

# **ECD in Action: Program Evaluation and Documentation**

**Submitted to**  
**National Seto Gurans**  
**Kathmandu**

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*Prof. Bidya Nath Koirala, PhD*

## Abstracts

ECD exerts its images throughout the life of an individual. The success and failure of an adult's performances is largely dependent upon the course of development that took place in her/his childhood. The quality care and development in one's early life substantially helps him/her grow as a successful member in family, society and the nation as a whole. ECD, therefore, has increasingly been capturing the attention of its key stakeholders in the recent years in Nepal. Particularly NSG has been providing its services on ECD to the ECD stakeholders for about a decade and more. In course of practicing quality ECD it ran ECD in Action program with the help of Save the Children, Nepal in 24 districts in the year of 2005. In the end of 5<sup>th</sup> years of its commencement it felt need of evaluating ECD in Action program in terms of its relevancy, effectiveness and impact to the target people and place. To fulfill the need as such three districts ( Baglung, Tanahu and Udaypur) were selected from among those where ECD in Action program has been running. Three ECD centers from each district under this study were selected as sample size. Parents, facilitators, children, DSG personnel, members of ECDMC, VDC secretary, etc. were selected as key informants to generate data. FGD, interview and field observation were adopted as tools to gather information for the study. A list of questions was developed prior to visiting the specified field for this study to explore mechanism of ECD in Action, its relevancy, effectiveness and impact. The data generated from the field were descriptively analyzed and interpreted and findings were noted as follows:

In the process of implementing ECD in Action program NSG developed district trainers. These district trainers were sent to the districts where they made publicity for ECD, raised awareness among parents and community people for quality ECD practices, united the key stakeholders to establish ECD centers and discussed the availability of resources to run ECD centers with due coordination of DEO. In the part of implementing ECD in Action program, 9-11 ECD centers were grouped together just as the solar system in which one was established as resource center. ECDMC was formed in each ECD center with the participation of parents, facilitators and community members. NSG along with DSG and ECD focal person in DEO provided 10 days training to the facilitators, MC and parents at the resource center within the cluster. A social mobilizer / program coordinator (in DSG) was appointed to facilitate ECD centers in the community and bridge them with DSG and DEO. Facilitators implemented their knowledge and skills acquired from training in the ECD classroom with the help of MC and parents. DSG supported the facilitators on the spot to address issues and problems, if any, occur while implementing ECD program in the classroom. Facilitators held meeting in every 15 days in the beginning in Baglung and Tanahu at their resource centers but in Udayapur facilitators held their meeting every month which was led by resource person of DSG. This meeting focused on thematic preparation, reviewing the previous work, and exchanging learning experiences. Facilitators' meeting was led by DSG supplemented with some necessary expertly advices. Inputs (technical, financial-transportation and learning materials) were provided / supported by NSG through DSG to add effectiveness in facilitators' mobile meeting. But after phase out of ECD in Action they met once in a month with their own initiation and resources. This meeting now has been changed into mobile form and it takes place 9-11 times in one year time. In 'mobile meeting' the facilitators meet and discuss ECD practices together in one resource center in one month and the other resource center in the next month. The materials prepared during the workshop (in mobile meeting) are collected by the center in which the workshop is held. Monitoring and supervision of each cluster in each district is done by NSG in the joint

collaboration of CDO, LDO, DEO, DPHO, etc. Meeting of ECDMC is held to discuss about classroom pedagogy, access of children to ECD center, developing infrastructure and sources to generate income for ECD center.

The program was relevant in the sense that Children from marginalized and disadvantaged Families were equipped with ECD skills. ECD in Action program was found to lead the children in community within the school system successfully and, therefore, there was hardly any ECD aged children in the community without going to ECD center. Earlier to ECD in Action program parents were not known to ECD practices and its importance for holistic development of their children. Since the establishment of ECD centers and dissemination of their services in community parents and community members showed their keen interest for further growth and development of ECD centers. Hence the demand of ECD centers got increase day by day. ECD in Action program also brought desirable changes in behaviors, actions, life skills and activities of children at home and community. The holistic development of a child through games and play became popular and the sense of treating children with love, affection and kindness developed among facilitators and parents. ECD national curriculum was successfully implemented through this program. Implementing ECD in Action through Solar system made easy access to the children of all classes and castes in quality ECD services. The resource center became the site for learning for novice facilitators. It was reported that they come and learn in the resource center and go back to implement the same in their ECD classroom. It has also been able to address the classroom dilemmas among facilitators. Due to the less wages of facilitators their drop out was reported to be high. The new facilitator is capacitated as per need and demand in the resource centers which is absent in government mechanism. The quality services disseminated through this program has attracted the attention of parents, community people and various other stakeholders in the districts.

