaken by Children's Environment Research Group, (2003) showed that the school attendance of students with ECD experience is considerably better than that of the students without ECD experience; their success rate in the final examination of grade I and II is markedly better than non-ECD students; the repetition and dropout rates of ECD students are lower vis-à-vis the national rates; ECD students are better equipped to handle school than their non-ECD peers. Realizing these facts, it is recommended to expand ECD programme to serve 3-5 year old children in different parts of the country.

At present, 5,700 CBECD centres are in operation with the support of the government, 2000 centres with the support of NGOs/INGOs and 5000 pre-primary classes being operated in the private sector. The government has planned to establish 74,000 CBECD centres by 2015. To achieve this target, on an average, 6000 centres are to be established each year. Considering the resource constraints of the government, it alone cannot afford to establish and run such a huge number of ECD centres within the stipulated period. On the other hand, such centres cannot be run in an effective and sustainable way until and unless the community has the feeling of ownership of ECD centres. The above realities reveal that rapid expansion of ECD centres in an effective and sustainable way is a great challenge to the government, at present. In order to address this challenge, strategies on attitudinal change of the community people, development of infrastructure, financing and capacity building need to be developed. Prior to this, it is essential to assess the present status of ECD programme being conducted by various agencies. It is, in this context, that this study has been undertaken.

## Research Questions

The key research question of this study was: what are the conditions of rapid expansion of ECD in an effective and sustainable manner? Specifically, this study tried to answer the following research questions:

- What is the present status of ECD programme being conducted by different agencies?
- How is the ECD programme being expanded by different agencies?
- What are the efforts made by different agencies for sustainable development of ECD programme?
- What should be the strategies for rapid expansion of ECD programme in an effective and sustainable manner through community involvement?

## Objectives

This study was undertaken to accomplish the following objectives:

- To assess the present status of ECD programme conducted by various agencies.
- To examine the efforts made for the sustainable development of ECD programme.
- To develop strategies for rapid expansion of ECD programme in an effective and sustainable way through community involvement.

## Methodology

This section deals with the methodology adopted in this study. It includes sampling techniques, types of instruments, data collection procedures and lastly data analysis procedure.

### *Sampling*

The ways of selecting districts, ECD centres, primary schools and stakeholders are briefly presented below:

*Selection of Districts:* Prior to selecting the districts, all the districts having ECD programme were put in two strata. The first strata consisted of the districts under mountain and hills belts and the districts under Terai belt were put in the second strata. Two districts from each strata were selected. While selecting the districts, consideration was given to those districts having ECD programme supported by different agencies along with that of DOE. So, Ilam and Kavre under mountain and hills and Banke and Kailali under the Terai belt were included in this study. Moreover, Ilam and Kailali districts which were selected in the previous study, were included purposively to make this study longitudinal in nature.

*Selection of ECD Centres:* From each sample district, five ECD centres supported by various agencies were selected. Two more ECD centres from Ilam were included for this study. Those ECD centres from Ilam and Kailali which were selected in the previous study were also included for this study. Hence, the total number of sample ECD centres was 22.

*Selection of Primary Schools:* In order to compare the achievement level of grade II students with and without ECD experience, one primary school near to sample ECD centre and where ECD completers enrolled were selected. Hence, 6, 5, 5 and 5

primary schools were included from Ilam, Kavre, Banke and Kailali respectively. The primary schools where the data on achievement level were not available, were excluded from this study.

*Selection of Stakeholders:* Nine groups of stakeholders were included in this study. The number of respondents from different groups of stakeholders is given in the following table:

Table 1: Number of Respondents from Different Groups of Stakeholders

Sample districts	Number of Respondents									
	Facilitators	Chairperson/ Members of Management Committee of ECD Centres	Parents	Chairperson/ members of VDC or Mayor/ members of Municipality	NGO Officials	DEO	Focal Person	District Development Committee (DDC) Chairpersons/ members	INGO Officials	
Ilam	7	6	35	3	1	1	1	1	0	
Kavre	5	5	33	2	1	1	1	1	1	
Banke	5	5	36	2	1	1	1	1	1	
Kailali	5	5	38	1	2	1	1	1	0	
Total	22	21	142	8	5	4	4	4	2	

### *Instruments*

In order to collect the quantitative and qualitative data three types of instruments i.e. (1) Survey Form (ii) Guidelines for FGD and (iii) Interview schedules were prepared (See Annexes-A for instruments).

### Survey Forms

Two types of survey forms were prepared: (i) ECD Survey Form, and (ii) Primary School Survey Form. The first one was prepared in order to collect the data on physical and instructional facilities along with the financial aspect of the ECD centre. Moreover, this form was used to collect the data regarding the enrolment of children in ECD centre and financial matters of the ECD centre. The second one was used for collecting achievement scores of grade I and II students with and without ECD experience in Nepali, Social Studies and Mathematics.

### Guidelines for FGD for Parents and Teachers

Separate guidelines for FGD for parents and teachers were prepared to solicit information regarding the operation of ECD centres, ways of making them sustainable and strategies for rapid expansion of ECD programme. Moreover, the information on social and emotional behavior of the students were also collected through FGD with teachers of the sample schools.

### Interview Schedules

In order to collect the required data for this study interview schedules for the following groups of stakeholders were prepared.

- Interview schedule for facilitators
- Interview schedule for chairperson/members of MC of ECD Centre

- Interview schedule for chairperson/members of VDC/municipality
- Interview schedule for NGO officials
- Interview schedule for DEOs
- Interview schedule for focal persons
- Interview schedule for chairperson of DDC
- Interview schedule for INGO officials

#### *Data Collection Procedure*

To collect the required data, the following steps were followed: In an initial step, a one-day workshop in which the representatives of different GOs, NGOs and INGOs participated, was organized to acquire information on the present status of ECD programmes, their expansion and sustainability, and development of strategies for the rapid expansion of ECD programme.

On the basis of the outcome of the workshop, ideas for preliminary strategies for rapid expansion of ECD programme were developed and research instruments were further refined.

In the second step, the research team visited one of the sample districts to administer the instruments and collect the data. Based on the experiences of the first field-visit, the instruments were again refined and the research team visited the remaining three sample districts. In the third step, the research team again visited the sample district which was previously visited first in order to collect the data which were not covered by the first field visit.

#### *Data Analysis Procedure*

The data collected from FGDs and interview schedules for this study are qualitative in nature. These data were tabulated item-wise in terms of responding groups. The similar responses received from each research instrument were grouped for presenting them in a meaningful way. The data, thus, tabulated were analyzed and interpreted thematically and logically. The achievement scores of the students with and without ECD experience were analyzed and interpreted using t-test.

#### *Delimitation of the Study*

The ECD programme, at present, included ECD centre, parental education and the services for below 3 year old children. However, this study deals only with the present status of ECD centre and the strategies for their rapid expansion.

## Chapter II

### PRESENT STATUS OF ECD PROGRAMME

The Early Childhood Care and Education (ECCE) in the form of pre-primary education was initiated in 1948 with the establishment of Montessori School in Kathmandu. Eight years after its establishment, it was shifted to the Laboratory School set up in 1956. Then, the Montessori School and the Kindergarten (KG) of the Laboratory School was unified and run it as Kindergarten. Besides, ECD programme was being conducted in the private sector in the name of pre-primary education consisting of Nursery, Lower/Junior KG and Upper/Senior KG. However, the programme of ECD in the government sector in the form of Shishu Kaksha (SK) was implemented in an organized way under BPEP-I in 1991. In order to involve the community people in the establishment and operation of ECD programme, all these SKs were converted into CBECD centres in 1999 with the objective of the holistic development of children. Altogether, at present, more than 5,700 CBECD centres are in operation in 63 districts. In addition, about 2,000 CBECD centres are being run with the support of INGOs/NGOs. The government, at present, is planning to expand CBECD centres in a rapid and sustainable way throughout the country. In this regard, the present policy related to ECD programme and the status of ECD centres are separately presented. Moreover, the achievement status of grade II students with and without ECD experience in Nepali, Social Studies and Mathematics is analyzed and interpreted under this chapter. Hence, this chapter deals with three major sections: (i) Policy, (ii) Present Status of ECD Programme, and (iii) Achievement Status of Grade II Students.

#### Policy

The policies related to ECD programme are as mentioned in different documents published by different agencies are stated below.

*Policy Stated in Development Plans:* It was found that attention was given to early childhood care in the Seventh Plan in which expansion of child health service, establishment of day/child care centres, and encouragement to the NGOs to run child service programmes were mentioned. In continuation to this, the Eighth Plan stated that the private sector, NGOs and local bodies should be encouraged to run the ECCE programme if they demand. However, ECD programme has received attention since the Ninth Plan as it specifically mentioned that ECD programme needs to be conducted with the active involvement of the local bodies and the local community. This plan has formulated a policy that the physical facilities and the facilitator should be managed by the local community and the technical support like the training of the facilitators and the preparation of CLMs should be a part of government responsibility. Regarding the ECD policy as mentioned in the Tenth Plan, the services of ECD will be provided to the children by establishing ECD centres (बाल विकास केन्द्रहरू) with the participation of local bodies by linking them with Parental Awareness Programme and running one-year pre-primary grade in the community schools with the local resources. According to this policy, the government has targeted to establish 13,000 ECD centres within the year 2007 so as to reach 40 percent of the children in grade I coming from ECD centres and one-year pre-primary grades. Moreover, the government has a policy that orientation training will be conducted for all primary school head teachers and teachers. Similarly, parental education will be provided to 2,66,000 parents.



*ECD-related Policies in Commission Reports:* Though the Nepal National Education Planning Commission (NNEPC) was formed for the first time in 1956 in Nepal in order to reform the whole education system, no policy statement related to ECD was mentioned in its report. However, the All Round National Education Committee (ARNEC) recommended to provide services to the children of age 3 to 5. It was mentioned in the National Education System Plan (NESP), 1971-1976 that any individual or agency can establish an educational institution for ECCE with the approval of the concerned official of HMGN. Similarly, the report of National Education Commission (NEC) of 1992 proposed to encourage the schools to run one-year ECCE programme for the children of 4 years to improve the primary education by raising the reasonable fees, based on the needs and demands of the community. In this regard, the report of High Level National Education Commission (HLNEC) stated that ECCE programme of one year duration should be conducted with cost-sharing of local community, local bodies and the government. Moreover, it specifically mentioned that this programme should be included in the school structure.

*ECD Policies in Education for All-National Plan of Action:* The policy regarding ECD as mentioned in EFA-NPA is that ECD services will be provided to 80 percent of the total 3-5 year old children for which ECD centres will be expanded in a rapid way. For this, it will adopt two different modalities of providing support for urban and rural areas:

- Partial governmental support for urban and accessible areas
- Full government support and facilitation for establishment and operation of ECD centres in deprived and disadvantaged communities

Moreover, it has taken the policy of encouraging INGOs to establish and run ECD centres in partnership with DOE.

*ECD-related Policies in Local Self-Government Act, 1999:* In this Act, two major points related to ECD policy has been mentioned. First, pre-primary schools/ECD centres can be established and run by the local bodies i.e. VDC/municipality with its own resources. Second, local bodies can grant permission to establish and run ECD centres/pre-primary schools.

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

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

## Present Status of ECD Programme

ECD services in Nepal are being provided by different agencies. In connection with the sample districts of this study, ECD centres are conducted by the DOE, UNICEF, Plan Nepal, Save the Children/US (SCUS) and Save the Children/Norway (SCN). The district coverage of these agencies was found to be different. In some districts, two or more than two agencies were involved in the operation of ECD centres. In some districts, each of them is conducting ECD centres separately in partnership with local NGOs whereas in other districts, ECD centres are being conducted by two agencies collaborately. The modes of planning, implementation, and monitoring and supervision (M&S) etc. of the ECD programme were found to be different. Hence, the present status of ECD programme in relation to the planning, implementation, M&S, and coordination of ECD programme are presented separately under their respective headings. Prior to this, the background of ECD programme conducted by various agencies in sample districts is also briefly mentioned below.

### *Background*

Five different agencies were found to have been involved in conducting ECD centres in sample districts of this study. The agencies involved in conducting such centres in each district are presented in the following table.

Table 2: Agencies involved in Conducting ECD Centres in Sample Districts

Districts	Agencies				
	DOE	Plan	UNICEF	SCN	SCUS
Ilam	-	-	√	-	-
Kavre	√	-	√	√	-
Banke	√	√	-	-	-
Kailali	√	-	-	-	√

As shown in Table 2.1, three different agencies were involved in the operation of ECD centres in Kavre. Out of these agencies, the DOE alone through DEO has been conducting 164 ECD centres. There are 17 ECD centres being conducted by SCN in partnership with the DEO. Similarly, UNICEF was also found to be conducting 44 ECD centres in the same district in partnership with DDC through District Coordination Committee of Social Organizations (DCCSO).

In the districts of Banke and Kailali, two agencies were found to have been conducting ECD centres. In Banke, out of 341 ECD centres, 221 are being conducted by the Plan Nepal and the remaining 120 centres by the DEO. In the case of Kailali, the DEO was conducting 125 ECD centres on its own whereas 27 centres were being conducted by SCUS. Moreover, 75 ECD centres were being conducted by DEO with the partnership of SCUS through Education for Backward Society (BASE). In Ilam, UNICEF in partnership with DDC and DEO by forming District Child Development Board (DCDB) was conducting 185 ECD centres.

The main objective of the ECD centres conducted by various agencies is to develop the physical, social, intellectual and emotional aspects of the children. In other words, all these agencies have laid emphasise on the holistic development of the children.

All the agencies whether somewhere independently and somewhere in partnership with other agencies have been found conducting these centres with the involvement of the local community and hence, these centres were considered as Community-

based Early Childhood Development (CBECD) centres. The extent of community participation expected by these agencies was, however, found to be different. For example, the DOE has sought community participation, to a great extent, in the form of managing physical facilities, remuneration of the facilitator, matching fund etc. whereas the expectation of Plan Nepal from the community is limited to taking care of centres and receiving support of parents during the children's field visit. The target population of the ECD centres conducted by all the agencies is 3 to 5 year old children.

Regarding the curriculum for ECD programme, the DOE and the Plan Nepal have their own curriculum whereas the other agencies SCUS, SCN and UNICEF did not have curriculum. However, these three agencies have developed a facilitator's manual for daily activities of their own at the ECD centres. The curriculum and curricular materials developed by different agencies for their ECD centres are presented in Table 2.2.

Table 3: Curriculum and Curricular Materials

Agencies	Curriculum and Curricular Materials				
	Curriculum	Manual/Resource book for facilitators	Trainers' guide	CLMs preparation directory	Play and activity handbook
DOE	√	√	√	√	-
Plan Nepal	√	√	-	-	-
UNICEF	-	-	-	-	-
SCUS	-	√	√	-	√
SCN	-	-	√	-	-

Though curriculum is essential for conducting ECD centres in an organized and systematic way, three agencies such as UNICEF, SCUS and SCN have yet to develop it. However, SCUS developed manual/resource book for the facilitators to conduct daily activities at ECD centres. As reported by the officials of concerned agencies, UNICEF and SCN were found to have used manual/resources book for facilitators developed by SCUS. Similarly, SCUS used the CLMs preparation directory developed by the DOE.

### *Planning at District Level*

The ECD programme in sample districts has been conducted by five agencies mentioned above. The planning process adopted by each of them in relation to quota determination and training was found to be different. A brief description of the existing practice of planning followed by each agency is presented in succeeding paragraphs.

#### UNICEF

UNICEF has been involved in ECD programme in two sample districts, Ilam and Kavre. However, the planning process followed by this agency was found to be different in these two districts. In Ilam, it has been made the responsibility of DCDB to formulate the plan for ECD programme. In the process of planning, first of all, District Development Periodic Plan (DDPP) was prepared through meetings organized by District Development Committee (DDC) and participated in by all the district level chiefs of line-agencies of different ministries of HMG, NGOs and INGOs. In these meetings, the targeted number of ECD centres for five years among

other programmes, is determined. Based on this target, DCDB prepares the annual plan for ECD programme. Hence, the number of quota for ECD centres for each year is fixed based on five year's target of ECD centres. But this process was not followed in the case of Kavre. Since there is no DCDB in Kavre yet, the responsibility of planning of ECD programme is of DCCSO. The plan for ECD programme is developed through Community Action Process (CAP) under which the situation of local community in relation to education is assessed and analyzed. On this basis, the quota of ECD centres are determined.

The plan for training to the different stakeholders in Ilam in terms of types, duration, number of participants was formulated based on the budget made available by the concerned agencies to the DCDB. In the case of Kavre, the DCCSO would formulate the plan for all types of training in which the number of participants and trainers, the venue, duration, budget etc. were determined.

#### Plan Nepal

The Plan for ECD programme in the areas of Plan Nepal in Banke is formulated through NGOs and CBOs. In this regard, these NGOs and CBOs conduct Participatory Rural Appraisal (PRA)/social mapping to find out the number of 3 to 5 year old children. Based on the results of PRA, the number of quotas for ECD centres is determined for the next year. The planning is done by giving first priority to the sponsored children of disadvantaged communities. Moreover, Plan Nepal plans to involve the NGOs for conducting the training of the facilitators, local supervisors, MC chairperson/member and VDC chairperson/secretary.

#### Save the Children, Norway

SCN in collaboration with the DEO develops the plan for ECD programme in Kavre, through PRA at its targeted areas. Based on the information drawn from the PRA, Community Education Management Information System (CEMIS) which helps to determine the quota every year, is established. It plans to involve NGO for the training aspect of ECD programme.

