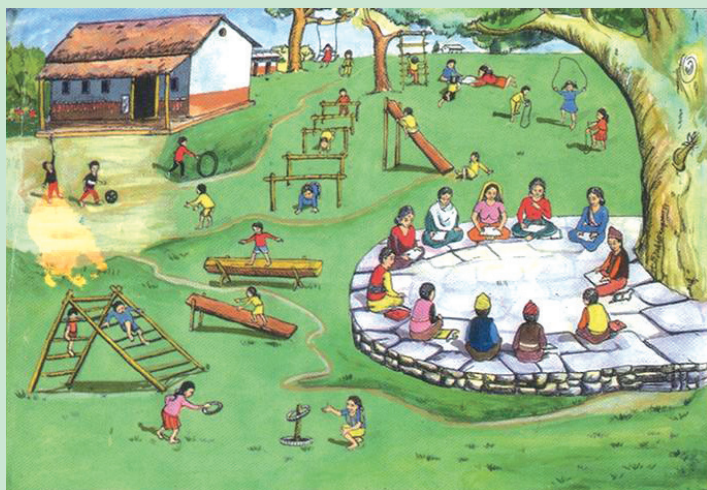


managed by community. The curriculum guideline from DOE was followed which also derived lessons from the children's cultural context and natural environment. The program focus was on language development, pre-math concepts, natural observations, rhymes and related activities, physical coordination and creativity. Children actively learn through exploration and participation. Parents were encouraged to join in with children's activities in the center. The community support played an important role for the sustainability of such ECD centers. This program was owned and implemented widely by the Ministry of Education in partnership with NGOs/INGOs under the School Sector Reform Program (2009-2015).



### G. Parenting Education (PE) Program (1987)

Seto Gurans NCDS introduced PE in 1987 which intended to strengthen the parents' skills in supporting their children's holistic development. It worked as a continuous process of assisting the parents in their own efforts to meet the children's needs in the home setting. Parents of the ECD centers' children came together in a dialogue session at least once in a month. The facilitators were trained to conduct the sessions and sharing experiences concerning health, nutrition, early stimulation and appropriate discipline with regards to the children. In addition to providing development friendly home environment, it also created awareness in parents regarding the importance of good modeling and installing human values in children. PE is being continuously implemented with the support of government, non-government institution and UNICEF.



### H. Ek Doko Khelauna (1987)

This is one of the program developed by Seto Gurans NCDS for the children at community. It is a library of learning and play materials kept at home in a locally made basket, a Doko. These materials are developed and prepared by parents themselves for their children.

### I. Entry Point (EP) 1987

Entry Point program was designed targeting working parents with children between 18 months to three years of ages. The children of that age require constant care which their parents – owing to their circumstances – may not be able to provide. Entry point created a semi-center like experience for the children during the day. The mothers in the community took turns supervising the children in one of their homes in a daily rotational basis. As there was no set curriculum, the children would gather, socialize and play with available materials within the home environment. Entry point was a community based ECD program for children, initiated in 1987 with support from UNICEF. The program has been replicated in various forms and program activities by various organizations across the country.



## Innovations at Seto Gurans National Child Development Services (SGNCDS)



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## Innovations at SGNCDs

The children's need extend beyond the ECD centers and must be addressed throughout every aspect of their lives. There is no set way to approach ECD. Realizing this need, Seto Gurans NCDS has regularly emphasized on providing children with development opportunities by developing various programs addressing the age of the children and their development needs. As such, Seto Gurans NCDS has been the hub of innovations – designing and implementing programs that cater children needs to the best extent possible – also considering the local needs. Some of the innovative programs are discussed below:

### A. ECD in Action (2005)

ECD in Action started in 2005, is an initiative based on actual Early Childhood Development programs that have been developed and refined over a number of years. It has emerged from its own experiences in the field and addresses some of the issues to ensure quality in ECD programs.

The ECD in Action program has a two-fold purposes: the first, it is designed as a tool to reinforce and build on existing good practices in setting up and running ECD model centers; and the second, it is intended for the program to serve as the basis for an approach to provide continuous on the spot support in ECD that has both a sound theoretical basis and is firmly anchored in good practice. ECD in Action is envisioned as a set of purposeful activities to be done for and with active children while having active learning. In this program, everyone involved in the process ought to be active: children, facilitators, parents, families and management committees that help to run the ECD centers, and the whole community. It is implemented in the field developing a network of seven to nine ECD centers in one cluster. It, however, can't be identified as a new program, but a built-in program to support the ongoing efforts.

### B. Home Based ECD Program (2004)

The home-based ECD program focused mainly on encouraging parents and caregivers to provide their children with supportive and nurturing attitudes. Home based activities in a family or household greatly influences how and what



the child would learn, and adds to friendly environment at the household level within the framework of the family's existing financial status and human resources. The program supported parents for keeping children with them and interact with them in the natural settings. The focus of the program was on parent to child early interactions.

### C. Kheldai Sikdai (2004)



Seto Gurans NCDS initiated a new program to address the ECD issues through a series of educational audio/ radio programs. The objective of the program was to provide underserved communities and individuals with readily usable information on topics that support adult learning on early childhood development. It also aimed to provide information, education and communication materials on Early Childhood Development (ECD) in socially and culturally appropriate format which was chosen designed and created locally. It supported to increase the knowledge based in areas of good child-rearing and caring practices, health and nutrition and child development. This radio program co-developed by

Equal Access Nepal, got aired across 16 FM stations, and Radio Nepal – the government-owned radio station, and on World Space Satellite Radio.

The program had an impact on bringing about changes in attitudes towards increased community support and individual action for parenting education, child development and health and nutrition. The program also contributed to bringing about changes in behavior in the focus areas including health-seeking behavior, especially child health, nutrition, reproductive health and prevention of HIV transmission from mother to child.

### D. Parents to Child Early Stimulation (PCES) 2002

Parents to Child Early Stimulation is developed targeting early development and education of the children below the age of three. This program helps parents on developing a conducive environment for the holistic development of the children. Themes like, antenatal care, gender equality, child rights and protection, health and nutrition are also included in the program. The focus of the program was on parent to child early stimulation. This program was very effective in increasing parents' involvement to create development friendly home environment in helping children learn at home. The program has been adopted through a number of interventions of Seto Gurans NCDS and other likeminded organizations ever since.

### E. Children for Peace (Child to Child) Program 1996

Child to Child program was designed to involve elder siblings who to support younger one for their development. This program was launched in 1996. Children can be the agent of change in a peaceful way. Peace is at the heart of human civilization. It is children's right to be able to grow and develop in a peaceful environment. Children's for Peace is a child right based child to child program. It aims to channel children's energy, foster a sense of responsibility and empower them to safeguard their own rights. Cast, class, gender exploitation, abuse, drugs, conflict, violence, and lack of opportunity threaten peace in the family and the community.

### F. Community-Based ECD Center (CBECDC) 1990

The concept of community based ECD center was introduced in the mid-1990s targeting children of three to five years old. The overall idea was to run the centers being