Similarly, as per the plan and strategy of ECD in Action training programs for facilitators, parents and ECDMC were launched. The training was observed to bring many desirable changes among children particularly in terms of their behaviors, preparedness for later literacy. ECD curriculum was implemented easily. Learning themes and contents were developed in the match with locally available materials. ECD awareness programs were launched rigorously within the catchment area of a particular ECD center. As a result, parents and community people began to donate their time, energy and money to flourish ECD centers. Parents provided home-made materials such as *khoya*, bamboo sticks, wooden blocks, *nanglo*, etc. as education materials to the ECD center. This shows that training and interaction with parents remained effective and useful. It has reduced classroom dilemmas among facilitators and has inspired, activated and encouraged facilitators to devote for all-round development of children. This was confirmed by observing the classroom management, teaching materials, children performances and guardians supports during FGD. Classroom was divided into various learning zones: science, geography, language, library, role play / drama, etc. Each learning zone was consisted of materials related to learning contents.

Some notable impacts of ECD center's managerial and pedagogical practices were observed such as facilitators' competency increased and their knowledge, skills and attitude improved. Children's performance at primary education became better than the children of non-ECD background. Parents and community members began to support ECD centers in terms of developing its infrastructure, facilitators' salary (in some cases). ECD practices were seen positively at district level line organizations. As a result they began to allocate budget for ECD in the district. The facilitators of ECD centers which were not within the focus of ECD in action

also began to approach ECD process adopted by ECD in Action. Children began to greet and communicate with strangers, the guests, their teachers and parents more openly and pleasantly. Parents began to be aware of managing good food and sanitation for helping children in healthy way. Children began to present their feeling, ideas and emotion openly and approach their teachers and parents independently to get their problems addressed. Learning through games, songs and activities became interesting and pleasant among them which they began to express before their family members at home. The children began to repeat their learning themes/ contents in their home environment in the way they had learned at ECD center. The efficiency of facilitators in delivering ECD services in the classroom increased. They began to create songs and poems, games and activities independently which were suitable enough to run pedagogical practices as per ECD curriculum.

## Acronyms

CBO:	Community Based Organization
DSGB:	District Seto Gurans, Baglung
DDC:	District Development Committee
DSG:	District Seto Gurans
DEO:	District Education Office
ECDMC:	Early Childhood Development Management Committee
ECD:	Early Childhood Development
FGD:	Focus Group Discussion
HT:	Head Teacher
INGO:	International Non-government Organization
LDO:	Local Development Officer
MC:	Management Committee
NGO:	Non-government Organization
NSG:	National Seto Gurans
RP:	Resource person
SS:	School Supervisor
SG:	Seto Gurans
SGCDS:	Seto Gurans Child Development Service
VDC:	Village Development Committee

## **Introduction**

### **1.1 The Need**

Early Childhood Development is a program, which provides a stimulating play environment for physical, intellectual, linguistic, social and emotional development of a child. It prepares children for the primary and it focuses on the holistic development of the child. It lays the foundation for the development of reading, writing and number work. It is a program which encourages interaction with the environment, active participation in-group activities and enhances creativity and problem solving skills in children. It stresses on providing first hand experiences to children in ways that would ensure development of skills related to the process of learning. It also stresses on prior planning and scheduling but it is at the same time flexible to children's needs. It indirectly promotes self control and thereby inner discipline in children.

The importance of early childhood education and development is now a well recognized fact, that children need enriched environment, intellectual stimulation and plenty of opportunities for socialization of the same age group from a very early age are now known to a large section of people. Along with this awareness there are some economic and social factors which are also compelling people to put their children in schools from a very early age. The fact that children coming from economically and culturally deprived homes need some readiness programs through ECD, to put a stop to huge wastage and stagnation in first few grades of primary education has been realized by educators. All these factors have created a large demand for pre-school education in the country and as such the number of pre-schools and enrolment of children in pre-schools has been increased considerably.