#### Save the Children, US

The planning for ECD programme supported by SCUS starts from the household survey of targeted areas through an NGO, the BASE. This NGO has been conducting integrated programme including ECD programme. One of the purposes of household survey is to identify and list the 3-5 year old children. Based on this information, the locality/community where ECD centres are to be established, are identified. Then, awareness programmes in these localities/communities are conducted to orient the community people regarding the importance of ECD. These programmes make the community people demand for quotas of ECD centres. On the basis of these information, a plan for ECD programme including the quotas of ECD centres, training for facilitators and orientation to the MC chairperson/members along with the budget is prepared by the BASE and submitted to the SCUS. In order to finalize this plan, the meeting of BASE and SCUS officials are held.

#### Department of Education

The ECD centres were found to have been conducted by the DEO in all sample districts except in Ilam. In these districts, the process of planning for quota determination was found to be top-down in nature. In this process the DOE asks the

DEOs to report the required number of quotas of ECD centres for the next year. For this, they, generally, fix the number of quotas for the next year on an ad-hoc basis. In the case of Banke, the DEO plans to involve the schools to establish and run ECD centres in their catchment areas. However, in these three sample districts, it was found that the plan for training has been formulated with respect to the types of training (basic and refresher), venue, number of the participants and trainers.

#### Reflection of planning of ECD programme at District Level

The aforementioned facts reveal that the planning was done by all the agencies, in one way or the other, for the ECD programme in their respective districts. Plan Nepal, SCN and UNICEF (Kavre) initiated the planning for ECD programme from the grassroots level as they acquired necessary information from the local community through PRA/social mapping/CEMIS. This is not true in the case of the formulation of plan of the DOE as the DEOs of sample districts did not involve grassroots level stakeholders for planning ECD programme. Hence, the planning process practised by the DOE seems to be top-down in nature whereas that of Plan Nepal, SCN and UNICEF (Kavre) is bottom up in nature. In the case of UNICEF (Ilam), the planning process is different from two approaches mentioned above as the quotas for ECD centres are determined by DDPP for five years based on the information acquired from the grassroots level. However, the planning for the training was not prepared in detail in all the sample districts.

#### *Implementation of ECD Programme*

The ways of implementing ECD programmes being conducted by various agencies were found different. The implementation of ECD programme here, includes: (i) Quota distribution, (ii) Conduct of training, (iii) Recruitment and remuneration of facilitators and (iv) Fund collection and mobilization. A brief description of implementation of ECD programme supported by various agencies is presented under their respective headings.

#### UNICEF

The implementation ECD programme started through the distribution of the quota of ECD centres for which Ilaka workshop is organized. (Ilam is divided into 11 Ilakas for development work along with ECD programme). In Ilaka workshop, lobbying is done to the participants (the members of local elected bodies) for opening ECD centres in their locality. It helps the community people aware of the ECD and make them demand the ECD centres. Based on the demand of the local community, the DCDB distributes quotas of ECD centres to those communities which fulfill the pre-determined criteria.

The DCDB appoints the facilitators for ECD centres as recommended by the respective communities and as mentioned in ECD Programme Implementation Directory. Though the minimum qualification for the facilitator is grade eighth, tenth grade pass facilitators were working in some sample centres. The remuneration to the facilitators was provided by the DCDB and the facilitators in some centres were receiving additional remuneration, where ECD fund was mobilized well. The training for the facilitators, MC members and local community people was being conducted by Seto Gurans.

All the sample centres have already collected matching fund for two times from the community people and/or VDC/municipality and received an equal amount of

financial support from the DCDB. Moreover, two sample centres were found to have collected matching fund for the third time to receive financial support from the DCDB. The fund was found to have mobilized at the community level in 4 out of 7 ECD centres in Ilam.

Regarding ECD centres being supported by UNICEF in Kavre, the quota of ECD centre was distributed to NGOs/CBOs by DCCSO. The facilitators for ECD centre were appointed by DCCSO with the recommendation of MC and local NGO. They were paid by UNICEF through DCCSO. The financial support equal to the matching was provided by the UNICEF through DCCSO. The training for facilitators was conducted by Seto Gurans as in Ilam. But, the training for MC members was provided by DCCSO.

#### Plan Nepal

Plan Nepal was found to have distributed the quota of ECD centres to NGOs and CBOs according to their demand based on the information received from PRA. All the ECD centres were being conducted in disadvantaged areas. The first priority was given to the sponsored children in ECD centres and non-sponsored children were also admitted in some centres where seats were not filled up.

The disadvantaged communities of Plan programme areas was the single criteria for quota distribution. The facilitators for ECD centres recruited by their respective NGOs/CBOs were fully paid by the Plan Nepal. Training programme for the facilitators, MC Chairpersons and VDC chairpersons were conducted by Plan Nepal through Seto Gurans and local NGOs. Unlike in the ECD centres of other agencies, the centres being conducted under Plan Nepal need not collect matching fund as all financial and material supports were provided by Plan Nepal itself and hence, the MC's responsibility was limited only to the general supervision of ECD centres. However, at present in order to conduct ECD centres in a sustainable way, the MCs of centres/CBOs were found to have been collecting donations in cash and/or in kind for ECD fund.

#### Save the Children Norway

ECD centres in selected VDCs of Kavre were being conducted by SCN and the DEO collaborately. Quotas of ECD centres were distributed by the DEO through local NGOs based on the CEMIS according to the quota distribution criteria of the DOE. The CEMIS was created through the information received from PRA conducted at local communities. The DEO appointed the facilitators of ECD centres with the recommendation of NGO and local community. The remuneration for them was provided by the DEO and additional recommendation by the SCN. The training for the facilitators was provided by Seto Gurans as in other agencies and financial support by the SCN. The ECD centres collected matching fund only one time to receive governmental financial support. The fund was deposited in the bank instead of mobilizing it at local community.

#### Save the Children, US

Based on the demand of local community, the BASE distributes the quota of ECD centres. In community where the quotas are distributed, community gatherings are organized by the BASE through its supervisors. In these community gatherings, MC for each ECD centre is formed. Out of three sample ECD centres supported by SCUS, one has deposited the matching fund twice and hence, received an equal amount of

financial support from the SCUS through BASE and the second one has received financial support from the BASE once as it has deposited the matching fund only one time. The remaining one has received the financial support for the first time from the SCUS through BASE though it has not deposited the matching fund. The ECD fund of the first two centres were found to have been mobilized in the community at a reasonable interest rate which is higher than that of bank rate. The facilitator for each centre is appointed by the BASE on the recommendation of the MC. The remuneration for the facilitators is provided by the DEO through BASE. Moreover, some additional remuneration to the facilitators is provided by the BASE itself, which they received from the SCUS.

The residential type of training and refresher training for the facilitators, and orientation programme for MC chairperson/member in which the officials of BASE and the FP of DEO are used as trainers are organized by the BASE at the district headquarters.

#### Department of Education

The DOE was found to have conducted ECD centres through the DEO in three sample districts: Kavre, Banke and Kailali without the support of any INGO. The NGOs/CBOs were notified for quota distribution in Kavre and Banke. Moreover, notice of conducting ECD centres was also given to VDCs in Banke. In the case of Kailali, the DEO distributed the quota of ECD centres to the communities directly. The criteria determined by the DOE are followed for quota distribution. The facilitators in all the cases were appointed by the DEO through the recommendation of the MC. These facilitators were paid by the DEO. All the sample centres of Kavre and Kailali collected matching fund two times and hence, they received the governmental financial support. In the case of Banke, out of three sample centres, only one centre received the financial support from the DEO. However, two of them have not collected matching fund yet.

#### *Monitoring and Supervision*

The monitoring and supervision of ECD centres being practised by different agencies are presented below:

##### UNICEF

In Ilam, there were three supervisors in the secretariat of the DCDB whose main responsibility was to monitor and supervise the ECD centres at least once in four months in each centre. Besides, the NGO official of each Ilaka was made responsible for M&S of ECD centres of that Ilaka from time to time. During the monitoring, in-house activities were observed. Similarly, interaction regarding the problems of ECD centres and achievement of ECD children in primary grades was held. In the case of Kavre the ECD centres were found to have been monitored by the local supervisors (NGO officials) and the members of DCCSO.

##### Plan Nepal

Local supervisors were appointed by the Plan Nepal to monitor and supervise the activities of ECD centres. One supervisor was assigned for 5 to 7 ECD centres for this purpose. S/he was required to visit the centres according to predetermined schedule. The aspects that were monitored and supervised were in-house activities of the

centre, regularity of the children and the facilitators, and delivery and management of milk and supplementary food to the children.

#### Save the Children, Norway

A coordinator was appointed by the SCN for M&S of ECD centres along with other aspects of ECD programme. The responsibility of M&S of ECD centres was also assigned to the RP of DEO. These officials were found to have visited the sample ECD centres frequently. During their visits, emphasis was given to the observation of in-house activities. Besides, they made interaction with the facilitators and MC members on the collection and mobilization of fund, management of physical facilities, etc.

#### Save the Children, US

One local supervisor was appointed for each BASE programme area. The supervisor is made responsible to monitor and supervise the ECD centres along with other tasks. These supervisors are required to submit their field reports to the BASE office in each month.

#### Department of Education

There was no provision of local supervisors for M&S of ECD centres conducted by the DEO. The FP was made responsible to look after all the activities of ECD programme along with his/her regular functions and hence, s/he could not spare the time for M&S of ECD centres. Because of this, M&S of sample ECD centres was found to be negligible.

#### *Coordination between Different Agencies*

In all the sample districts, two or more than two agencies were found to have been involved in the ECD programme. The extent of coordination among these agencies is presented in the following paragraphs:

In Ilam, a strong coordination among the DEO, DDC, NGOs and UNICEF was found due to the provision of the DCDB. These agencies worked together for the planning of ECD programme in the district. Moreover, coordination among the DCDB and the local NGOs was observed particularly for training and M&S of ECD centres.

ECD programme in Kavre was being conducted in three different channels in terms of involvement of different agencies. Some ECD centres were being conducted by the DEO alone, some by the DEO and SCN collaborately whereas some others by the UNICEF and DDC. There was no coordinating body at the district level to coordinate the ECD programme conducted through these channels. However, coordination was found between UNICEF, DDC and DCCSO at the planning phase. The DCCSO had established coordination with the local NGOs and VDCs for the implementation of ECD centres. Similarly, a strong coordination between the DEO and SCN was noticed from planning to M&S of ECD centres.

In Banke, Plan Nepal and the DEO were conducting the ECD programme separately. But, no direct coordination between them was observed. However, there was coordination between Plan Nepal and local NGOs/CBOs as the ECD centres of Plan Nepal were being conducted by the local NGOs/CBOs. The same was true for the DEO and the local NGOs in conducting ECD centres.



Some ECD centres in Kailali were being conducted by the DEO alone and some by the DEO and BASE with the support of SCUS. Though there was lack of formal coordinating body between the DEO and the BASE, the linkage between these agencies was found as the remuneration to the facilitators of the ECD centres was provided by the DEO through BASE. Similarly, the training and refresher training of the facilitators were jointly conducted by these two agencies.

### **Achievement Status of Grade II Students**

One of the specific objectives of a formative research on ECD conducted by Malla, 2003 was to compare the achievement level of grade I students with and without ECD experience in Nepali, Social Studies and Mathematics. With a view to making this study longitudinal in nature, the achievement scores of the grade II students who were included in the previous study were collected. Moreover, the present study included two other districts and hence, the achievement scores of grade II students of those districts were also gathered. These scores of each subject mentioned above were categorized into two groups: (i) scores of the students with ECD experience and (ii) scores of the students without ECD experience. The mean scores of both groups in each subject were compared using t-test. The analysis and interpretation of achievement level of both groups of students in each subject are presented below.

#### *Achievement Status of Grade II Students in Nepali*

The mean scores, standard deviations and t-ratio of grade II students with and without ECD experience in Nepali are presented in the following table.

Table 4: Mean Scores and t-ratio of Grade II Students with and without ECD Experience in Nepali

Groups of students	N	Mean	Sd	SE <sub>M</sub>	t-ratio
Students with ECD experience	115	52.42	16.90	1.84	3.09*
Students without ECD experience	391	46.73	18.71		

\*Significant at the 0.01 level.

As shown in Table 2.3, the mean score of grade II students with ECD experience was higher by 5.69 than that of their non-ECD counter parts. Since the t-ratio, i.e. 3.09, of difference between the mean scores of these two groups exceeded the table value at 0.01 level, the difference was found to be statistically significant. It reveals that the grade II students with ECD experience performed better than their non-ECD counterparts in Nepali. It implies that ECD programme has made positive impact on achievement scores of grade II students in Nepali.

#### *Achievement Status of Grade II Students in Social Studies*

The mean scores of grade II students with and without ECD experience in Social Studies were calculated in order to compare achievement level of these two groups of students. The following table presents the mean scores and t-ratio.

Table 5: Mean Scores and t-ratio of Grade II Students, and with without ECD Experience in Social Studies

Groups of students	N	Mean	Sd	SE <sub>M</sub>	t-ratio
Students with ECD experience	117	38.45	16.57	1.77	1.20
Students without ECD experience	388	40.59	17.49		

The grade II students with and without ECD experience secured the mean score of 38.45 and 40.59 respectively. Hence, the mean score of the students with ECD experience was found to be low by 2.14. However, this mean difference was insignificant as the t-ratio was smaller than the table value even at 0.05 level. It reveals that the difference was due to chance factor. It means that mean scores of both groups of students were, more or less, the same. It suggests that the activities conducted at ECD centre did not have positive impact on the achievement level of grade II students in Social Studies. This result calls for improvement in ECD activities at the centres.

Though the ECD activities at the centres were not found to have been helpful in increasing the achievement scores of the students in social studies, it had made positive impact on their social and emotional behavior i.e. courtesy, cooperation, respectful, obedience, frankness, sociable, sharing of joy, love and affection towards younger children, etc.

#### *Achievement Status of Grade II Students in Mathematics*

The achievement scores of 115 grade II students with ECD experience and 392 students without ECD experience in Mathematics were gathered. The mean scores and t-ratio of both groups of students are given in Table 2.3.

Table 6: Mean Scores and t-ratio of Grade II Students with and without ECD Experience in Mathematics

Groups of students	N	Mean	Sd	SE <sub>M</sub>	t-ratio
Students with ECD experience	115	49.80	11.40	1.44	0.25
Students without ECD experience	392	49.44	19.20		

The difference between the mean scores of grade II students with and without ECD experience was 0.36, which is very small. The calculated t-ratio of the difference between these two mean scores was very smaller than the table value even at 0.05 level and hence, this difference was statistically insignificant. It shows that the activities conducted at ECD centres did not help in increasing the achievement scores of the grade II students with ECD experience in Mathematics. It suggests that activities in ECD centres need to be improved in such a way that they could help the students secure high scores in Mathematics.

## Chapter III

### EFFORTS MADE FOR SUSTAINABLE DEVELOPMENT OF ECD PROGRAMME

All the ECD centres conducted by DOE, UNICEF, Plan Nepal, SCN and SCUS in the sample districts were found to be community-based in the sense that the involvement of local community was sought for the establishment and operation of ECD centres. All these agencies have been trying to make these centres self-sustained. The centres could be considered sustainable only when the local community would be able to take the responsibilities of running and funding of ECD centres. More specifically, the local community need to take the responsibility of taking care of the building, playground, toilet, drinking water, children's learning materials (CLMs), additional remuneration to the facilitators and to the assistants to the facilitators, daily expenses and other necessary materials to the ECD centres. The sustainability of the ECD centres in terms of the above-mentioned aspects will be maintained only if the agencies would have made efforts from the beginning of their involvement. It is in this context, this study has intended to identify the efforts made by different agencies for making the ECD centres sustainable. So, this chapter deals with the efforts made for sustainable development of ECD centres with the following three major sections based on the information acquired from a cross section of stakeholders.

#### Physical Facilities

One of the essential components required for the sustainable development of the ECD centres, as identified by all the stakeholders, was physical facilities which included land, building, play ground, furniture, drinking water and toilets. The efforts made by different agencies in the sample districts for managing the different aspects of physical facilities are briefly presented below:

##### *Land*

Land for ECD centres was found to have been acquired from different sources. Out of 9 ECD centres (i.e. 7 in Ilam and 2 in Kavre) conducted with the support of UNICEF, 6 centres had their own land. Of these six centres, 2 received the land from individual donors and 1 from VDC. Two centres got the land from schools. Similarly, the MC of a centre received the land from religious organization. But the remaining 3 centres out of the nine did not have their own land yet.

Out of two sample ECD centres supported by Plan, Nepal, one centre acquired the land from VDC and the other from individual donors. Likewise, the ECD centre funded by SCN acquired the land from an individual donor. Three sample ECD centres being conducted with the support of SCUS acquired the land from VDCs. Out of 7 sample ECD centres run by DOE, 6 acquired the land in one way or another. Three of these centres received the land from the schools whereas the remaining three received the land from CBOs and VDCs.

The ECD centres having their own land had also their own play ground. However, the ECD centres which did not have their own land were found to have used the play ground of the same agency/individual which/who made available the room for the ECD centre in temporary basis.

Most of the ECD centres (18), on the whole, had their own land for building and play ground which were received from five different sources i.e. individual donors, VDCs, schools, religious organization, and CBOs/NGOs. It can be deduced from these facts that efforts made for the sustainable development of ECD centres in terms of acquiring land could be considered satisfactory. Based on this conclusion, it can be expected that the ECD centres being conducted and going to be established in coming years can acquire land if efforts are made by the concerned agencies and committees.

### *Building*

Out of 22 sample ECD centres, 11 had their own *pakki* building i.e. constructed from brick/stone/RCC and 6 had *kachhi* building i.e. constructed from wood/bamboo and mud. The space of room in all the centres except one in Ilam was adequate in terms of number of children. One ECD centre in Banke, which had its own land was in the process of constructing the building.

Agency-wise, seven out of 9 ECD centres supported by UNICEF have their own building. The local contribution in terms of labour, local materials and cash was received for constructing the building in 6 out of 7 ECD centres. The building in the remaining one was constructed with the financial support of foreign donor. Out of 6 mentioned above, three centres of Ilam approached DDC for corrugated sheets for roofing. One centre in Kavre received the financial support of the Ministry of Women and Social Welfare and some foreign donors. The remaining two were built by the schools. A similar type of partnership between the community and the external agencies was found made in the construction of the building of three ECD centres funded by SCUS in Kailali. Roofing materials (corrugated sheets) for the buildings were acquired from the SCUS through the BASE.

In the case of ECD centre funded by SCN, the building was constructed with the financial support of the SCN and labour contribution of the community people. Regarding the building construction of two ECD centres supported by Plan Nepal, one was constructed by the local community whereas the other was constructed by Plan Nepal.

Out of 7 ECD centres being conducted by the DOE, five have their own buildings and the remaining two do not. Of these five centres with buildings, two were constructed by the schools, two by the community people and the remaining one was acquired from an NGO/CBO.

Considering the above facts, most of the sample ECD centres had their own buildings. The community participation in the construction of building was found significant in 11 out of 17 ECD centres as the buildings were constructed with labour, local materials and cash contribution from the local community. In the remaining centres, the community participation was limited to labour contribution. It reveals that ECD buildings were found to have constructed in three ways: some entirely constructed by the community, some constructed by the community in partnership with other agencies; some are fully supported by schools or other agencies/donors. The efforts made to construct the building for ECD centres were appreciable in the sense that the involvement of local community seemed to be significant.

### *Drinking Water*

The field survey revealed that no effort was made by 6 out of 9 ECD centres supported by UNICEF for arranging drinking water facility and hence these centres did not have their own water supply i.e. piped water, tube well or even a conveniently located well. However, in these centres, the facilitators themselves used to fetch drinking water from a nearby water source. The remaining three centres had their own drinking water facility of which one got to use school's tap. In two centres, effort was made to receive the community participation and support from the municipality to install the tap water.

Though two ECD centres funded by Plan Nepal had drinking water supply, one of them installed the tube-well with the effort of local community and the other one installed the tube-well with the full support of Plan Nepal. Similarly, in the ECD centres funded by SCUS, the drinking water facility was managed with the materials support of the SCUS through the BASE and the labour contribution was provided by the local community.

Though four out of seven ECD centres conducted under the DOE had drinking water facility, three of them that were running within the school premises used the school's taps and one ECD centre had tubewell which needs to be repaired. The remaining three ECD centres did not of course make any effort to arrange for drinking water facility.

The facts presented above conclude that the efforts made to manage drinking water facility in ECD centres was found to be negligible as compared to the efforts made for acquiring land and constructing building because 50 percent of the sample ECD centres still did not have any drinking water facility and some centres used the school's tap for drinking water. The number of ECD centres which managed drinking water facility with the community support was found to be minimal.

### *Toilet*

It was found from the field survey that 5 out of 9 ECD centres supported by UNICEF had toilet facilities. Of these five ECD centres, three had constructed the toilets with the full support of the community but the toilets in ECD centres were not found to have been used. One ECD centre which was running within the school premises used the school's toilet. In the next ECD centre, the toilet was constructed with the full financial support of a foreign doner. In the remaining four ECD centres, no effort has been made to manage toilet facility.

Among two ECD centres supported by Plan Nepal, the toilet facility in one centre was constructed with the full financial support of Plan Nepal whereas the toilet in the other one is under construction with the community participation.

In the ECD centres funded by SCN and SCUS, the toilets were constructed by the local community in partnership with above-mentioned INGOs. In these ECD centres, the materials were provided by those INGOs and labour contribution was made available by the local community for the construction of toilets.

Out of the seven ECD centres conducted under the DOE, only three which were being operated in school premises used the toilets of the same schools. The other ECD centres did not have toilet facility.

The aforementioned figures regarding the toilet facility show that 9 centres did not have toilet facility. Though two centres had toilets, they were not in use. Similarly, 4

ECD centres used the toilet facility of the schools. The toilets in 2 ECD centres were constructed by the external agency/donor without any community participation. So, altogether, there were only five centres in which toilets were constructed by the local community with the support of an external agency. It implies that efforts of local community for constructing the toilet facility in most of the ECD centres were not made at all.

### *Furniture*

Out of 22 ECD centres, only five had furniture and the remaining centres used locally available mats and plastic sheets. Agency-wise, all the ECD centres supported by UNICEF had either mats or furniture which were made available by the community in some centres, and by the local community and DCDB in the other centres. Similarly, ECD centres which were running within school premises used the furniture of the same school.

The local community provided the mats to ECD centres supported by SCN and SCUS. But, this was not true in the case of the ECD centres supported by Plan Nepal as this agency provided carpets and furniture to the centres. In the case of ECD centres conducted under the DOE, mats were made available by the local community. In some centres, mats were provided by the schools.

About 50 percent of the sample centres had received mats from the local community. Some centres managed the mats and furniture from the external agencies or DCDB in Ilam along with the local community. The number of ECD centres which received the mats and furniture from an external agency only was found to be very small. These facts reveal that efforts made by the local community to manage flooring materials but not furniture, for ECD centres could be considered as satisfactory.

### *Repair and Maintenance*

Regular repair and maintenance of building, toilet, water supply and furniture is essential to run the ECD centres in a sustainable manner. In this regard, 11 out of the total sample of ECD centres was found to repair and maintain the above-mentioned aspects of physical facilities occasionally. However, the repair and maintenance work was not done in 9 ECD centres. Two remaining ECD centres did not need the repair and maintenance work as the buildings were newly constructed.

Agency-wise, the repair and maintenance work was found in 5 ECD centres supported by UNICEF and two ECD centres supported by SCUS. These tasks were done with the efforts of the local community in some cases and with the interest generated from mobilization in other cases. Regarding the repair and maintenance of physical facilities in ECD centres conducted under the DOE, these tasks were done either with VDC support or by raising nominal fees from the children. No community participation was found in these tasks in the centres supported by the Plan Nepal, as the expenses were borne by Plan Nepal itself.

Community participation in the repair and maintenance of physical facilities was found happening in most of the centres where such tasks were undertaken. The ECD centres where these tasks were not carried out, did not realize its necessity as the rooms were in an improvised state. Similarly, they did not give importance to other aspects of physical facilities except the room.

## **Children's Learning Materials**

Children's Learning Materials (CLMs) are required to run the ECD centres in an effective way. However, it is not practical to expect CLMs from external agencies and the DOE all the time. Hence, efforts should be made by the ECD centres and local communities themselves for the management of CLMs. In this context, an effort made by sample centres and communities to manage CLMs are presented below:

Different sample ECD centres, as revealed by the field survey, have received CLMs from various ways. For the sake of convenience, they are categorized into seven groups which are listed below.

- Prepared by the facilitators during training
- Prepared by the facilitators after training
- Prepared by the MC/parents/community
- Purchased from the fund collected from tuition fees
- Provided by the NGOs/INGOs
- Provided by the DEO/DCDB
- Provided by the school

Of the above-stated seven ways of managing the CLMs in the ECD centres, the way of preparing CLMs by the facilitators during the training and the way of acquiring CLMs from the DEO/DCDB was found to be a common practice for all ECD centres. Managing the CLMs through the purchasing of ready made CLMs from the fund collected from tuition fees was found only in two ECD centres. In eight centres, the facilitators were found to have prepared CLMs after training from locally available materials. Moreover, the MC, parents and community people were also used for the preparation of CLMs in some of the above centres. This practice was found in the ECD centres supported by UNICEF, Plan Nepal, SCUS and SCN. These agencies also provided CLMs to the ECD centres supported by them. Among the ECD centres being operated in the school premises, one received CLMs from the same school.

The efforts made for managing CLMS through the preparation of CLMs by the facilitators, MC members, parents and community people seem to be better for sustainable development of ECD centres. Such efforts were found to have started in 8 ECD centres mostly supported by external agencies. This type of efforts needs to be made in other ECD centres too. Similarly, the efforts being made to receive ready-made CLMs from external agencies were also necessary. However, emphasis should be given to the preparation of CLMs by the facilitators themselves. Similarly, MC members, parents and community people can also be used for preparation of CLMs for which they should be trained.

## **Collection and Mobilization of Fund**

The DOE along with NGOs/INGOs has planned to create and mobilize an ECD fund in all ECD centres for running them in a sustainable way. In this regard, the efforts made by UNICEF, Plan Nepal, SCN, SCUS and the DOE are briefly presented separately.

## *UNICEF*

UNICEF in Ilam had made a policy to create a fund of Rs.60,000 in each ECD centre within three years for which the UNICEF provided Rs 10,000 per year upon the deposit of the same amount of matching fund by the centre. Such support was supposed to provide three times. In this regard, five out of seven ECD centres in Ilam had collected the matching fund from the community. Some of these centres received certain amount from VDC for the matching fund in the first year. In the two remaining centres of Ilam, no effort was made to collect the matching fund from the community as these centres received this amount from the municipality. Of the seven centres mentioned above, four have already received financial support from the DCDB for two times and the remaining three received such support only once. Moreover, two centres were in the process of receiving the last installment of financial support from DCDB as they had already collected the required amount of matching fund from the community. Besides the matching fund, two centres were found to have been raising admission and tuition fees for increasing ECD fund. Moreover, these centres have a provision of Children's Saving Fund (CSF).

The mobilization of ECD fund in three centres could be considered as appreciable because the ECD fund was mobilized at the community level with a reasonable interest which is comparatively higher than that of the rate of bank. Hence, it helped to increase the fund, to pay the additional remuneration to the facilitators and to meet the daily expenses of the centre. Moreover, the next advantage of mobilization of ECD fund in the community is that the community people themselves will be benefited. The remaining ECD centres had deposited the ECD fund in the bank and hence their fund had not been increased as much as that of the above centres.

In the case of Kavre one out of two ECD centres supported by UNICEF had collected the matching fund of Rs 30,000 (i.e. Rs 25,000 from a CBO and Rs 5000.00 from tuition fee) and received an equal amount of financial support from UNICEF through DCCSO. This fund has been mobilized at the local community with reasonable interest. But, the next centre received the UNICEF support only once and this centre had not mobilized the fund.

## *Plan Nepal*

There was no provision of fund in the ECD centres supported by Plan Nepal as all the expenses were provided by Plan Nepal itself. These centres had not made any effort to create the ECD fund for being sustainable. However, they, at present, have started to collect the amount in cash or in kind from the local community people for ECD fund in order to make the ECD centres sustainable even after the Plan Nepal ceases to provide the financial support. The collected amount has been deposited in the bank.

## *Save the Children, Norway (SCN)*

With a view to making an ECD fund available for sustainable development of the centre, a centre deposited Rs 9000.00 as a matching fund to receive financial support from the DEO. But, it has not received the financial support from the DEO yet. Hence, this amount was deposited in a bank.



### *Save the Children, US (SCUS)*

Three sample ECD centres in Kailali collected the matching fund from CBOs and received financial support from SCUS through the BASE. Two of them were found to have mobilized the fund at the community level in order to increase the ECD fund.

### *The DOE*

Six out of 7 sample ECD centres operated under the DOE had deposited the matching fund only once and thus received the financial support from the DEO. Though one of them in Banke has already collected the matching fund, the DEO has not still provided the financial support to it. However, the contribution of local community for the matching fund could not be considered satisfactory as only two centres had made effort to receive the matching fund from the community. The remaining five centres managed the matching fund either through the VDC or through the school and hence, no community contribution was observed for matching fund. Moreover, the amount of ECD fund of all these centres was found less than that of most of the other centres supported by other agencies. The fund was deposited in the bank and not mobilized in the community.

### *A Comparative Picture of Fund Collection and Mobilization*

The above mentioned facts show that an ECD fund was created from two major sources: (i) matching fund and (ii) financial support from either the government or an INGO. Besides, the amount received from children in the form of various fees and CSF were also found to be the additional sources for ECD fund of some ECD centres. Similarly, two ECD centres in Banke and one in Ilam received financial support from local (vehicle) tax which helped to increase the ECD fund. The matching fund was collected from various sources which are listed below:

- Donation of local community
- Donation from both local community and VDC
- Donation from CBO
- Donation from CBOs and tuition fees
- Donation from VDC/municipality
- Donation from individual donors
- Donation from school

Among the seven sources listed above, the first five can be considered better to collect the matching fund for sustainable development in the sense that the government aimed at involving the local community and the local elected bodies in the management of ECD centres. Such practice in collecting the matching fund was observed in the centres supported by UNICEF, SCN and SCUS. This type of practice was also found in the ECD centres conducted under the DOE. Besides, the efforts of raising different types of fees and SCF made by the ECD centres in Ilam were appreciable in increasing the amount of the fund gradually. Hence, the efforts as mentioned above to collect the matching fund should be made in the centres being conducted and to be conducted for their sustainability.

Regarding the mobilization of ECD fund, the efforts made by the ECD centres supported by UNICEF and SCUS were appropriate as these centres mobilized the

fund at the community level with reasonable interest which helped to increase the amount of the fund as compared to deposits made in the bank. Hence, such a practice needs to be replicated in other centres as well to run the centres in a sustainable way. The ways of mobilizing ECD fund which is extracted from the previous study on Management of CBECD Programme, 2003 is given in the following box.

#### Mobilization of CBECD Fund

In Ilam, 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.

## Chapter IV

### STRATEGIES FOR RAPID EXPANSION OF ECD CENTRES

The main purpose of this study is to develop strategies for rapid expansion of ECD centres in an effective and sustainable way. Hence, this chapter deals with the development of strategies for rapid expansion of ECD centres based on information acquired from different groups of stakeholders of grassroots, district and central levels. The data collected from them are analyzed and interpreted below under five major sections: (i) Strategies for attitudinal change, (ii) Strategies for infrastructure development, (iii) Strategies for financing, (iv) Strategies for capacity building and (v) Strategies for institutional development.

#### Strategies for Attitudinal Change

Rapid expansion of ECD centres in an effective and sustainable way, as targeted by the government, is possible only when the community people are involved in establishing and running these centres. In the present context, the government alone cannot operate and manage a large number of ECD centres within the stipulated time without community support. This fact is corroborated by the findings of a study conducted by Malla, 2003. This study revealed that those ECD centres which received community support in terms of managing physical facilities, financial resources and M&S were found to have been conducted effectively. This study further showed that the involvement of community people was found better in those areas where various types of awareness programmes were conducted effectively, which helped to develop a positive attitude towards ECD programme. Hence, it implies that in order to expand the ECD centres in an effective and sustainable way, first of all, the attitude of the community people towards ECD programme should be made positive. For this, various types of programmes which help to make people aware of ECD programme, as responded by all the stakeholders, should be developed and conducted. However, priority given by different groups of stakeholders on those programmes was found to be different. The programmes they suggested are grouped into eight categories. The ways of conducting these programmes are briefly presented below:

#### *Orientation Programme*

The attitude of different stakeholders can be made positive provided they are aware of importance, effect and impact of ECD programme for which, as they stated, orientation programme for them should be organized. Such programme needs to be conducted for stakeholders of grassroots and district level.

*Orientation programme for Grassroots Level Stakeholders:* Since the parents and MC chairperson/members are the key actors for making ECD programmes a success all the stakeholders realized the necessity of orientation programme for them. Similarly, members of local bodies, mothers' group/women's groups and forest users' groups should be given orientation on ECD programme as those groups can play an active role in managing physical facilities and financial resources. The orientation programme for aforementioned stakeholders should be conducted by the school teachers, NGO officials, health workers, local ECD supervisors, as stated by the FP, DEO, teachers, parents and MC chairpersons. Such programmes should be conducted once a year to orient all the parents and the members of MC, CBOs and

VDCs. The responsibility of organizing orientation programmes should be of concerned VDCs/NGOs/RCs.

The functionaries who provide orientation to parents, MC chairpersons/members, the members of CBOs and local elected bodies are to be provided necessary inputs by the FP and the RPs of resource centres. The orientation for the FP and RPs, as FP and DEO stated, should be organized at the central level.

*Orientation Programme for District Level Stakeholders:* Orientation programme is also required for DEO, DCDB members, the mayor of the concerned municipality and the members of the district level NGOs. Such programme, as suggested by some of the district level stakeholders, should be organized at the district level by the ECD experts prior to the implementation of ECD programme in the district. In this regard, some stakeholders viewed that such orientation programmes should be conducted at the national level. At the district level, orientation programme should be organized under the aegis of DEO and INGOs.

### *Mass Media*

Most of the stakeholders agreed that the messages related to ECD broadcast by radio and telecast by TV, can be one of the important means which helps to change the attitude of the people towards ECD programme. The responsibility of this task should be of DOE and INGOs. Likewise, they also recommended to show video films on ECD programmes to the community by DEO/NGO/INGO.

Of the three types of media mentioned above, the battery-operated radio is comparatively better as it is appropriate for both rural and urban areas. In case of TV, it is appropriate only for those areas with electricity supply. Hence, more emphasis should be given to the broadcast of the ECD related messages through radio.