### **1.2. Seto Gurans (SG) and ECD in Action Program**

Setogurans Child Development Services (SCDS) is a pioneer organization of Nepal in Early Childhood Development (ECD). It has been working in partnership with District Education Office (DEO), INGOs, NGOs, and CBOs in the area of advocacy, capacity development and implementation of ECD. Out of 75 administrative districts there are 58 registered District Seto Gurans (DSG) where it had developed resource persons (RPs) in ECD. Many of them are actively working in affiliation with National Setogurans (NSG). These organizations initiated with technical support of NSG through the three trained resource persons from each district. These resource persons are involved in awareness raising programs for community people to districts level authorities on behalf of a registered independent DSG Child Development

Services. One of the major purposes of Setogurans is to ensure the ECD rights of children from the period of conception to eight years of age through high quality ECD programs.

ECD in Action is a strategy for quality ECD program of NSG through comprehensive activities. For this, 39 model resource centers were established to show high quality ECD environment. These model centers have been playing vital role in providing knowledge, and skills and awareness rising to parents/ children/ facilitator, and trainers/ experts of different level. It was first introduced in 2004 in few districts by DSG working in support of INGOS and DEO. ECD in Action was implemented in 24 districts with functional Setogurans ECD model centers. Thus the time has come to evaluate the ECD in Action in the sense of its relevance, effectiveness, impact and sustainability at different levels. There are queries on why some DSGs stopped implementing ECD in Action, while some others are continuing? What are the local practices in ECD? To what extent the quality of ECD program is improved? The finding of this study has addressed these questions.

### **1.3. Objectives**

The purpose of this study was to explore the measures and practices of improving quality of ECD program through ECD in action designed by Setogurans National Child Development Services. The specific objectives of this study were as follows:

1. To document the process of ECD in action applied in community.
2. To find out relevance of activities.
3. To find out effectiveness of the training.
4. To identify impact in ECD center's managerial and pedagogical practices.

### **2. Methodology**

This study was descriptive in nature that used qualitative approach to generate data from the stakeholders. Purposive sampling procedure was used to find out the study groups. The primary information generated through qualitative approach was supplemented with secondary information. The information was generated through Focus Group Discussions (FGD), open ended interviews, discussions, interactions and consultation with stakeholders of ECD centers in the studied districts. Consultative discussions and personal interviews were also conducted with officials of local government authority, NSG and DSG. The study also explored and documented the phenomena describing the personal opinions, thoughts, feelings, attitudes, beliefs, and experiences of different respondents concerning the programs and activities of ECD in Action.



Similarly, secondary information was generated through the review of relevant literature (documents) pertinent to the area under this study.

## 2.1. Study Site

ECD in Action program has been running in 24 districts. Out of them three model resource centers and three ECD centers (supported by ECD in Action program) from Baglung, Tanahu and Udaypur districts were selected in consultation with the NSG and DSG officials. Children, facilitators, parents and the members of ECDMC were also considered as key informants (see annex I) for this study. The consulted ECD centers have been presented in the following table.

Table 1: ECD centers under this study

SN	Name of Districts	Name of the VDC	No. of consulted participants
1	Baglung	Seto Gurans Balbatika (Resource center), Kurule, Baglung	Facilitators-7; DEO-1; SG Social mobilizer-1; ECDMC members-3 Guardians-6; HT of mother school-1
		Saraswati Balbikas Kendra, Baglung municipality-11, Pakhathar (School based center)	
2	Tanahu	Seto Gurans Balbatika, Damauli, Tanahu	RP-1; VDC chairperson-1; VDC secretary-1 Members of mothers' group-2 Facilitators prawesh dwar-1 Facilitators of ECD (various) centers-5; Social mobilizer-1; Mother school HT-1; DEO, Tanahu-1; DSG training coordinator-1
		Sanakishan Balbikas kendra, Kesavtar, Tanahu	
3	Udaypur	Setogurans Namuna Balbatika, Nayabasti, Bokse Prabhat Balbikas Kendra, Deuri-11	Facilitator-3; DEO-1 DEO, Program officer-1

## 2.2 Principle of analyzing the field findings

The team analyzed the findings on the basis of the following principles:

- Process of ECD in Action
- ECD managerial and pedagogical environment for children at ECD centers
- Effectiveness and relevance of ECD in Action
- Local ownership and capacities for program sustainability
- Impact of ECD in local settings

## 2.3. Approaches and strategies

The study team generated information with respect to each of the study questions through interaction and discourse with stakeholders and review of related documents. Major steps followed in this study were:

*(a) Review / consultation of documents:* Documents related to the program such as concept and strategy plan of ECD in Action and progress report of ECD in Action received from NSG and DSG were reviewed. Similarly district level documents and field visit reports were also thoroughly reviewed.