### *Parental Education*

As stated by all the stakeholders, parental education is needed for making parents aware of the ECD programme which is also mentioned in Strategy Paper 2004 of DOE. Such programmes as stated by district level stakeholders, should be conducted by NGOs, CBOs and VDCs. According to them, this programme should be conducted at the convenient time of parents. The parents in FGDs specifically expressed their desire that it would be appropriate for them if this programme is conducted in the evening. Some of the district level stakeholders suggested that the officials of NGOs and CBOs should be entrusted to conduct parental education programme.

The ECD centres receive the children from the community and the centres can be run in a sustainable way when the parents are in favour of ECD programme for which they must be made aware of it. This fact is supported by the field observation in Kailali and Ilam which revealed that ECD centres were found to have been effective where parental education programme was conducted effectively. As regards the responsibility of operation of this programme, the school teacher should be mobilized as they are the change agents in rural areas.

The above discussion reveals that parental education is a key instrument to make the parents aware of ECD programme. It would be better if this programme is conducted before the establishment of ECD centre because it enables them to demand the quota of ECD centre. Moreover, it will make them aware of their roles about the establishment and operation of ECD centres in an effective and sustainable way.

### *Child-to-Parents Approach*

One of the easiest means to change the attitude of the parents is child-to-parents approach under which the school students, as viewed by the FP, the officials of NGOs and the teachers, should be given orientation on ECD programme and these students are to be mobilized to convince the parents for extending cooperation to the ECD centres.

Preparing the students for this task, two different views were noticed in the field. First, the officials of NGO opined that some contents related to ECD programme should be included in the related subject of secondary level. Specifically, one of the NGO officials stated that it should be included in Population Education. Second, separate training package, as stated by some of the FPs and the teachers, should be developed by ECD section of DOE. This training should be organized by NGOs and child club of each school either before or after school hours. The NGO officials and the school teachers can be used as the trainer for this programme.

From the above responses, it can be concluded that it would be better to conduct child-to-parents approach for making the parents aware of ECD programme for which the students should be given required knowledge on ECD. In this regard, though some of the stakeholders preferred to include such contents in the curriculum, it is a long and time-consuming process. In this context, development of separate training package seems to be logical and pragmatic.

### *Home-Visits*

One of the programmes to orient the parents about ECD and convince them to support ECD centres, as stated by almost all the stakeholders, is home-visits. Regarding the home-visits, different views appeared. A majority of the stakeholders viewed that the facilitators themselves should make the home-visit. In addition to facilitators, some of the stakeholders suggested that the members of local elected bodies and social leaders should be mobilized for home-visit. The FP and the DEO in Ilam gave emphasis to the use of school teachers for this purpose as they have good rapport with the parents and hence, they can convince the parents easily. This view was supported by most of the sample teachers themselves and they accepted this task if there is a provision made of certain incentives.

Whosoever are mobilized for this task, they should be fully prepared for which a short-term training on social mobilization techniques should be conducted for them, as suggested by the FP, NGO officials and the teachers. They further stated that such training should be organized by DCDB/DEO at the school cluster level.

The aforementioned facts reveal that home-visit programme needs to be organized for developing a positive attitude in parents towards ECD programme. This type of programme should be conducted prior to the establishment of the ECD centres to make them realize the necessity of ECD centres. At this stage, facilitators will not have been recruited and hence, NGO officials and the members of local elected bodies along with the teachers should be appropriate for home-visit. Similarly, home-visit programme is required after establishing ECD centres to convince the parents to send their children regularly and to get their regular support. For this, the facilitators and MC chairperson/members, as they are the key actors of ECD centres, could be mobilized depending on the locality. This programme should be conducted according to the pre-determined schedule either in the morning or in the evening.

### *ECD Centre - Visit Programme*

Visit for observing effective ECD centres by the members of local elected body and the teachers, can make them aware of ECD programme and hence, ECD centre visit programme should also be organized, as stated by the district level stakeholders. Specifically, this programme will help them to realize the necessity of ECD centre in their locality and their roles in establishing and running the centres in a sustainable way. Such visitation should be made before and after the establishment of ECD centre. This view was also supported by most of the facilitators and MC chairperson/members. Moreover, they themselves expected to get such opportunity through which they can learn the ways of developing a positive attitude in parents and community people towards ECD programme.

Field survey showed that there are some centres which are running effectively because of active community participation. For example, in Ilam such effective centres are converted into ECD learning centres. The visitation of such centres will certainly help the facilitators and MC members to acquire and use the ways of making community people aware of ECD. In the case of communities where ECD centres are to be established, the members of local elected bodies and the teachers should be involved in such visitation programmes. This type of visit programme can be organized within/outside the district by DCDB/DEO with minimum expenses.

### *Street Drama and Children's Rally*

Street drama and children's rally are the next two awareness programmes recommended by some of the district level stakeholders. Street drama can be organized by NGOs and child clubs. In case of children's rally, it should be organized by NGOs and the schools, as stated by the FPs. Both types of programmes should be organized at least once a year.

Though street drama and children's rally could be instrumental in bringing about changes in the attitude of community people, such programmes would be more appropriate and fruitful in densely populated village and urban areas. Since both the programmes need school students, it is wise to mobilize the schools for which the formation of the child club in each school is supportive.

### *NFE Programme with ECD Contents*

Along with the awareness programme mentioned above, the attitude of the community people can be changed through NFE programmes being conducted in communities if some ECD-related contents are included in such NFE programme. In this regard, the FPs, NGO officials and some of the teachers stressed to include ECD related contents in each NFE programme. This type of programme serves two purposes: first, it imparts the knowledge and skills related to their own programme, second it provides knowledge on importance of ECD which helps to bring about a positive attitude among them towards ECD. It entails a strong coordination among the agencies which conduct such NFE programme and DCDB/DEO.

### **Strategies for Financing**

The government, at present, has planned to establish a large number of ECD centres, i.e. about 6000 ECD centres every year in two ways: community-based ECD centres and school-based pre-primary classes. The financial resources for establishing and running those ECD centres can not be managed by the government alone and hence,

the government has developed a policy to mobilize local communities to make available the resources required for running the ECD programme in a sustainable manner.

In order to establish and run ECD centres effectively, the following aspects are required:

- ✓ Land
- ✓ Building
- ✓ Toilet
- ✓ Drinking water
- ✓ Furniture
- ✓ Children Learning Materials (CLMs)
- ✓ Remuneration for the facilitators and assistants
- ✓ Daily expenses
- ✓ Repair and maintenance
- ✓ Tiffin
- ✓ Matching fund

Of the aforementioned requirements, the government as per its policy provides Rs 500.00 per month for the facilitators as remuneration, Rs 1000 as establishment cost in the beginning and Rs 9000 per year for three times as financial support to create an ECD fund. The rest of the requirements such as physical facilities, additional remuneration for the facilitators, remuneration for the assistants, if any, budget for repair and maintenance, matching fund, daily expenses, tiffin as required, and CLMs are to be managed by the community.

Once the ECD centre is established, it is the responsibility of the community to run it in a sustainable way for which the financial resource is required for the following aspects:

- ✓ Remuneration for the facilitator and assistant
- ✓ Daily expenses
- ✓ CLMs
- ✓ Repair and maintenance

The present challenge for running ECD centres in a sustainable way after their establishment is to manage financial resource for aforementioned four important aspects. In order to identify the required financial resource for managing these aspects, the opinions of different groups of stakeholders were collected. All the stakeholders are of the same view in the sense that adequate ECD fund must be created in each ECD centre. Besides, there should be a source for recurrent expenditure. Regarding the creation of this fund and regular source for recurrent expenditure, different stakeholders identified different sources which are presented below under seven categories.

- ✓ Community people
- ✓ Local elected bodies
- ✓ Community-based organization (CBOs)
- ✓ Local taxes
- ✓ Schools
- ✓ Fund mobilization
- ✓ Government

### *Community People*

One of the main sources for creating the ECD fund, as viewed by all the stakeholders, is the community people. The support from the community can be received in two ways: (i) donation and (ii) regular contribution.

**Donation:** The donation in cash needs to be received from community people for creating sustainable ECD fund and for purchasing CLMs, as suggested by all the facilitators, MC chairperson/members, members of elected bodies, and the district level stakeholders. In this regard, two groups of parents were observed. One group of parents was in favour of the above-mentioned opinion. The second group of

parents showed their inability to donate in cash. However, they expressed their willingness to contribute in kind in the form of contribution of grain (मुठि दान र खला दान). Donation in cash can also be collected during the festival of Tihar by observing Deusi and Bhailo (चौसी र भैलो)

*Regular contribution in the Form of Cash:* The cash for the sustainable ECD fund can be collected from the regular contribution of parents. The regular cash contribution will be of three types. Most of the stakeholders identified admission fee as one of the regular contributions from parents. Similarly, tuition fee can also be charged from each student, as suggested by some of the district level stakeholders and the facilitators. However, some of the stakeholders, particularly parents and MC members viewed that all the parents are not able to pay admission and tuition fees in all the centres and hence, there should be flexibility in relation to raising these fees and the amount of fee if they are raised. But, some parents in a FGD held in Kavre were found to have been against raising either type of fees. According to them, ECD services should be provided free of cost as in primary schools.

Some of the grassroots level stakeholders and NGO officials in Ilam were of the view that one of potential sources for creating the ECD fund is the Children Saving Fund (CSF) under which the parents of each child need to deposit a certain amount in each month for certain years. A certain percentage of interest received from the mobilization of CSF will be deposited in ECD fund and the remaining percentage will be given to the children when their deposit is refunded.

All the stakeholders of sample districts were in favour of collecting donation in cash and kind. The donors, the parents and MC members of ECD centres themselves were ready to provide such donation. Hence, donation in cash and kind to create the ECD fund for ECD centre is one of the important sources. Regarding the regular contribution of parents in the form of admission and tuition fees and CSF, different views were observed. Field observation of some ECD centres in Ilam revealed that the type of fees and fund mentioned above are being raised and those centres were found to have been operated effectively. This type of provision was not found in other centres as it was difficult to raise those fees because of poverty and unaware of the importance of ECD. Hence, such fees should be raised in the ECD centres wherever possible and there should be flexibility in the amount of fees to be raised. But, raising any type of fees from the most vulnerable and disadvantaged children is not practical.

#### *Local and District-level Elected Bodies*

One of the major strategies of financial sustainability is the acquisition of financial support from local and district level elected bodies. Such support can be received in two forms: block grant and regular support.

*Block Grant:* The VDC/municipality and/or DDC, as viewed by all the stakeholders, need to provide a certain amount for the matching fund to receive governmental financial support as per the present policy of DOE. Some of the stakeholders opined that 50 percent of the matching fund is to be provided by VDC/municipality/DDC whereas according to other stakeholders this amount should be more than 50 percent.

*Regular Financial Support:* One of the essential requirements for running an ECD centre is the remuneration for the facilitator. In this regard, some of the MC members pointed out that a certain amount should be allocated for ECD centres in the budget



of VDC/municipality as the amount of remuneration for the facilitator received from the ECD fund mobilization is not adequate.

The aforementioned views revealed that the local elected bodies should play active role to establish and run ECD centres for which these bodies should allocate a certain amount in their annual budget specially for remuneration of the facilitators and daily expenses. Similarly, there should be a provision of providing block grant for matching fund. But, it should not apply a blanket policy in providing such grant in all the areas.

#### *Local Taxes*

Raising local taxes can also be one of the potential sources for financing ECD centres. As suggested by MC members and NGO officials, vehicle tax and tax of export of local products e.g. tea, ginger etc. in Ilam, vegetables and food grains in Kavre, and local materials like soil, sand, stone, wood and brick in some districts, should be raised. The amount received from such taxes will be a good source for meeting the daily expenses of the centres.

The raising of taxes mentioned above is not applicable in all areas, mostly in remote areas. However, this may be a good source of income for certain places. Hence, the concerned MC of ECD centres should request local clubs for raising such taxes.

#### *Fund Mobilization*

One of the strategies for financial sustainability of ECD centres is the creation and mobilization of ECD fund. The interest generated from the fund mobilization, as stated by all the stakeholders, can be utilized for increasing the ECD fund itself, meeting the daily expenses and providing remuneration to the facilitators. Some stakeholders of Banke opined that the fund can be utilized in income generation activities such as fishery, vegetable farming, etc. The same view was presented by some stakeholders of Kailali and Ilam. They identified other income generation activities such as animal husbandry, poultry, ginger farming, etc.

The field observation showed that the facilitators were paid additional remuneration and the amount of fund itself is increasing in those ECD centres where the fund is mobilized at the community level rather than depositing in the bank. It indicates that the fund should be mobilized in the community for which a separate committee under MC needs to be formed. In the case of income generation activities, these should be conducted in certain places on an experimental basis.

#### *Community-based Organization (CBOs)*

The financial support provided by the CBOs, viz. Mother's group, Women's groups, Forest users' groups, as stated by the MC members, the facilitators, the members of VDC and municipality and the teachers, can be a better source of establishing and operating ECD centres in a sustainable way. This view was supported by some cases of Kailali where the matching fund and the remuneration to the facilitators were provided by their respective CBOs. It suggests that the establishment and operation of ECD centres through the formation and mobilization of CBOs will help in expanding the ECD centres in a sustainable way. The similar type of approach was prepared in the strategy paper of ECD, 2004 in which ECD centres should be established and run as a cooperative.

### *Schools*

One of the sources of financing ECD centres, as identified by MC members, the teachers and the FPs, is the school. This view is logical and realistic as there is a governmental policy to establish school-based pre-primary classes. The schools themselves are to be made responsible for financing the pre-primary classes operated in their own premises. Moreover, secondary schools, as suggested by some of the teachers and FPs, can provide financial support to ECD centres to be conducted under their respective catchment areas.

### *Government*

Governmental financial support is one of the main sources of financing ECD centres. All the stakeholders agreed that the existing financial support i.e. Rs 1000 for establishment cost, Rs 9000 per year for ECD fund for three times, Rs 500 per month to the facilitators as remuneration is quite inadequate in order to make the centres financially sustainable. Hence, all of them strongly suggested that the governmental financial support needs to be increased.

The existing financial support provided by the government, indeed, is not sufficient for running ECD centres in an effective and sustainable manner. Hence, it is imperative that the government should increase its financial support to create ECD fund and pay remuneration to the facilitators. In the case of governmental financial support, there should be flexibility in terms of frequency and amount. In other words, the government should continue to provide financial support to the centre until the amount of fund is adequate in the sense that the amount of income generated from fund mobilization must be sufficient for the remuneration of the facilitators and daily expenses. However, the existing blanket policy of providing financial support to ECD centres throughout the country for the ECD fund is neither logical nor pragmatic as there are such communities particularly in disadvantaged areas which are unable to collect the matching fund as specified by the government. In such communities, the government should grant financial support even though the ECD centres cannot deposit matching fund.

### **Strategies for Institutional Sustainability**

In the existing administrative structure of ECD programme, there is a separate ECD section at DOE. At the district level, a school supervisor as a Focal Person (FP) is made responsible for planning, implementation and the M&S of ECD programme along with his/her regular functions and duties as specified by Education Regulations. There is no other staff to support his/her activities related to ECD. In the case of Ilam, there is a separate board called DCDB and a separate secretariat for ECD activities. It reveals that Ilam is ahead as compared to other districts in terms of institutional development of ECD programme. At the grassroots level, each ECD centre has a MC which is solely responsible for ECD activities.

Most of the ECD centres in the country are being run with the support of DOE. Some are being conducted by NGOs and CBOs with the support of INGOs. However, no coordination was observed at the national level and the district level except in some districts. Despite these realities, the government has already decided to expand ECD centres throughout the country in a rapid way. In order to help carry out this decision of the government there should be an appropriate organization/institutional structure from the central to the grassroots level. In other words, it is necessary to rethink on the existing institutional structure which would

maintain its institutional sustainability. Hence, for institutional sustainability, consideration should be given to three major aspects: institutional/organization structure, coordination and staffing. For this, the opinions of stakeholders from the central to the grassroots level were collected. These opinions on three aspects of institutional sustainability are analyzed and interpreted below simultaneously:

### *Central Level*

Regarding the structure of ECD programme at the central level, the responses of district level stakeholders were similar to that mentioned in Strategy Paper of the DOE, MOES. According to them, there must be an ECD Council at the national level in order to expand the ECD programme in a rapid way. Formation of such council, as they stated, would help to coordinate the ECD related activities of NGOs/INGOs and different ministries and hence, this council should consist of representatives of different ministries and of NGOs/INGOs and ECD experts with the Minister of Education and Sports as the chairperson and the secretary of MOES as the member-secretary. In order to implement the policies formulated by the council, a separate ECD secretariat should be established, which should be headed by a director and it will have different sections for different ECD activities like ECD centres, parental education, ECD services for the children of below 3 years, etc. In this regard, as stated by some stakeholders, the sections can be created in some other forms such as planning and programming section, training section, materials development section, M&S section etc. Though two different views were found regarding the formation of sections in the ECD secretariat, all the district level stakeholders realized the need of ECD secretariat under ECD council and the secretariat should have different sections for different activities.

### *District Level*

All the district level stakeholders of sample districts except Ilam commented that the institutional development of ECD programme was weak and unsatisfactory at the district level. This is due to the fact that there is no separate unit and full-time support staff responsible for planning, implementing and M&S of ECD activities. Hence, there should be a separate unit with support staff in each DEO for rapid expansion of ECD centres and institutional sustainability.

In the case of Ilam, all the district level stakeholders were found to have been satisfied with the existing provision of DCDB and its secretariat for institutional development of ECD programme as this board has been able to coordinate the line agencies of different ministries and has a separate secretariat with full-time staff which facilitated the implementation and M&S of ECD centres unlike in other districts. Hence, they suggested to form such DCDB in other districts as well. They further suggested to form different committees under DCDB such as training committee, M&S committee, social mobilization committee funds collection and mobilization committee, etc., as required.

These committees should consist of interested experts in the related field and they will be mobilized as and when required. Moreover, they stressed that the FP deputed from DEO should be made fully responsible for ECD programme as a chief of DCDB secretariat.

The above mentioned facts revealed that all the districts level stakeholders agreed that there should be a separate unit under the DEO and or a DCDB in each district for ECD programme. A study undertaken by Malla, 2003 recommended to form

DCDB in each district as it was found effective in bringing about coordination among different district level agencies working for ECD programme, in M&S of ECD centres and in providing material support to ECD centres. Similarly, the field observation of the present study also showed that the institutional development of ECD programme in Ilam is better because of the provision of DCDB and hence, it is more appropriate to form DCDB in each district for institutional sustainability. In order to carry out various activities related to ECD, several committees mentioned above should be formed as required. Specifically, the committees should consist of experts in the related field. For example, the FP, trainers of ECD of various agencies (PTTC, SEDU, Education Campus) of the district level, the secondary school teachers, etc. are to be included in the training committee.

#### *VDC/Municipality Level*

The FPs, the members of VDC/municipality and the officials of NGOs have felt the necessity of a separate committee for coordinating the ECD activities at VDC/municipality. They suggested that this committee should comprise ward chairpersons, school teachers and NGO/CBO officials. In addition, selected MC chairperson/members and the facilitators, as stated by the FPs of Ilam, should also be included in such a committee.

The opinions mentioned above imply that each VDC/municipality needs to form child development committee which helps to achieve the following purposes. First, the ward chairpersons will be encouraged to establish and expand ECD centres in their respective wards, which help to achieve the pre-determined target of HMGN. Second the present approach of distribution of quota of ECD centres will be shifted from supply-driven to demand-driven approach. Third, this committee will help the ECD centres in getting financial support from their respective VDCs/municipalities.

#### *Grassroots Level*

Each ECD centre, as per the existing government policy, should have an MC for its institutional sustainability at the grassroots level. As responded by all the stakeholders, there should be flexibility in the number of the members to be included in the MC of the ECD centre. Specifically, the committee must include the ward chairperson, the facilitator, head teacher/teacher of nearby schools, NGO/CBO representatives, and parents of both genders. In addition, other individuals can be included in the committee according to the necessity of particular areas.

In addition to the provision of MC, as stated by a majority of the stakeholders, there should be several sub-committees under the MC like social mobilization committee, fund collection and mobilization committee, CLMs preparation committee, M&S committee etc. as required.

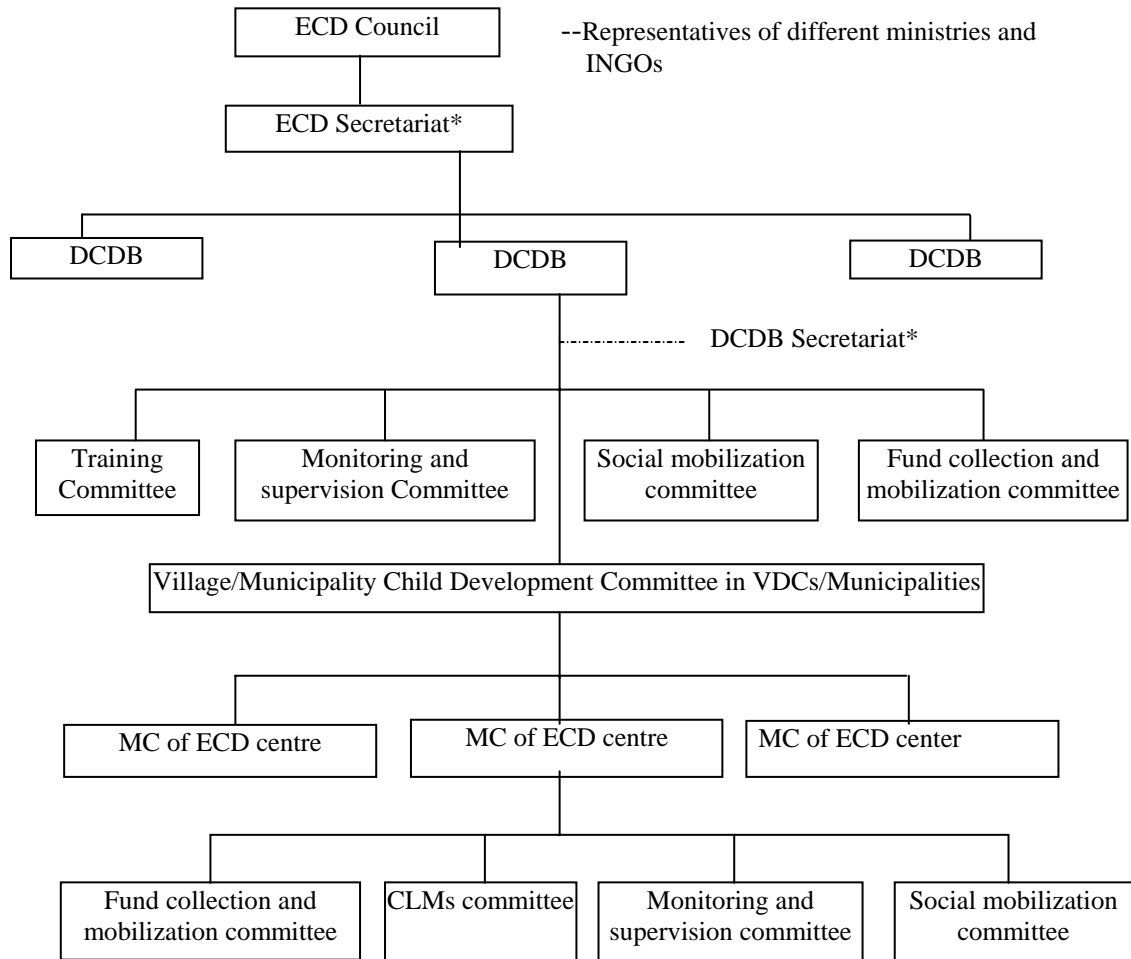
It was observed during the field visit that the MC of some ECD centres were not found active which adversely affected the functioning of ECD centres effectively. In the case of Ilam, those centres could collect more financial support where separate fund collection and mobilization committee was formed under the MC. In this context, each centre must have an active MC and the formation of sub-committees will strengthen the institutional sustainability. Moreover, for institutional sustainability, an ECD centre should itself be developed as an institution for which several requirements are to be fulfilled. For example, there should be a post of facilitator who is appointed and partially paid by the DEO regularly. Each ECD centre must have an official stamp and a letter pad and must display a sign/name

board for its identity. This view was also supported by the district level stakeholders of Banke.

*Proposed Institutional/Organization Structure of ECD Programme*

Based on the above discussions, an overall institutional/organization structure of ECD programme is presented below.

Overall Structure of ECD Programme



\*With permanent staff

**Strategies for Capacity Building**

In order to expand a large number of ECD centres in a rapid way as targeted by HMGN, a huge number of human resources is required. In this regard, the capacity of human resources at four levels of institutional structure mentioned in the section of strategies for institutional sustainability is to be developed to establish and run ECD centres in an effective and sustainable manner. The human resources include (i) full-time staff like personnel in the secretariat of ECD council and DCDB, the facilitators, (ii) casual paid staff like master trainers and trainers whose services will be utilized as and when required and (iii) volunteers such as committee and sub-committee members. Regarding the ways of building the capacity of these human resources, opinions of different stakeholders were collected. These opinions, for the sake of convenience, were analyzed and interpreted in four levels.

### *Central Level*

Most of the district level stakeholders stressed that there should be a pool of experts whose main tasks are to plan, develop and implement training programme for master trainers (MT). Moreover, their expertise, as stated by FP, should be utilized for preparing trainers' guide and materials required for training. They can perform these tasks effectively only when they are capable for which their capacity is to be further built up. In this regard, all the district level stakeholders suggested that the capacity of experts can be built up through training inside and outside the country. They further stated that observation tour outside the country will certainly help the experts to enrich their knowledge and skills related to ECD. Similarly, the capacity of experts can be strengthened through national workshops/seminars for which national and international resource persons should be invited.

While considering the above-mentioned opinions there should be programmes for capacity building of central level experts. These programmes may be in the form of training, workshop/seminar and observation tour. In terms of financial involvement, and promptness, national workshop/seminar would be practical. For this, the expertise of faculty members from Faculty of Education, Tribhuvan University will be fruitful. Since the Masters Degree in ECD is not offered in the universities of Nepal, selected experts should be sent outside the country for advanced degree course in ECD. Because of such provision the secretariat will be staffed with the experts with advanced degree in the concerned field which would eventually help to build the capacity of the district level personnel working in the field of ECD.

### *District Level*

As mentioned in the section of strategies for Institutional Sustainability, there will be three groups of individuals who are associated with ECD programme at the district level. The first group includes DCDB members whose responsibility is to develop the policy and plan at the district level and it provides guidelines for DCDB secretariat. The second group consists of the members of different committees formed under DCDB. The third group is a pool of master trainers who may be the members of the training committee and the ones who are appointed by DCDB.

In order to build up the capacity of these individuals, different groups of stakeholders recommended different programmes. An orientation programme for the members of DCDB, as suggested by all the district level stakeholders of Ilam, will be helpful to acquaint them with the importance of ECD, to develop practical knowledge and skills on planning, programming and M&S of ECD programme.

The responses in this regard were not received from the stakeholders of the other sample districts. This may be due to the fact that there is no provision of DCDB in those districts. Similarly, an orientation programme for the members of various committees formed at the district level should be organized to help them carry out their respective functions. Some other district level stakeholders, particularly, the FPs, commented that orientation for them will not be adequate and hence, short-term training programme should be conducted at the district level to provide them with in-depth knowledge and skills in their respective areas.

The existing provision of trainers at the district headquarter is not adequate for the rapid expansion of ECD centres as a large numbers of trainers are required to build up the capacity of grassroots level stakeholders through training. In this context, competent MTs need to be prepared in adequate number to prepare capable trainers.

Regarding the preparation of MTs, all the district level stakeholders were of the same view that training is essential for them. In order to refresh their knowledge and skills related to ECD programme, workshop/seminar should also be organized from time to time. Regarding the venue of training, two different views were found. One group of stakeholders opined that such training/workshop should be organized either at the central level or at the regional level whereas the other group preferred to conduct such training at the district level.

As stated in the section of institutional sustainability in the Strategy Paper for ECD of DOE, and as recommended by a study undertaken by Malla, 2003, each district should have a DCDB. Since the success of ECD programme at the district level will largely depend upon the DCDB, it is essential to build up the capability of DCDB members for which an orientation programme must be conducted for them. Social mobilization, fund collection, M&S, etc. are the responsibilities of the respective committees formed at the district level. To prepare them for carrying out their tasks, short-term training will be appropriate. The MTs are the key actors in providing essential knowledge and skills related to ECD to the grassroots level stakeholders through trainers. Hence, intensive training should be managed for them. The venue for orientation to the DCDB members, short-term training for different committee members and intensive training for the MTs should be determined based on the convenience of the participants and cost.

To conduct such programmes, the experts from the pool of experts formed under ECD council should be deployed for which a schedule is to be prepared. Similarly, the faculty members of Faculty of Education, Tribhuvan University should be invited for this task.

#### *Sub-district/Ilaka/Cluster Level*

The trainers are the key actors of ECD programme at the sub-district level. Hence, intensive programme for the trainers, as stated by the FPs and the teachers, is to be organized at the sub-district level in order to prepare a large number of trainers for conducting training to the grassroots level stakeholders to expand ECD centres in a rapid way. The head teachers, teachers and RPs of Resource Centres should be the participants of Training of Trainers (TOT), as stated by the teachers, and district level stakeholders. Moreover, the FP and the NGO officials of Ilam identified the NGO officials and the facilitators of the ECD Learning Centres (ECD-LC) as the participants of TOT. The TOT should be conducted by the MTs.

In order to build the capacity of a large number of trainers, the existing provision of conducting TOT only at the district level will not be enough and hence, intensive TOT should be organized at the sub-district level also. RCs, ECD-LC and Secondary Schools will be the possible venues for conducting TOTs. The qualification of the facilitators of ECD-LC who will be the participants of TOT should be at least SLC as they will have to provide training to all grassroots level stakeholders such as VDC chairpersons, members, the members of sub-committees formed under MC and the facilitators.

#### *Grassroots Level*

As mentioned above, there are different groups of stakeholders at the grassroots level i.e. the facilitators, the MC chairperson/members, the members of different committees formed under MC and the parents. All the stakeholders agreed that capacity building of all grassroots level functionaries is essential in order to expand

ECD centres in a rapid way and to run them in a sustainable and effective manner. But their views on the capacity building programme were found different. All the stakeholders stressed that basic training for facilitators is a must prior to the operation of the ECD centres. Besides, all the facilitators expected the refresher training on different aspects of ECD programme in every year prior to starting the new session. The FPs were also found in favour of this view. Both types of training programmes should be of the residential type, as stated by the majority of the facilitators and the MC chairperson/members. Besides training, workshop on CLMs preparation and use, and inter ECD-centre visitation were also helpful in enhancing the capacity of the facilitators, as stated by above mentioned stakeholders.

MC is equally important to establish and run ECD centres in an effective and sustainable way for which orientation is to be conducted to acquaint them with ECD programme. Some of the stakeholders commented that orientation programme is not sufficient for them and hence, short-term training programme needs to be developed and conducted.

There will be several sub-committees under MC such as social mobilization sub-committee, fund collection and mobilization sub-committee, CLMs preparation sub-committee, M&S sub-committee which are responsible for their respective tasks. In order to enable members of these sub-committees to perform their respective functions effectively, some sort of programmes are to be organized for them, as opined by NGO officials, FPs and some facilitators of Ilam. Regarding these programmes, some of them identified orientation programme for them whereas the others laid stress on training programme as they being the members of specific sub-committees need specific knowledge and skills on their respective tasks.

The role of parents is very crucial to establish the ECD centres and run them in an effective and sustainable way in terms of sending the children, financial support, CLMs preparation etc. For this, some stakeholders suggested that orientation programme be conducted for them. But, some other stakeholders stressed the need of training rather than orientation programme for providing detailed knowledge and skills on CLMs preparation ways of utilizing ECD fund in income generation activities and other tasks assigned to them.

Besides the above-mentioned stakeholders, there is another group of stakeholders like the members of VDC/Municipality Child Development Committee for whom certain programmes are also to be organized to enhance their capacity to perform their tasks. The stakeholders such as the FPs, DDC/VDC chairperson/members and NGO officials who suggested to form this committee, opined that an orientation programme is sufficient for them.

The aforementioned views of different stakeholders revealed that the refresher training for the facilitators needs to be conducted every year at the sub-district level. It will strengthen their capacity and the contents for such training should be determined based on their needs. The members of MC, and the members of sub-committees under MC also require specific skills in the respective tasks assigned to them. Hence, short-term training will be fruitful for them rather than a brief orientation programme, and so will be for the parents as the interested parents can be used for the preparation of CLMs. Moreover, they can be used as assistant to the facilitator in rotation-wise as in some ECD centres of Ilam. However, orientation programme will be adequate for the members of Village/Municipality Child Development Committee as they don't need the specific skills of technical nature as members of CLMs, fund collection and mobilization, supervision and monitoring



sub-committees do. All these capacity building programmes mentioned above should be organized by DCDB secretariat and conducted by the trainers who receive TOT.

## **Strategies for Infrastructure Development**

As in other educational programmes, physical facilities like building, furniture, playground, toilet and drinking water, are the infrastructure needed for the ECD centre. These aspects of physical facilities should be developed in order to establish the centre in a rapid way throughout the country and run them in a sustainable manner. But the government is certainly unable to manage the physical facilities for the centres. This is why the government is seeking support from the community. The government has targeted to expand the ECD centres in a rapid way on the one hand and on the other, the government could not provide support adequately even for physical facilities. It is in this context, the opinions on possibilities on managing physical facilities for the ECD centres to be established throughout the country, were collected from all the groups of stakeholders. The analysis and interpretation of these responses were presented under each aspect of physical facilities separately.

### *Land*

In order to establish and run ECD centres in a sustainable way, land should be managed by the community for building and playground. Based on the opinions of a cross-section of stakeholders, land for ECD centre can be acquired in any one of the four ways. First, as stated by all the stakeholders, VDC/municipality should be requested to provide land. For this, the MC of ECD needs to take the initiation for getting land from VDC/Municipality through Village/Municipality Child Development Committee, as stated by the FP, NGO officials and the teachers of Ilam. Second, in the communities where VDC/municipality-land is not available, almost all the stakeholders identified the individual donors to acquire land for ECD centre. As suggested by some of the stakeholders, potential individual donors are to be identified in the community gathering and they are to be approached and encouraged to donate land. Third, in the communities where both the above-mentioned ways are not possible, land for ECD centre should be purchased at the lowest possible cost which should be borne by the community people and the VDC/Municipality, as stated by some of the MC chairperson/members. Similarly, the fourth way of acquiring land for ECD centre, as identified by the teachers, is to approach the schools.

Of the four ways mentioned above, acquiring land for ECD centre from VDC/Municipality and individual donors is the most appropriate one. Field information shows that most of the sample centres which had their own land were found to have acquired land through these two ways. The individual donors will be encouraged to donate land if the name of ECD centre is kept in his/her name. In some cases, the schools particularly of Terai which had adequate land may be one of the land donors. However, purchasing land for ECD centres will not be practical in most of the cases.