*(b) Development of study scheme:* Based on the review of above mentioned documents and consultation with the relevant officials of NSG the study team developed the study scheme. The study scheme consisted of (a) study questions and corresponding themes, (b) possible evaluative questions for each of the study themes, (c) sources of information for each of the evaluative questions, and (d) approach to be used to generate information for each of the evaluative question.

*Development of study tools:* Based on the study scheme, interview schedule and interview triggers capturing all the study themes for each of the study question were prepared. FGD/Interview triggers used for information generation from the field are given in Annex.

*(c) Consultative Meeting:* A consultative meeting was held with concerned NSG officials in order to get consensus on the study frame and FGD and interview triggers.

*(d) Selection of ECD centers:* ECD centers where the ECD in Action program was implemented for enhancing the quality of education for children of ECD age were selected with the help of DSG officials of each district under this study.



*(e) Focus Group Discussion (FDG):* FDG was carried out with children, ECDMC, facilitators, DSG and DEO officials, ECD network members, Mothers' group and community members / leaders to find out their expectations, aspirations, experience, observations and opinions.

Similarly, interaction sessions (such as interview) as well as informal talks were undertaken with the Head Teachers of the mother school, facilitators, children, community members to find out success achievements and drawbacks of the program. Information generated from FDG, interaction and interviews were cross-examined with the information generated through observation and reflection of the review team supplemented with documented evidences. Based on the information generated through observation and interaction with the key stakeholders, the evaluation team found out process and impact of program activities of the project and further requirements.

*Interview with NSG, DSG and DEO officials:* Since NSG, DSG and DEO were key actors in the sector of ECD practices in the districts, interaction with them was very significant in regard to familiarize the review team about the programs and activities of ECD in Action and to clarify roles and responsibilities of DEO, NSG, DSG, community members, ECDMC, ECD model center and facilitators so the team did interview with these key actors.

*(f) Classroom observation:* Learning practices in the classroom were observed with the special focus on facilitators' professional competence, teaching methodologies used, and facilitators' behavior towards children, use of learning materials in the classroom etc. Classroom observation also helped to examine the learning environment, children participation, and their reflection on the changes occurred due to the intervention of ECD in Action program.

The information thus obtained from different tools were self-triangulating to ensure their validity and the reliability.

#### **2.4 Analysis of Data and Information**

The information generated from both the primary and the secondary sources was analyzed to convey the expected outputs of the study. Analysis of the information was further followed by findings and a draft review report was prepared in the end for general comments and criticisms.

The analysis of information was made to bring forth the outcomes that occurred due to program intervention in the target area. It also assisted the research team to draw necessary implications and offer avenues for the further discussion within the NSG for the improvement of the program in the future with regard to strengthening the role performances of DEOs, strengthening the

capacities of ECD centers (ECDMC, parents, community members, RPs & key facilitators) at community, acquire support from VDC and enhance community participation and ownership.

Finally, the study team made presentation of the draft report with analysis, findings and implications, and shared it with NSG concern persons. After incorporation of the feedback received from the team of NSG members, the report was finalized.

### **3. Discussion and Findings**

In this section, information generated from the field observation, focus group discussion, interviews, consultation with the major stakeholders of ECD in Action Program at the NSG, DSG and community level has been processed and presented in line with the objectives of the ECD in Action program. The findings of the program interventions in relation to program input, process, output, outcomes, relevance and effectiveness are presented with the themes that include: (a) documentation of ECD process, (b) relevance of the ECD program (c) effectiveness of ECD training (d) impact of ECD center's managerial and pedagogical practices. Prior to present the thematic report we have given the case of ECD centers of the studied districts. Out of these cases, we have generated the aforesaid themes as answer to the research questions.

#### **3.1. Practices of ECD in Action**

The practice of ECD in Action was documented in two phases. In the first phase, we documented the program intervention practices and in the second phase we have given the ongoing practices. In order to present these practices we offered a brief description of the situation of ECD in Action before program intervention.