### *Building*

In order to establish ECD centres in a rapid and sustainable way, all the stakeholders viewed that a significant participation of community people is required to construct buildings for ECD centres. Different views from them were received with respect to

the types of support they are required to provide. Some stakeholders stated that the construction materials need to be provided by the community people whereas some of them stressed the need to provide donation in cash. But, all the grassroots level stakeholders agreed that the local community needs to provide labour contribution during the construction of the building.

Most of the district level stakeholders stressed the fact that roofing materials should be managed by VDC/Municipality and/or DDC for the ECD building. This type of support was also expected by all the grassroots level stakeholders. Besides, construction materials such as cement and iron rods, as stated by some of the MC chairperson/members, should also be provided by VDC/Municipality and/or DDC. Contrary to this, there are a few grassroots level stakeholders who opined that the entire responsibility of constructing the ECD building is of the community people. Again, contrary to this view, since the community people are not able to construct the building in most of the cases, INGOs should be approached for receiving the support, as stated by some of the MC members.

Based on the above mentioned opinions, it can be concluded that the community people should construct ECD building in partnership with VDC/municipality and/or DDC and/or INGO. In the disadvantaged areas, ECD building is to be constructed by the government and/or INGO. Moreover, community building, where available, can also be used for rapid expansion of ECD centres .

### *Toilet*

Though the toilet is one of the basic infrastructures for ECD centres, it has been largely overlooked as found in the field observation. In this regard, the toilet should be constructed by the community people with the partial support in the form of construction materials such as cement and roofing materials from DDC and INGOs, as stated by MC chairperson/members. However, this view was not similar to that of some of the district level stakeholders as the responsibility of constructing the toilet is to be taken by the community people themselves.

Each ECD centre must have an appropriate toilet with adequate water supply. If permanent toilet is to be constructed, the MC needs to seek full or partial support from INGOs or DDC. Where this support is not available, the temporary toilet needs to be constructed with locally available materials by the community people themselves.

### *Drinking Water*

Based on the responses of the stakeholders, drinking water can be managed in one of the three ways. First, each child is required to bring drinking water by himself or herself, as stated by some of the facilitators. Second, as stated by MC chairperson/members and parents, clay or plastic pots and mugs should be managed by the ECD centre itself. For these two ways of managing drinking water facility, no external support is required. Third, piped water supply/tube well was preferred by some of the grassroots level stakeholders for those ECD centres having their own land and building. For this, the parents, facilitators and the MC members expected partial support from DDC, water supply agency, INGO etc. in the form of materials i.e. pipe, hand-pump etc. If such supports are available, the community people are ready to provide labour contribution. However, the opinions of some of the district level stakeholders were not found in conformity with those of the

grassroots level stakeholders. As they stated, the responsibility of installing piped water supply or hand pump is of the community people themselves.

## Chapter V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of three sections. The first section deals with the summary of introduction and methodology adopted in this study. The second section deals with conclusions drawn from the analysis and interpretation of data. The third section presents the recommendations derived from conclusions.

#### Summary

The World Conference was held in Jomtein, Thailand in 1990 on the theme of Education for All (EFA). One of the major goals of EFA was to expand the ECD programme in the member nations. Likewise, the World Education Forum held in Dakar, Senegal, 2002 set six goals, of which one was related to expansion and improvement of comprehensive ECCE. Nepal being one of the signatory nations affirming commitment to these goals, HMGN in 2001 prepared EFA-NPA 2001-2015, which has targeted to establish 74,000 ECD centres by 2015 to serve 80 percent of the total 3 to 5 year old children in Nepal.

The government has been including ECD programme in the national development plans since the Seventh Plan. However, only from the Ninth and the Tenth Plan, the government has laid significant emphasis on ECD programme with the active involvement of community in establishing and running ECD centres . The Tenth Plan has made a target of establishing 13,000 ECD centres during its period.

In the past, few studies have been conducted to find out the effectiveness of the ECD programme and all of them have given positive results in the sense that ECD students performed better in various ways as compared to their non-ECD counterparts in primary grades. Presently, there are a total of 12700 centres supported by government NGOs, INGOs and the private sector.

As mentioned above, since the government has targeted to establish 74,000 centres by 2015 it has to establish, on an average, 6000 centres per year, which seems to be challenging considering the resource constraints. To address this challenge, the government alone may not be able to establish and run such a huge number of ECD centres within the stipulated time period. Moreover, such centres cannot be run in an effective and sustainable way until and unless the community develops a feeling of ownership of ECD centres . Hence, in order to expand the ECD centres in a rapid and sustainable way, strategies on bringing about an attitudinal change of the community people, development of infrastructure, financing and capacity building need to be developed. Prior to this, the present status of ECD programme being conducted by various agencies needs to be properly assessed. It is in this context, this study has been undertaken.

The main objectives of this study were (i) to assess the present status of ECD programme being conducted by various agencies, (ii) to examine the efforts made for the sustainable development of an ECD programme and (iii) to develop strategies for rapid expansion of ECD programme in an effective and sustainable way through community involvement.

In order to achieve the aforementioned objectives, four districts viz. Ilam, Kavrepalanchok, Banke and Kailali were included in this study. The number of ECD centres and primary schools selected for this study was 22 and 21 respectively. To collect the required data, survey forms for ECD centres and primary schools were

developed and used. Similarly, FGD guidelines for parents and teachers, and interview schedules for facilitators, chairperson/members of MC, chairperson/members of VDC/municipality, NGO officials, DEO, FPs, INGO officials, DDC chairperson/members were used in order to collect the qualitative data. A team of researchers first visited one of the four sample districts to administer research instruments. Having refined the research instruments based on the feedback received from this field visit, the research team proceeded in the remaining sample districts. Moreover, the district which was visited earlier was again visited to collect the data which were not covered by the first field visit. The data collected from FGDs and interviews were tabulated thematically, and analyzed and interpreted logically.

## **Conclusions**

The conclusions drawn from the analysis and interpretation of the data mentioned in previous chapters are enumerated below under separate headings:

### *Present Status*

- In BPEP-I, ECD centre was conceived as a SK which was attached to the schools as a downward extension of primary education while in the beginning of BPEP-II, it was operated as a separate entity in the name of ECD centre (Bal Bikas Kendra). Again, according to the changed policy of HMGN, ECD centres can be operated either as a separate entity as a name of ECD centre or within the premises of community schools. It explicitly shows that the policy regarding the operation of ECD programme within or outside the school is changed.
- Though the LSGA, 1999 granted authority to local elected bodies to establish ECD centres and to provide permission for operating ECD centres, this policy was not found to have been implemented. It reveals that the local government does not seem to be serious in this regard.
- The DOE and Plan Nepal have their own curriculum to implement ECD programme. But the other agencies SCUS, SCN and UNICEF did not have the curriculum and hence, the ECD centres are being conducted by using resource books and facilitator's guide. It is therefore obvious that no uniformity was observed in the conduct of ECD activities in the ECD centres supported by various agencies.
- The planning of ECD programme of Plan Nepal, UNICEF, SCN and SCUS was found to have been bottom-up whereas that of the DOE was top down in nature.
- The ways of distributing the quota of ECD centres supported by INGOs were demand-driven in nature and hence, there was no problem of quota distribution. On the contrary, the ways of distributing the quota of ECD centres under the DOE were supply-driven in nature and hence, the problem of quota distribution was observed.
- Since the facilitators of ECD centres except those of Plan Nepal were recruited with the recommendation of the MC or the local community, the community people were directly or indirectly involved in this task. It can be considered as a good practice which is in conformity with the government policy of involving local community in the operation of ECD centres.
- The amount of monthly remuneration to the facilitators was found to vary from Rs.500.00 to Rs 1700.00. The facilitators of ECD centres where fund was mobilized

and the centres which were supported by INGOs, were receiving on higher amount of remuneration as compared to that of the facilitators of the other centres. However, the way of remunerating the facilitators through the income generated from fund mobilization seemed to be sustainable.

- In order to conduct the ECD centres in an effective and sustainable way, training for district to grassroots level personnel is required for which a well organized training system is lacking.
- The ways of collecting the matching fund as practiced by the centres supported UNICEF, SCN and SCUS were appropriate in terms of sustainable development as these centres received the fund from the contribution of local community, local elected bodies and amount collected from the children in the form of different fees. The fund mobilization at the community level with reasonable interest was found to be supportive to pay the additional remuneration to the facilitators and to meet daily expenses to run the centres.
- The M&S was comparatively better in those centres where there was a provision of local supervisors.
- The positive impact of ECD activities on the achievement level of grade II students in Nepali was quite visible. But, this was not true in the case of social studies and mathematics. In other words, the ECD activities were not found to have helped to increase achievement scores in social studies and mathematics. However, the social and emotional behaviour of the students with ECD experience were better than their non-ECD counterparts.

#### *Efforts made for Sustainable Development*

- Efforts made for the sustainable development of ECD centres in terms of acquisition of land could be considered as satisfactory as most of the centres had their own land which was acquired through various sources. The same was true in the case of construction of building as community participation was found significant.
- The drinking water and toilet facilities were not found existing in most of the ECD centres as the MCs did not realize the necessity of these facilities and hence, they did not make any effort to make these facilities available.
- Though repair and maintenance of physical facilities are an essential task for sustainable development of ECD centres, such tasks were not carried out in some as the MCs did not realize the need or urgency of such tasks.
- The CLMs in most of the ECD centres were inadequate because of three reasons. First, the facilitators themselves did not feel the responsibility of preparing CLMs as their regular function. Second, there was no M&S for suggesting the preparation and use of CLMs in ECD centres. Third, the MC members, parents and community people were not used for preparing CLMs except in a few cases.

#### *Strategies for rapid Expansion*

- The awareness programmes being conducted at present are not adequate in terms of types of programmes, frequency of conducting these programmes, area coverage and coverage of different groups of stakeholders. Hence different awareness programmes like orientation, parental education, child-to-parents approach, home-visits, ECD centre visit-programme, mass media etc. were

suggested to be carried out for developing positive attitude among the community people towards ECD programme which helps to expand ECD centres in a rapid way.

- Different potential sources of income for the financial sustainability of ECD centres are identified and proposed by the stakeholders. These sources are donation of community people in cash and kind, regular contribution by the parents in the form of different fees, block grant and regular financial support from local elected bodies, local taxes, income generated from fund mobilization, donation from CBOs, financial support from schools, government and INGOs. The ways of obtaining financial supports mentioned above are possible as some of these sources are being tapped by some centres whereas some other centres acquired financial support through other sources.
- The existing institutional structure of ECD programme cannot be expected to work for the rapid expansion of ECD centres in the country as there is no formal coordination among the DOE and different INGOs supporting the ECD programme and as there is lack of proper vertical and horizontal linkages among these agencies. Hence, strengthening the institutional structure from central to grassroots level is proposed for institutional sustainability of ECD programme which calls for experts for specific tasks at the central level and the full time staff for the district level along with interested and appropriate individuals for different committees formed at district, VDC and grassroots level.
- Adequate human resources at central, district, VDC/Municipality, grassroots level are required for the rapid expansion of ECD centres in an effective and sustainable manner. These human resources can be categorized into three groups: (i) full-time staff, (ii) paid staff to be used as and when required and (iii) volunteers. For developing the capacities of these human resources, orientation programme for the members of DCDB and Village/Municipality Child Development Committee; training for officials of the central and the district level, facilitators and local supervisors; short-term training and workshop for the members of committee formed under the MC have been identified. For this a well-organized and structured training system needs to be developed.
- Four alternatives were put forward by the stakeholders to acquire land for ECD centres. These are: acquisition of land from VDC/Municipality or community people (individual donor), or schools or purchasing of land at a minimal cost. Most of the sample centres acquired the land through the first three sources as mentioned above. It can thus be reasonably expected that the land for ECD centres to be established in the coming years can be managed by the community themselves.
- The buildings for sample ECD centres were found to have been constructed by the community in partnership with VDC/Municipality and/or DDC and/or INGO. It reveals that the community can construct the building for ECD centres if support from elected bodies and INGOs is available. The construction of building for ECD centres to be established in future in this way was proposed by the stakeholders.
- Most of the ECD centres did not have toilets because the MCs did not quite realize the necessity for them. However, each ECD centre must have the toilet facility which should be constructed by the community if it is of a temporary type or by the community with the partial support of VDC/Municipality and/or INGO if it is of a permanent type.

- Most of the ECD centres did not have their own drinking water facility. The drinking water facility in most of the centres was managed by the facilitators by fetching water from outside the centre. Apparently, managing drinking water in the centre does not seem to be so far a problem.

## **Recommendations**

Based on the conclusions mentioned in the previous section, the following recommendations are furnished under appropriate headings.

- *Policy:* Policy regarding total years of stay of a child at ECD centre was found different in different ECD related documents of HMGN. Hence, a clear policy statement regarding the years to be spent by a child at an ECD centre should be formulated. In this regard, the number of years a child needs to stay at the ECD centre should be based on his/her entry age.
- *Curriculum:* Some INGOs have neither ECD curriculum nor do they follow the curriculum developed by the DOE. So, all the agencies conducting ECD programme should either follow the ECD curriculum of the DOE or develop a national curriculum with necessary revision in the present one with some room for flexibility regarding the local context.
- *Planning:* In order to make the ECD programme fruitful to the beneficiaries, planning should be of a bottom-up type which tends to involve the target groups in the planning process and makes the programme demand-driven rather than supply-driven.
- *Expansion of ECD centres:* In order to expand ECD centres in a rapid way, ECD centres can be established and operated by the community; CBO; community and CBO, VDC/municipality; NGO; Community and NGO, schools including Madarasa. Moreover, ECD centres should be conducted by the schools in their catchment areas.
- *Awareness Programme:* One or more than one appropriate awareness programmes such as orientation programme, parental education, home-visits, child-parents approach, ECD centre-visitation, street-drama, children's rally, mass media should be conducted depending upon the time, places and resources in order to bring attitudinal change among community people towards ECD programme. Specifically, planning, scheduling and implementation of such a programme should be undertaken by the concerned committee under DCDB at the district level and the sub-committee under MC of ECD centre at the grassroots level.
- *Institutional Structure and Staffing:* In order to expand ECD centres in a rapid way as targeted by HMGN, a well organized, systematic and appropriate institutional structure with adequate staff needs to be developed. Under the structure, there should be an ECD Council and its secretariat with various sections at the national level, DCDB and its secretariat with different committees at the district level and VDC/Municipality Child Development Committee at the sub-district level. Similarly, there should be an MC with different sub-committees in each ECD centre.
- *Development of Training System:* A well-organized training system for capacity building of human resources working in the field of ECD programme from the central to the grassroots level should be developed. Under the system, there should be a pool of experts with advanced degrees in the related field who will prepare the pool of MTs at the district level. It is suggested that the individuals



with B.Ed. in ECD should be used as the MTs at the district level. These MTs prepare trainers at the sub-district level. The facilitators, local supervisors, the members of different sub-committees under MC, VDC/Municipality members, parents and community people will be trained by the trainers.

- *Financial Support:* For financial sustainability of ECD centres, financial support should be tapped from various sources. These sources are: donation from community people in cash or in kind, regular contribution of the parents in the form of various fees and CSF, regular contribution and/or occasional donation from CBOs, regular and block grant from local elected bodies, income generated from fund mobilization and income generation activities, regular and block grant from the government and/or INGOs, financial support from the schools and local taxes. Among these sources, income generated from fund mobilization and income generation activities is more appropriate for financial sustainability of ECD centres. Hence, the amount of such fund should be increased for which there should be flexibility in the amount and recurrence of matching fund. Considering the financially disadvantaged communities, a blanket policy for matching fund should not be applied.
- *Physical Infrastructure:* Considering the rapid expansion of ECD centres, the land for ECD centres should be acquired from the VDC/Municipality, community people and schools. Similarly, the building should be constructed by the community people in partnership with VDC/Municipality and/or DDC and/or INGO. Moreover, temporary toilet is recommended to be improvised for short duration through community participation. However, a permanent toilet and water supply should be managed for long-run by the community people with the partial support of VDC/Municipality and some INGOs.
- One of the purposes of ECD programme is to enhance the achievement level of children with ECD experience in the primary grades, which depends on ECD activities carried out in the centres. However, no in-depth study on effectiveness of ECD activities in the centre has been undertaken so far. Hence, such in-depth study should be carried out in the future to improve the ECD activities in the centres.

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## Appendix I

### SUGGESTED ACTION STEPS

BPEP-II Components	Objectives	Findings	Suggested Actions	Responsibilities
Access	To assess the present status of ECD programme conducted by various agencies	Policy regarding the total years of stay of a child at ECD centre was found different in different ECD related documents	<ul style="list-style-type: none"> <li>▪ Formulate an explicit policy on the total years of stay of a child at ECD centre</li> </ul>	ECD section, DOE
X		Some INGOs conducting ECD programme neither have their own curriculum nor follow the curriculum developed by the DOE	<ul style="list-style-type: none"> <li>• Follow the ECD curriculum developed by the DOE by all INGOs or</li> <li>• Revise the curriculum developed by the DOE to make it acceptable to all INGOs</li> </ul>	NOGs/INGO, DoE and NGOs/INGOs
Access		Unlike the ECD programme of INGOs, the planning done by the DOE was found to be top-down in nature	<ul style="list-style-type: none"> <li>• Involve the grassroots level stakeholders in the planning process through PRA/social mapping, CEMIS etc. for making bottom-up planning</li> </ul>	DOE and DEO, VDC MC of ECD centres
Access		The quota distribution of ECD centres of the DOE was found to be supply-driven which created difficulty in the utilization of quota	<ul style="list-style-type: none"> <li>• Conduct PRA/social mapping at the targeted areas</li> <li>• Create CEMIS at local level</li> <li>• Organize awareness programmes at targeted communities to make the community people aware of importance of ECD and to let them realize the necessity of ECD centres and demand the quota</li> </ul>	DEO, NGOs, INGOs, CBOs
Access		The awareness programmes being conducted, at present, are not adequate in terms of types and frequency of programmes, coverage of geo-areas and stakeholders' groups for developing positive attitude in community people towards ECD programme and its management.	<ul style="list-style-type: none"> <li>▪ Prepare the social mobilizers, NGO officials and social workers through short-term training</li> <li>▪ Identify and conduct the awareness programmes depending upon the time, places and resources</li> <li>▪ Conduct the appropriate awareness programmes at the grassroots level</li> </ul>	
Capacity building	to assess the present status of ECD programme being conducted by various agencies,	Though there is an institutional structure of ECD programme from central to grassroots level, it is not appropriate for the rapid expansion of ECD centres in an effective and sustainable way.	<ul style="list-style-type: none"> <li>▪ Develop a well organized, systematic and appropriate institutional structure for ECD programme from central to grassroots level.</li> <li>• Form ECD council and establish ECD secretariat with necessary sections at the central level</li> <li>• Form DCDB and establish its secretariat with necessary committees at the district level</li> <li>• Form child development committee at VDC/municipality level</li> <li>• Form MC for ECD centre as at present and form different sub-committees under MC.</li> </ul>	MOES, DOE

Management and capacity building		<ul style="list-style-type: none"> <li>As per the policy of HMGN, the facilitators in all the sample ECD centres were recruited with the recommendation of MC or the local community</li> </ul>	<ul style="list-style-type: none"> <li>Give continuity to this practice</li> </ul>	DEO, MC of ECD centres, VDC
Management and capacity building		<ul style="list-style-type: none"> <li>The M&amp;S was comparatively better in these centres where there was a provision of local supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Establish a strong M&amp;S system</li> <li>Appoint social mobilizers/supervisors for M&amp;S activities</li> </ul>	DEO, INGOs
Learning achievement	to assess the present status of ECD programme being conducted by various agencies,	<ul style="list-style-type: none"> <li>The positive impact of ECD activities on the achievement level of grade II students only in Nepali was quite visible. Similarly, the social and emotional behaviour of the students with the ECD experience were better than their non-ECD counterparts.</li> </ul>	<ul style="list-style-type: none"> <li>Make improvement in ECD activities in the ECD centres in order to help the students with ECD experience for increasing their achievement in Nepali, mathematics and social studies in primary schools</li> <li>Make continuity to the activities being carried out in the ECD centres for improving social and emotional behaviour of students with ECD experience</li> </ul>	Trainers, facilitators
Management and capacity building		<ul style="list-style-type: none"> <li>A well-organized training system is lacking in the ECD programme in the DOE</li> </ul>	<ul style="list-style-type: none"> <li>Develop a well organized training system with a pool of experts at the central level, a pool of Master Trainers at the district level, and trainers at sub-district level/Ilaka as in Ilam/school cluster level</li> </ul>	NCED, DOE, DEO, INGOs
Management and capacity building	to examine the efforts made for sustainable development of ECD programme	The land for the ECD centres were acquired from community people/individual donors and VDC/municipality	<ul style="list-style-type: none"> <li>Adopt the existing efforts made for acquiring land for ECD centres to be established in the future</li> </ul>	<ul style="list-style-type: none"> <li>MC of ECD centres</li> <li>Local community</li> <li>Individual and donors</li> <li>VDC/municipality</li> </ul>
		The building for ECD centres in majority cases were constructed by the local community in partnership with VDC/municipality and DDC/INGOs	<ul style="list-style-type: none"> <li>Follow the existing efforts made for constructing the buildings for ECD centres to be established in the future</li> </ul>	<ul style="list-style-type: none"> <li>MC of ECD centres</li> <li>Local community</li> <li>Individual and donors</li> <li>VDC/municipality</li> </ul>
		The grassroots level stakeholders did not realize the necessity of toilet and drinking water facility and hence, majority of the ECD centres did not have these facilities	<ul style="list-style-type: none"> <li>Conduct orientation programme for MC chairperson/members, facilitators and community people on the need of toilet and drinking water facility in the centre</li> <li>Manage the toilet and drinking water facility at the centres by the community with the partial support of VDC/municipality/DDC/INGO / CBO/ NGO</li> </ul>	DEO, INGOs, NGOs, VDC, CBO, DDC

Management and capacity building		The centres supported by UNICEF, SCN, SCUS and the DEO were receiving the financial support from local community, local elected bodies, the amount collected from the children in the form of different fees and fund mobilization. However, the facilitators of the most of the ECD centers were not paid additional remuneration because of inadequate ECD fund.	<ul style="list-style-type: none"> <li>▪ Increase the amount and frequency of governmental/INGOs financial support to be provided to the ECD centres for the creation of adequate ECD fund</li> <li>▪ Prepare the parents ready to provide regular contribution in the form of different fees in possible areas</li> <li>▪ Mobilize ECD fund at the community for which the community people should be prepared to borrow money from the ECD fund and utilize it in gainful activities</li> <li>▪ Tap financial support from various sources like donation from local community in cash and kind, contribution from parents in the form of different fees and CSF, block grant and regular contribution from VDC, local taxes, regular contribution and SCF block grant and regular contribution from VDC, local taxes, regular contribution and/or occasional contribution from CBOs income-generated from fund mobilization and income generation activities, schools, block grant and regular contribution and from government and INGOs</li> </ul>	DOE, INGOs, DEO, NGOs, MC of ECD centre, community people, CBOs
Management and capacity building	to examine the efforts made for sustainable development of ECD programme	No effort was made to manage adequate CLMS by the facilitators and MCs	<ul style="list-style-type: none"> <li>▪ Make the facilitators, members of MC of ECD centres, community people capable of constructing CLMS through training</li> <li>▪ Prepare the MTs and trainers to train above-mentioned individuals</li> </ul>	DEO, Facilitators, Members of MC of ECD centres, MTs, Trainers, Community people
Management and capacity building	to develop strategies for rapid expansion of ECD programme in an effective and sustainable way through community involvement.	The establishment of ECD centres by the community, CBOs, VDCs and schools would help the expansion of ECD centres in a rapid way	<ul style="list-style-type: none"> <li>• Get the ECD centres established and operated by the community; CBOs; community and CBOs, VDC/municipality, NGOs, community and NGOs; schools including Madarasa</li> <li>⇒ Make the provision of establishing ECD centres through the above mentioned bodies/agencies</li> <li>⇒ Circulate the notice to the above mentioned bodies/agencies through DCDB</li> <li>⇒ Facilitate the implementation of ECD programme for encouraging these bodies/agencies to conduct ECD centres</li> </ul>	CBOs, Communities, VDC/municipality, NGOs, Schools

## Appendix II

### INTERVIEW SCHEDULE FOR FACILITATOR, CHAIRPERSON/MEMBER OF MC OF ECD CENTRE

#### Interview Schedule 1

Name of the ECD Centre:

Address:

Name of the Facilitator:

Sex:

Qualification:

Training:

Experience:

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#### **Operation of ECD Centre**

*How were the following aspects of physical facilities managed?*

- ⇒ Land
- ⇒ Building
- ⇒ Playground
- ⇒ Drinking water
- ⇒ Toilet
- ⇒ Furniture
- ⇒ Repair and maintenance

*How were children's learning materials (CLMs) and outdoor play materials acquired and/or prepared?*

- ⇒ CLMS
- ⇒ Outdoor play materials

*How was the matching fund collected for ECD centre and how was the financial support from government and INGOs received? How was ECD fund mobilized?*

- ⇒ Matching fund
- ⇒ Financial support from government
- ⇒ Financial support from INGOs and other agencies
- ⇒ Mobilization of ECD fund

*How were the facilitators and assistant paid?*

- ⇒ Facilitators
- ⇒ Assistant

*Is your ECD centre being operated under any NGO?*

Yes ( ) No ( ) If yes, name it.

*How was the training for the following ECD personnel and community people conducted?*

- ⇒ Facilitators
- ⇒ Assistants
- ⇒ MC chairperson/ members
- ⇒ Community people

*What other support besides above mentioned were received from different agencies?*

*What are the problems regarding the following aspects of ECD centres?*

- ⇒ Physical facilities
- ⇒ CLMs
- ⇒ Others, if any

**Operation of Activities in ECD Centre (Not need for MC chairperson/member)**

*What time the ECD Centre start and end?*

From \_\_\_\_\_ to \_\_\_\_\_

*How many children does your centre have?*

Boys \_\_\_\_\_ Girls \_\_\_\_\_

*Are the children regular?*

Yes ( ) No ( )

⇒ If some of them are irregular, on an average how many are irregular?

Boys: \_\_\_\_\_ Girls: \_\_\_\_\_

*Do you have daily schedule? Yes No*

⇒ If yes, do you follow the schedule?

Yes ( ) No ( ) (obtain its copy)

⇒ If no, why have not you prepared it?

*Do you have the following plans?*

⇒ Weekly : Yes ( ) No ( )

⇒ Monthly : Yes ( ) No ( )

⇒ Quarterly: Yes ( ) No ( )

⇒ Half yearly: Yes ( ) No ( )

⇒ Yearly: Yes ( ) No ( )

⇒ If yes, do you follow the plan?

Yes ( ) No ( ) (obtain its copy)

⇒ If no, why have not you prepared it?

*Which curriculum do you follow?*

⇒ If any other, specify

**Curriculum of DOE**

*Do you have any health check-up programme for the children?*

Yes ( ) No ( )

⇒ If yes, who did?

⇒ How many times a year?

⇒ How did you arrange it?

⇒ If no, why haven't/you carried out this programme?

*Do you have growth monitoring programme?*

Yes ( ) No ( )

⇒ If yes, how do you carry out the programme?

⇒ What do you do if malnourished children were found through growth monitoring?

⇒ If no, why haven't you carried out this programme?

*What effects do you observe in the following aspects of development among the ECD children?*

- ⇒ Physical
- ⇒ Social
- ⇒ Mental
- ⇒ Emotional

*What affords should be made to improve the above mentioned aspects of child development?*

**Strategies for rapid expansion of ECD Centres in an effective and sustainable manner**

*What type of awareness programme should be conducted at community level? How should they be conducted? Who/which organization should conduct such programme?*

Types of Awareness Prorammes	How	Who/Which organization
⇒ Community gathering (parents' gathering)		
⇒ Home-visit		
⇒ Street drama		
⇒ Child-to-child approach		
⇒ Video film show		
⇒ Parental education		
⇒ Orientation programme for different groups of stakeholders		
⇒ Other, if any:		

*How should the quota of ECD centers be fixed?*

*What criteria should be developed to distribute the quota for rapid expansion of ECD centres?*

*How should the MC of ECD centre be formed?*

*Who should be included in MC?*

*How should physical facilities be managed for rapid expansion of ECD centres?*

Types of physical facilities	How	Who/which organization
⇒ Land (including playground)		
⇒ Building		
⇒ Toilet		
⇒ Drinking water		

*How should the facilitators be recruited for the rapid expansion of ECD centres?*

*How should be facilitators be trained to run the centre effectively?*

*How should MC chairperson/members be trained to run the centre in sustainable way?*

*How should the fund be collected and mobilized for providing remuneration to the facilitators and assistants and for meeting daily expenses?*

*How should CLMs be managed to all the centers to be established in this district?*

*What do you think about the establishment of ECD centres in schools premises and running of such centres through separate MC for rapid expansion of ECD programme?*

*What support from INGOs should be obtained for rapid expansion of ECD programme?*



*What should be the roles of the following bodies for the rapid expansion of ECD centres in an effective and sustainable manner?*

- ⇒ VDC/municipality:
- ⇒ DDC:
- ⇒ NGOs:
- ⇒ Community:
- ⇒ Please specify if any others

*How can the ECD centers be made sustainable in terms of following aspects?*

- ⇒ Institutional
- ⇒ Financial
- ⇒ Technical
- ⇒ Attitudinal

## Interview Schedule for District Education Officer (DEOr) and Focal Person (FP)

### Interview Schedule: 2

Name of the DEOr/FP:

District:

Qualification:

Training related to ECD:

Experience related to ECD:

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#### **Operation of ECD programme at District Level**

*How does the DEO formulate plan for ECD programme in this district?*

*What steps do the DEO follow to implement the ECD programme?*

⇒ Was there any interaction held between DEO and DOE prior to planning and implementing ECD programme at district level?

Yes ( ) No ( )

⇒ If yes, please specify

⇒ How do you determine the quota of ECD centres for this district?

⇒ How do you distribute quota of ECD centres?

⇒ What are the criteria of distributing quota of ECD centres?

⇒ How does the DEO conduct training programmes for ECD facilitators, supervisors, MC chairperson/members?

*What aspects of ECD centres do you monitor during your visits? (Not need for DEOr)*

*Is there any linkage between DEO and NGOs/INGOs in the planning, implementing and monitoring of ECD programme?*

Yes ( ) No ( )

⇒ If yes, what type of linkage was established?

*Are you satisfied with the operation of ECD programme in this district?*

Yes ( ) No ( )

⇒ If yes, why?

⇒ If no, how should the ECD programme be made effective?

#### **Operation of ECD Centres (Not need for DEOr)**

*Which centre(s) is/are functioning effectively in terms of management of physical facilities, Children's Learning Materials (CLMs), and collection and mobilization of fund? (Name at least two centre-based and two school-based ECD centres)*

*How did management committee of ECD centre manage the following aspects?*

⇒ Physical facilities

⇒ Children learning materials (CLMs)

⇒ Collection and mobilization of fund

*Which centre(s) is/are functioning effectively in terms of ECD room management and ECD activities carried out by the facilitators?*

*How well facilitators managed ECD room and carried out ECD activities in the centre(s) mentioned above.*

## Strategies for rapid expansion of ECD Centres in an effective and sustainable manner

*What type of awareness programme should be conducted at community level? How should they be conducted? Who/which organization should conduct such programmes?*

Types of Awareness Programme	How	Who/Which organization
⇒ Community gathering (parents' gathering)		
⇒ Home-visit		
⇒ Street drama		
⇒ Child-to-child approach		
⇒ Video film show		
⇒ Parental education		
⇒ Orientation programme for different groups of stakeholders		
⇒ Other, please specify		

*How should the quota of ECD centres be fixed?*

*What criteria should be developed to distribute the quota for rapid expansion of ECD centres?*

*How should the MC of ECD centre be formed?*

*Who should be included in MC?*

*How should physical facilities be managed for rapid expansion of ECD centres?*

Types of physical facilities	How	Who/which organization
⇒ Land (including playground)		
⇒ Building		
⇒ Toilet		
⇒ Drinking water		

*How should the facilitators be recruited for the rapid expansion of ECD centres?*

*How should facilitators be trained to run the centre effectively?*

*How should MC chairperson/members be trained to run the centre in sustainable way?*

*How should the fund be collected and mobilized for providing remuneration to the facilitators and assistants and for meeting daily expenses?*

*How should CLMs be managed to all the centers to be established in this district?*

*What do you think about the establishment of ECD centres in schools premises and running of such centres through separate MC for rapid expansion of ECD programme?*

*What support from INGOs should be obtained for rapid expansion of ECD programme?*

*What should be the roles of the following bodies for the rapid expansion of ECD centres in an effective and sustainable manner?*

- ⇒ VDC/municipality
- ⇒ DDC
- ⇒ NGOs and CBOs
- ⇒ Community
- ⇒ Please specify
- ⇒ If any others

*How should the ECD services related to health and nutrition along with education be*

*extended to the young children in partnership with Ministry of Health and Ministry of Local Development?(Growth monitoring, De-worming and vitamin-A, etc.)*

*How can the ECD centers be made sustainable in terms of following aspects?*

- ⇒ Institutional
- ⇒ Financial
- ⇒ Technical
- ⇒ Attitudinal

## Interview Schedule for INGO officials of District Level

### Interview Schedule 3

Name:

Designation:

Name of INGO:

District:

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#### **Operation of ECD Programme at District Level**

*How does your organization formulate plan for ECD in this district?*

⇒ Was there any interaction held between DEO and your organization prior to planning and implementing ECD programme at district level?

⇒ If yes, please specify

*What steps does your organization follow to implement the ECD programme?*

⇒ How does your organization determine the quota of ECD centers for this district?

⇒ How does your organization distribute quota of ECD centers?

⇒ What are the criteria of distributing quota of ECD centers?

⇒ How does your organization conduct training programmes for ECD facilitators, supervisors, MC chairpersons members

*What aspects of ECD centres does your organization monitor?*

*Are you satisfied with the operation of ECD programme in this district?*

⇒ If yes, why?

⇒ If no, how should the ECD programme be made effective?

*Can ECD programme of your organization be conducted in partnership with DEO, DDC etc.?*

#### **Operation of ECD Centres**

*Which centre(s) is/are functioning effectively in terms of management of physical facilities, Children's Learning Materials (CLMs) and collection and mobilization of fund? (Name at least two school-based and two centre-based ECD centres)*

*How did management committee of ECD centre manage the following aspects:*

⇒ Physical facilities

⇒ Children learning materials (CLMs)

⇒ Collection and mobilization of fund

*Which center(s) is/are functioning effectively in terms of ECD room management and ECD activities carried out by the facilitators?*

*How well the facilitator managed ECD room and carried out ECD activities?*

*Which curriculum do you follow?*

⇒ If any other, specify

#### **Strategies for rapid expansion of ECD Centres in an effective and sustainable manner**

*How did your organization initiate and expand ECD programme in this district?*

*Did your organization receive community support to establish and expand ECD programme?*

⇒ If yes, how?