**Cases of ECD in Action of Baglung.** In course of studying ECD practices in Baglung the research team first went to DSG Baglung and discussed with DSGB staff on how ECD practices are processed and what consequences it has brought in the community in Baglung. The first phase of discussion with the staff of DSGB consisted of a short history of how ECD practices were commenced in Baglung. According to the discussion, in 2055 BS National Seto Gurans (NSG) established its sister organization in Baglung. In the beginning one graduate woman was trained and under her leadership DSGB was established. DSGB formed an ECD board under which it began to work. During discussion it was asserted that the organizational structure of NSG and DSGB is the same. The staff of DSGB claimed that it is DSGB which first time made the ECD known to public in Baglung. They reported that in the beginning people used to ignore ECD discussion and it was very difficult to convince them to support for ECD. They said that

when DSGB began to run program to make ECD known to the people in Baglung, there was hardly anyone to accept the program. That is, local level authorities and line agencies of various organizations in the district did not interest to offer their time and also to participate in interaction for ECD. There was no any resource to support ECD program at district and community level financially. DSGB human resource worked for ECD without any monitory return in the beginning. As per discussion they then began to ask for five to ten minutes time in any district level program run by any organization in the district to present ECD principles and philosophy. The program coordinator of DSGB said, "We requested every district level organization to offer us little time to present about ECD in any programs held by them at district level and in this way bit by bit we passed on the message of ECD to the people at large". Slowly, DDC, Municipality Development Office, authority for water supply, DEO, and many other organizations were invited both individually and in group to discuss the vitality of ECD. Slowly, they were convinced and started to contribute little by little for ECD program. Later DDC started to contribute a little to run ECD program in the district. After getting recognition at district level, we began to convince the parents for it. While discussing with the study team they claimed that convincing parents was still harder and challenging.

In the second phase of publishing the necessities of ECD program they said that they requested NSG to establish a model ECD center at Baglung. According to them this attempt was important to show the villagers and disbelievers the practices of ECD to bring change in children. In this way the establishment of model ECD center, the practices for holistic development of child adopted by it and the changes brought among children in terms of their holistic development opened the eyes of all the key stakeholders and the line agencies of various organizations at district level. They realized its vitality and began to make it the part of their conscience. Later three ECD centers were established with the support of community.

In 2060 BS, government announced ECD program in its policy. It was reported that in the beginning they lunched ECD program in various centers with the help of UNICEF for one

year. Regional conference helped to publicize ECD program in the district. The staff of DSGB

When teachers were given training and orientation they were found to be nervous thinking that the ECD instruction was difficult. They were only 7/8 pass graduate. They felt ECD activities overloaded. They found to have lack of patience. Community also had hardly any confidence up on them.

-DSG Program Coordinator,  
Baglung

asserted that the local authorities and line agency of local level helped to run the ECD program and they worked as volunteers. They also acclaimed that combined effort of DEO and DSGB was dedicated to implement ECD curriculum. For it, teachers/facilitators were trained to develop education materials, classroom activities, etc. However, the specified curriculum could not be implemented well. It was also realized that the facilitators could not implement their skills obtained in the training simply saying that the skills obtained in the training-hall environment were hard to perform in the real classroom situation. It was difficult for them to develop education materials based on the (one) training. They expressed they had been in dilemma while matching educational materials and learning activities as per the ECD curriculum to ensure holistic development of children. During the discussion with the study team they asserted that community mobilization was another difficulty to accomplish ECD program successfully. Similarly, teachers/ facilitators were only 7, 8, 9 graders or test graduate only. It was, therefore, difficult for them to handle the ECD tasks properly.

ECD in Action program came into practice to address the issues such as facilitators' retention at ECD centers, implementation in the classroom, students' irregularity, weak confidence of parents towards ECD program, education materials, etc.

- DSG program coordinator, Baglung

The study team observed that ECD program was introduced in the district but there were some striking challenges to deal with to carry out the program to produce desired result. The first major challenge was to motivate and activate parents and community people for ECD practices. For this, it was urgent to let them realize the vitality of ECD practices for the holistic development and school readiness for their children.

Second, it was also necessary to empower the immediate stakeholders like parents, guardians and ECDMC to bring ECD centers into action. Third, the facilitators grew with passivity due to the fact that they were in dilemma in using their skills and knowledge in real classroom situation, which they had acquired from training. Preparation and management of

It was very difficult for us before the Support of Seto Gurans. First, we did not have idea of developing educational materials. English and Nepali alphabets were taught only. There was no *khaja* system for students. In the beginning it was difficult to convince guardians. They used to say that children are only engaged in playing, singing and dancing in ECD center; they are not taught alphabets.

-Facilitator

educational materials was the other difficulty among the facilitators, which they had not been

able to maintain according to the ECD curriculum. Similarly, it was imperative to establish the link between ECD centers and DEO to ensure the flow of technical and financial services to the ECD centers. Again, mobilization of local resources and expertise was necessary to sustain the ECD centers in the long run in the society. As a result ECD in Action program was conceptualized and efforts were made to implement it.

Literally, this program was launched to bring ECD practices into action. A program can never be brought into action unless its stakeholders initiate and participate into it actively. The effort, therefore, was made under this program to activate parents, guardians, community, NGOs and government personnel for meaningful practices of ECD in the district.

The situation of ECD practices (before intervention of ECD in Action) in the case of Tanahu and Udaypur were reported to be similar as that of Baglung. It was reported that only Rs. 1000 annually used to be provided from DEO for ECD center, which was insufficient to cover expenses of ECD centers. The facilitator got opportunity to get training only once in the beginning of establishment of ECD center. The short duration of training provided by DEO was not sufficient to supply with the knowledge and skills required to offer quality ECD services. Facilitators were often perplexed in selecting, organizing and implementing ECD activities. Parents were unsupportive and often ignored ECD discussions because they had not internalized the need and importance of ECD services for their children. Hence, ECD in Action program was planned and brought into effect in response to the above issues and enhance the quality of ECD services in the districts.

**Cases of ECD in Action of Tanahu.** The study team discussed with the staffs of DSG, Tanahu. The discussion was held in relation to the ECD processes and practices that take place in the district and the role performances of DSG Tanahu. Following paragraphs consists of the things and ideas that emerged out of that discussion.

DSG Tanahu was established in 2058 BS. It receives training from NSG to run ECD program in the district and offers its services to the ECD center. It conducts social mapping and survey program to collect the data to determine location to establish ECD center. It also understands the local level ECD centers and coordinates them with the districts authorities.

A staff of DSG Tanahu reported that in the beginning all under the age of 16 were counted as children. In that time in very few schools there was nursery (*shishu Kaksha*) which was run along with graded one. Children of various ages and height used to sit in one classroom.

Classroom management, learning contents and processes were used to be poor. Later, after implementation of ECD in Action program, orientation for ECD was organized in the municipality and VDC as well. Due to this, awareness for ECD was brought among various level of people and agencies. Four volunteers were prepared and orientation for ECD was performed in VDC. As a result, the demand to run ECD center increased. In 2061/062 BS, ECD in Action program was launched in VDCs. The facilitators of all the ECD centers of the district were trained for ECD program. Such training was organized with the combined effort of DSG, DEO and SCN. The publicity for ECD was done in some VDCs. Model support to a particular ECD center, use of local materials and resources and support of educational materials and orientation went parallel. Realizing the importance of training and orientation for the quality of ECD center non-project ECD centers also began to participate in the training. Parents and ECDMC were made active through training and orientation. Parents awakening program was launched. Mobile meeting was organized in every 3 months. In the mobile meeting of facilitators review of the past activities, performances and achievement were done and it is still so. Mobile meeting became fruitful in making future plan, exchanging experiences of facilitators and preparing educational materials according to learning themes and contents. In course of empowering facilitators they were taken to Baglung as an educational tour with the financial help of VDC to study, observe and perceive ECD practices in Baglung. Due to mobile meeting and educational tour following achievements were acquired:

- Capacity building was done through educational tour and mobile meeting.
- They knew the ECD philosophy.
- They knew to identify means and resources and make effort for that.
- It helped to develop intuition to create environment for quality learning.
- Community support increased.
- Public awareness increased for ECD.
- Monitoring and supervision part of ECD practices strengthened.
- Transparency in income and expenditure for ECD began to maintain.
- Relationship among Parents, facilitators and community improved.
- Good relationship also developed among trainer, RP and SS.



**Case of ECD in Action of Udayapur.** The team held FGD in Udayapur and explored that most of the cases in Udayapur were similar to that of Baglung and Tanahu. In the beginning, nine community based ECD centers in Triyuga municipality were grouped together in which DSG ECD center Udayapur was placed in the center. SG Udayapur initiated in making all the ECD centers in its catchment area active and effective in providing ECD services. According to the FGD, DSG played a leading role in inspiring and activating community, parents, ECDMC, etc. for effective implementation of ECD in Action program. For this, it launched training and workshops for facilitators, parents, community members and ECDMC.

### **3.2. Implementing ECD in Action**

In the above paragraphs the study team explored through the discussion with DSG staff about how the idea of ECD in Action program

came into effect in Baglung. In the following paragraphs the mechanism and performances of ECD in Action program have been presented. The study team consulted various documents related to ECD practices in the three different districts under this study and FGD were held to explore the mechanism and performances of ECD in Action program. In course of exploring the mechanism of ECD in Action program the study team first discussed with the DSG staff and then with the facilitators, guardians/parents and ECDMC of ECD centers in Baglung, Tanahu and Udayapur.