⇒ If no, what should be done to get community support to run ECD programme?  
*What supports can your organization provide for the rapid expansion of ECD centers throughout the country?*

**Types of Awareness Programme**

- ⇒ Community gathering (parents' gathering)
- ⇒ Home visits
- ⇒ Street drama
- ⇒ Child-to-child approach
- ⇒ Video film show
- ⇒ Parental education
- ⇒ Orientation programme for different groups of stakeholders
- ⇒ Other, if any

*How should the quota of ECD centres be fixed?*

*What criteria should be developed to distribute the quota for rapid expansion of ECD centres?*

*How should the MC of ECD centre be formed?*

*Who should be included in MC?*

*How should physical facilities be managed for rapid expansion of ECD centres in an effective and sustainable manner?*

Types of physical facilities	How	Who/which organization
⇒ Land (including playground)		
⇒ Building		
⇒ Toilet		
⇒ Drinking water		

*How should the facilitators be recruited for the rapid expansion of ECD centres?*

*How should be facilitators be trained to run the centre effectively?*

*How should MC chairperson/members be trained to run the centre in sustainable way?*

*How should the fund be collected and mobilized for providing remuneration to the facilitators and assistants and for meeting daily expenses?*

*How should CLMs be managed to all the centers to be established in this district?*

*What do you think about the establishment of ECD centres in schools premises and running of such centres through separate MC for rapid expansion of ECD programme?*

*What support from INGOs should be obtained for rapid expansion of ECD programme?*

*What should be the roles of the following bodies for the rapid expansion of ECD centres in an effective and sustainable manner?*

- ⇒ VDC/municipality
- ⇒ DDC
- ⇒ NGOs
- ⇒ Community
- ⇒ Please specify
- ⇒ If any others

*How should the ECD services related to health and nutrition along with education be extended to the young children in partnership with Ministry of Health and Ministry of Local Development?*

*(Growth monitoring, De-worming and vitamin-A, etc.)*

*How can the ECD centers be made sustainable in terms of following aspects?*

*Institutional*

- ⇒ Financial
- ⇒ Technical
- ⇒ Attitudinal

**Interview Schedule for Chairperson/Member of District Development Committee (DDC)**

**Interview Schedule 4**

Name of the DDC chairperson/member:

District:

Experience related to ECD:

**Operation of ECD Programme at District Level**

<i>Is DDC involved in the planning, implementing and monitoring of ECD programmes ?</i>	Yes	No
⇒ If yes, in what ways is DDC involved?		
<i>Is there any linkage between DDC and INGOs in relation to the implementation of ECD programme?</i>	Yes	No
⇒ If yes, what type of linkage is there?		
⇒ If no, how should linkage between these agencies be made?		
<i>Is there any linkage between DDC and DEO in relation to the implementation of ECD programme?</i>	Yes	No
⇒ If yes, what type of linkage is there?		
⇒ If no, how should linkage between these agencies be made?		

**Strategies for rapid expansion of ECD Centres in an effective and sustainable manner?**

*What type of awareness programme should be conducted at community level? How should they be conducted? Who/which organization should conduct such programmes?*

Types of Awareness Programme	How	Who/Which organization
⇒ Mass publicity		
⇒ Community gathering (parents' gathering)		
⇒ Home-visit		
⇒ Street drama		
⇒ Child-to-child approach		
⇒ Video film show		
⇒ Parental education		
⇒ Orientation programme for different groups of stakeholders		
⇒ Other, please specify		

*How should the quota of ECD centres be fixed?*

*What criteria should be developed to distribute the quota for rapid expansion of ECD centres?*

*How should the MC of ECD centre be formed?*

*Who should be included in MC?*



*How should physical facilities be managed for rapid expansion of ECD centres in an effective and sustainable manner?*

Types of physical facilities	How	Who/which organization
⇒ Land (including playground)		
⇒ Building		
⇒ Toilet		
⇒ Drinking water		

*How should the fund be collected and mobilized for providing remuneration to the facilitators and assistants and for meeting daily expenses?*

*What do you think about the establishment of ECD centres in schools premises and running of such centres through separate MC for rapid expansion of ECD programme?*

*What support from INGOs should be obtained for rapid expansion of ECD programme?*

*What should be the roles of the following bodies for the rapid expansion of ECD centres?*

- ⇒ VDC/municipality
- ⇒ DDC
- ⇒ NGOs and CBOs
- ⇒ Community
- ⇒ Please specify
- ⇒ If any others

*How should the ECD services related to health and nutrition along with education be extended to the young children in partnership with Ministry of Health and Ministry of Local Development?*

*(Growth monitoring, De-worming and vitamin-A, etc.)*

*What do you think about the partnership of DDC, DEO and NGOs/INGOs in the planning, implementing and monitoring of ECD programme for the rapid expansion of ECD programme?*

*How can the ECD centers be made sustainable in terms of following aspects?*

- ⇒ Institutional
- ⇒ Financial
- ⇒ Technical
- ⇒ Attitudinal

## Interview Schedule for Chairperson/Member of VDC/Municipality

### Interview Schedule 5

Name of the Chairperson/Member:

Name of VDC/Municipality:

District:

#### **Operation of ECD programmes at VDC/Municipality Level**

<i>Is your VDC/municipality involved in the planning, implementing and monitoring of ECD programmes ?</i>	Yes	No
⇒ If yes, how?		
⇒ If no, how should the VDC/municipality be involved in the operation ECD programmes ?		
<i>What type of linkage is there between VDC/municipality and DDC, between VDC/municipality and NGO, between VDC/municipality and INGO, between VDC/ municipality and DEO for planning, implementing and monitoring ECD programmes ?</i>		
⇒ VDC/municipality and DDC		
⇒ VDC/municipality and INGO		
⇒ VDC/municipality and NGO		
⇒ VDC/municipality and DEO		
<i>Are you satisfied with the operation of ECD center in your VDC/municipality?</i>		
⇒ If yes, why?		
⇒ If no, how should the ECD centers be made effective?		

#### **Strategies for rapid expansion of ECD Centres in an effective and sustainable manner**

- ⇒ In what ways can the VDC/ municipality contribute to the rapid expansion of ECD centres?
- ⇒ ECD programme in VEP
- ⇒ Financial support
- ⇒ Non-financial support (Donation in kind)
- ⇒ Land
- ⇒ Partnership with NGO/ INGO/DEO

*What type of awareness programmes should be conducted at community level? How should they be conducted? Who/ which organization should conduct such programmes?*

Types of Awareness Programme	How	Who/Which organization
⇒ Community gathering (parents' gathering)		
⇒ Home-visit		
⇒ Street drama		
⇒ Child-to-child approach		
⇒ Video film show		
⇒ Parental education		
⇒ Orientation programme for different groups of stakeholders		

⇒ Other, please specify		
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*How should the quota of ECD centres be fixed?*

*What criteria should be developed to distribute the quota for rapid expansion of ECD centres?*

*How should the MC of ECD centre be formed?*

*Who should be included in MC?*

*How should physical facilities be managed for rapid expansion of ECD centres in an effective and sustainable manner?*

Types of physical facilities	How	Who/which organization
⇒ Land (including playground)		
⇒ Building		
⇒ Toilet		
⇒ Drinking water		

*How should the facilitators be recruited for the rapid expansion of ECD centres?*

*How should the fund be collected and mobilized for providing remuneration to the facilitators and assistants and for meeting daily expenses?*

*What do you think about the establishment of ECD centres in schools premises and running of such centres through separate MC for rapid expansion of ECD programme?*

*What support from INGOs should be obtained for rapid expansion of ECD programme?*

*What should be the roles of the following bodies for the rapid expansion of ECD centres?*

VDC/municipality

⇒ DDC

⇒ NGOs and CBOs

⇒ Community

⇒ Please specify

⇒ If any others

*How can the ECD centers be made sustainable in terms of following aspects?*

Institutional

⇒ Financial

⇒ Technical

⇒ Attitudinal

## Interview Schedule for Local NGO Official

### Interview Schedule 6

Name:

Name of the Local NGO:

District:

#### **Operation of ECD Programme**

*In what ways is your NGO involved in ECD programme?*

- ⇒ Community mobilization
- ⇒ Training
- ⇒ Monitoring
- ⇒ If any others:

<i>Are you satisfied with the operation of ECD centres in your area?</i>	Yes	No
⇒ If yes, why?		
⇒ If no, how should the ECD centres be made effective?		
<i>How was linkage between your NGO and DEO; NGO and INGOs established in planning, implementing and monitoring of ECD program?</i>		
⇒ NGO and DEO		
⇒ NGO and INGO		
<i>Which centre(s) is/are functioning effectively in terms of management of physical facilities, Children's Learning Materials (CLMs), and collection and mobilization of fund?</i>		
<i>How did management committee of ECD centre manage the following aspects?</i>		
⇒ Physical facilities		
⇒ Children learning materials (CLMs)		
⇒ Collection and mobilization of fund		
<i>Which centre(s) is/are functioning effectively in terms of ECD room management and ECD activities carried out by the facilitators?</i>		
<i>How well facilitators managed ECD room and carried out ECD activities in the centre(s) mentioned above.</i>		

#### **Strategies for rapid expansion of ECD Centres in an effective and sustainable manner**

*What type of awareness programme should be conducted at community level? How should they be conducted? Who/which organization should conduct such programmes?*

Types of Awareness Programme	How	Who/Which Organization
⇒ Community gathering (parents' gathering)		
⇒ Home-visit		
⇒ Street drama		
⇒ Child-to-child approach		
⇒ Video film show		
⇒ Parental education		
⇒ Orientation programme for different groups of stakeholders		
⇒ Other, please specify		

*How should the quota of ECD centres be fixed?*

*What criteria should be developed to distribute the quota for rapid expansion of ECD centres?*

*How should the MC of ECD centre be formed?*

*Who should be included in MC?*

*How should physical facilities be managed for rapid expansion of ECD centres in an effective and sustainable manner?*

Types of physical facilities	How	Who/which organization
⇒ Land (including playground)		
⇒ Building		
⇒ Toilet		
⇒ Drinking water		

*How should the facilitators be recruited for the rapid expansion of ECD centres?*

*How should facilitators be trained to run the centre effectively?*

*How should MC chairperson/members be trained to run the centre in sustainable way?*

*How should the fund be collected and mobilized for providing remuneration to the facilitators and assistants and for meeting daily expenses?*

*How should CLMs be managed to all the centers to be established in this district?*

*What do you think about the establishment of ECD centres in schools premises and running of such centres through separate MC for rapid expansion of ECD programme?*

*What support from INGOs should be obtained for rapid expansion of ECD programme?*

*What should be the roles of the following bodies for the rapid expansion of ECD centres in an effective and sustainable manner?*

- ⇒ VDC/municipality
- ⇒ DDC
- ⇒ NGOs and CBOs
- ⇒ Community
- ⇒ Please specify
- ⇒ If any others

*How should the ECD services related to health and nutrition along with education be extended to the young children in partnership with Ministry of Health and Ministry of Local Development?(Growth monitoring, De-worming and vitamin-A, etc.)*

*How can the ECD centers be made sustainable in terms of following aspects?*

- ⇒ Institutional
- ⇒ Financial
- ⇒ Technical
- ⇒ Attitudinal

## Focus Group Discussion with Parents

### Focus Group Discussion 1

VDC / Municipality:

District:

Date:

#### **Strategies for rapid expansion of ECD programme in an effective and sustainable manner**

*What type of awareness programme should be conducted at community level? How should they be conducted? Who/which organization should conduct such programme?*

Types of Awareness Prorammes	How	Who/Which organization
⇒ Community gathering (parents' gathering)		
⇒ Home-visit		
⇒ Street drama		
⇒ Child-to-child approach		
⇒ Video film show		
⇒ Parental education		
⇒ Orientation programme for different groups of stakeholders		
⇒ Other, if any:		

*How should the MC of ECD centre be formed?*

*Who should be included in MC?*

*How should physical facilities be managed for rapid expansion of ECD centres?*

Types of physical facilities	How	Who/which organization
⇒ Land (including playground)		
⇒ Building		
⇒ Toilet		
⇒ Drinking water		

*How should the facilitators be recruited for the rapid expansion of ECD centres?*

*How should the fund be collected and mobilized for providing remuneration to the facilitators and assistants and for meeting daily expenses?*

*How should CLMs be managed to all the centers to be established in this district?*

*What should be the roles of the following bodies for the rapid expansion of ECD centres?*

- ⇒ VDC/municipality:
- ⇒ NGOs:
- ⇒ Community:
- ⇒ Please specify if any others

*What can the parents do to run ECD centre in a sustainable way?*

## Focus Group Discussion with Teachers

### Focus Group Discussion 2

VDC/Municipality:

District:

Date:

#### **Strategies for rapid expansion of ECD Centres in an effective and sustainable manner?**

*What type of awareness programme should be conducted at community level? How should they be conducted? Who/which organization should conduct such programmes?*

<b>Types of Awareness Programme</b>	<b>How</b>	<b>Who/Which organization</b>
⇒ Community gathering (parents' gathering)		
⇒ Home-visit		
⇒ Street drama		
⇒ Child-to-child approach		
⇒ Video film show		
⇒ Parental education		
⇒ Orientation programme for different groups of stakeholders		
⇒ Other, please specify		

*How should the quota of ECD centres be fixed?*

*What criteria should be developed to distribute the quota for rapid expansion of ECD centres?*

*How should the MC of ECD centre be formed?*

*Who should be included in MC?*

*How should physical facilities be managed for rapid expansion of ECD centres?*

<b>Types of physical facilities</b>	<b>How</b>	<b>Who/which organization</b>
⇒ Land (including playground)		
⇒ Building		
⇒ Toilet		
⇒ Drinking water		

*How should facilitators be trained to run the centre effectively?*

*How should the fund be collected and mobilized for providing remuneration to the facilitators and assistants and for meeting daily expenses?*

*How should CLMs be managed to all the centers to be established in this district?*

*What do you think about the establishment of ECD centres in schools premises and running of such centres through separate MC for rapid expansion of ECD programme?*

*What support from INGOs should be obtained for rapid expansion of ECD programme?*

*What should be the roles of the following bodies for the rapid expansion of ECD centres?*

- ⇒ VDC/municipality
- ⇒ DDC
- ⇒ NGOs and CBOs
- ⇒ Community
- ⇒ Please specify

⇒ If any others

*How should the ECD services related to health and nutrition along with education be extended to the young children in partnership with Ministry of Health and Ministry of Local Development?(Growth monitoring, De-worming and vitamin-A, etc.)*

*How can the ECD centers be made sustainable in terms of following aspects?*

⇒ Institutional

⇒ Financial

⇒ Technical

⇒ Attitudinal



## ECD Centre Survey Form

Name of the Centre : Address: Name of the Facilitator: Established Year:	Support received from: DOE ( ) Plan Nepal ( ) Save the Children/US ( ) Save the Children/Norway ( ) UNICEF ( ) Other specify ( )
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### Physical Facilities

*Area of land received by ECD centre :*

_____ Ropanis	_____ Anna	_____ Paisa
_____ Bigha	_____ Kattha	_____ Dhur

*Type of building*

_____ Concrete	_____ Stone	_____ Brick
_____ Thatched		

*No. of rooms in the building*

_____ ECD room	_____ Store	_____ Rest room
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*Condition of room:*

*Size of ECD room*

_____ Length	_____ Breadth
_____ Adequate	_____ Inadequate
_____ Appropriate	_____ Inappropriate

*Size of playground: Size:*

_____ Length	_____ Breadth
_____ Adequate	_____ Inadequate
_____ Appropriate	_____ Inappropriate

*How was the room arranged in terms of learning corner, display of materials, CLMs and seating arrangement?*

*Toilet facility:*

_____ Adequate	_____ Inadequate
_____ Appropriate	_____ Inappropriate

*Condition of toilet:*

_____ Good	_____ Fair	_____ Poor
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*Drinking water facility*

_____ Adequate	_____ Inadequate	_____ Safe
_____ Unsafe		

### Instructional Facilities

*Children's Learning Materials*

Name	Quantity	Name	Quantity

Children outdoor play materials:

Name	Quantity	Name	Quantity

Notes: Put (√) tick mark for adequacy and (X) cross mark for inadequacy.

**Enrolment and Retention of Children**

*Enrolment of Children (Obtain the record of beginning of the session)*

Year	Boys	Girls	Total
2058			
2059			
2060			

*Retention of Children (Obtain the record of the end of the session)*

Year	Boys	Girls	Total
2058			
2059			
2060			

Total working days

Total days of attendance of facilitators

Average attendance of children in 2060



**Financial Aspect**

*ECD Fund*

Sources	Amount in Rs.		
	2060	2059	2058
1. Matching fund			
2. Govt. support			
3. Community support			
4. INGO support			
5. Fees			
6. Other (please specify)			

*Generation of income form mobilization of ECD fund*

Particular	Amount in Rs.		
	2060	2059	2058
1. Borrowed money			
2. Interest			

*Expenditure*

Particular	Amount in Rs.		
	2060	2059	2058
1. Remuneration for facilitators			
2. Remuneration for assistant			
3. Daily expenses			
4. CLMS			
5. Other (Please specify)			