#### **3.2.1. Formation of Cluster**

While discussing with the DSG staffs it was explored that nine ECD centers with one as resource center were grouped together. While bringing them into one cluster some major factors were considered primarily: (a) the distance between and among the ECD centers within a cluster and (b) the local resources available to them. The cluster was so formed that one ECD center is fixed

Whole district is the service zone of this resource center. In the beginning when any ECD center is opened, the facilitators come to visit this resource center to learn and conceptualize about ECD. Facilitators of newly established ECD center come to observe the resource center and get firsthand experience and get trained as well. The resource center runs various programs such as entry point, parenting education and ECD programs. It also runs the program for holistic development of children. The resource center is used to run training, *gosthi*, workshop, etc. for key stakeholders. Visitors and educators from national and international organizations come to visit resource centers to learn ECD practices. Community and municipality together provided 4 ropnis land free of cost and the training center was built by Seto Gurans.

- Facilitators, Baglung

as a resource center, which was more or less at equal distance from all the other ECD centers within the same cluster.

### **3.2.2. Function of Resource Center**

During FGD it was asserted that the resource center functioned as a platform where the facilitators of each ECD center got enhancement in terms of technical and pedagogical support. It was reported that in the beginning all the facilitators from each ECD center used to hold meeting together in the resource center in every fifteen days to discuss their classroom pedagogy, content to cover in the classroom, preparing learning materials, creating songs and poems to teach specified contents, discussing about children's behaviors, etc . Later, they changed their schedule of meeting at resource center. Instead of holding meeting in every fifteen days they started to do it once in a month. Similarly, they began to hold the meeting in every ECD center within the cluster turn by turn instead of doing it at resource center only. Since it was difficult to finish the task specified in the previous meeting within 15 days, the facilitators extended the schedule of meeting. Again, it was also difficult for them to manage time, cover distance and carry local materials to resource center in every meeting. They, thus, thought to hold meeting in each ECD center turn by turn so that the services and responsibilities to manage meeting would be distributed among all the facilitators equally. Keeping the conveniences of facilitators in view they began to hold the meeting in each ECD center. This meeting was named as mobile meeting of facilitators. They began to prepare teaching materials at the ECD center while they got together for meeting and left the materials in the same center so that they could get rid of carrying the materials to the long distance of their own ECD center. In every meeting they repeated the same process. This gave the rise of cooperative feeling among them. It also supplied the sufficient teaching materials to each ECD center. The responsibility of preparing materials was distributed to all for each ECD center.

### **3.2.3. ECDMC**

As reported in the FGD each ECD center had management committee. Parents were members of it. In the beginning of establishment of ECD center the members of the ECDMC were brought into interaction to let them know the ECD processes, the way ECD center had to run and their role to play in the community and ECD center as well. They worked to unite community to contribute the ECD center. They approached DEO and helping organization at district level through DSG. They identified the local resources and use them to run the ECD centers. For this,

DSG played the role of a guide. ECDMC monitors whether children were regular and how the center runs. Orientation to ECDMC was organized for 2 days only in the beginning and later they were invited for interaction. Following were some notable sources that were found to play key roles in managing ECD centers in the case of Baglung, Tanahu and Udaypur:

- The ECD centers under ECD in Action depended on fee from students, Bhailo deusi, EX-army group, mothers' group, VDC and DEO quota for a facilitator
- There were two ECD centers: Srijana and Chandi Bal Bikas Kendra. They did not have DEO

quota for facilitators. ECD in Action program ran in these two centers based on the local means and resources.

- Social mobilizer was reported to visit the ECD centers personally and identify the issues related to parents, facilitators
- DSG was found to support in network meeting, learning process of children in the classroom, training, feedback, coordination among various individuals and agencies, on the spot help, documentation of the events/ processes.

#### **3.2.4. Community mobilization**

*Context and approach:* Community mobilization was discussed to be one of the key components of ECD in Action program in Baglung. According to the FGD held at DSG community mobilization produced many positive influences in running of ECD

centers. It played leading role in increasing access, retention and decreasing dropout rate of children in the ECD centers. Second, community in question assisted the ECD center in accumulating resources and helped ECDMC promote and enhance the quality in ECD centers in need. It was accepted that the community protects ECD center from social threat.

Once the principal of a private boarding school convinced some parents to take back their children from ECD center and enroll them to his school. When it was known to some other people in the community they called the principal and asked for clarification. The principal pretended that he only convinced those whose children remain in the community. In response to his claim an elderly man said, "Can you show any child of ECD age stay in the community without going to ECD center?" This question made the principal keep quiet and thus from the next morning those who had gone to private school leaving ECD center came back again in the center.

- a facilitator



In Baglung facilitators were given the responsibility of activating the community within the service area of ECD center. In course of mobilizing the community they were expected to increase participation of parents in the teaching-learning activities of ECD centers. They were also expected to map the community and find out the child of ECD age, if any, in community. They have to convince the parents to send their child to ECD center. However, during the discussion with the facilitators it was asserted that it was rather difficult for them to convince and motivate parents to ECD centers. Since they possessed considerably low qualification, the people in community could hardly believe their better performance in the teaching-learning activities at ECD centers for their children. Next, in course of dealing with the community people the facilitators needed to face their own relatives: father, uncle, father-in-law, mother, mother-in-law, and in some cases grandparents. Since elder-beings in community gave little importance to their juniors and particularly their daughter and daughter-in-law, the effort to approach these people by facilitators could hardly bring any noticeable change in the viewpoints of the target people towards ECD practices. Again, teaching- learning activities in ECD centers sought full time of an individual facilitators. If the task of community mobilization was to be given to the facilitators, it might hamper them to perform better in the classroom due to time constraint. During FGD it was, thus, asserted that community mobilization by facilitators was difficult and hence some other ways out needed to be sought.

**Mothers’ Group as part of community mobilization.** The study team visited Sanakisan Bal



Bikas Kendra, ECD center at Keshavtar in Tanahu. This ECD center is run by a group of mothers. The first discussion was held with mother's group at Keshavtar. It was reported that mothers' group was organized in the year of 2052 BS. In the beginning each member of the mothers' group collected Rs. 5

per month. According to them they slowly began to offer loan in the community. They went to DEO to know the process for opening Child Development Center. In the beginning bank account was generated with Rs. 900/- from DEO and Rs. 900/- from mothers' group to establish an ECD center. In the beginning ECD center was run in the school building. Instead, ECD teacher had to teach 2 periods in the school. During FGD the members of Mothers' group reported that they felt the need of separate building for ECD center and for that they collected donation from VDC, Seto Gurans and others to support in building construction.564 people

from community donated their labor. DDC supported tin for roof and two classrooms. Mothers reported the study team that DSG helped in educational materials and classroom management strategy. Since the effort for establishing ECD center was notable District Red Cross awarded the Mothers' Group Rs. 30,000/- for their excellencies. VDC provides Rs. 2000/- annually and DEO provides Rs. 1000/- annually to the Bal Bikas Kendra. In addition, VDC also added Rs. 700/- for ECD facilitator(s) per month. The annual amount provided by DEO and VDC was spent to manage educational materials: *gagri*, colors, *chakati*, etc.

**Role performance of social mobilizer.** During FGD it was told that DSG appointed a social mobilizer to play role in lining DSG and ECD centers at VDC level. Education materials, advocacy in VDC and district for ECD center, making network lively, selecting and grading methods and techniques for classroom, identifying means and resources for ECD centers at local level, convincing parents and community for ECD, etc. were some areas where the role of DSG was imperative and unavoidable. DSG performed these roles through social mobilizers. ECD in Action helps if facilitators change so the new facilitators did not have to wait training provided by the DEO in the end/beginning of the year. DSG helped in education materials, record keeping, developing themes and contents. For all these social mobilizer played key roles.

### 3.2.5. Mobile Meeting and its Achievement.

In training we learn many more things in a short period of time. We strengthen them in the mobile meeting. Only one theme is discussed in detail. Problems are discussed and solutions are sought in group: problems in delivering the curriculum. In training we learned about ECDMC, classroom management, dealing with children and guardians, monthly meeting, etc. These things are discussed in detail in facilitators' mobile meeting. In facilitators' mobile meeting, educational materials are prepared according to learning contents and teaching methodology is discussed. Facilitators determine the theme/learning content, song and poems and parents help them by bringing local materials. – A facilitator, Tanahu

The facilitators started mobile meeting in 2006 BS. In the beginning facilitators' mobile meeting used to be held in every 15 days. Now it is held in every month. In this meeting facilitators reviewed in group the implemented tasks in their centers. They made plan for the next 15 days. They determined the learning themes and developed education materials in group. The facilitators also developed song, poems and determine learning methodology in the classroom. The facilitators benefited themselves in the way that they could

remove their confusion and dilemma regarding the use of educational material, learning content,

instructional methodology, students' evaluation practices. One talks their classroom practices and accomplishment among the other facilitators. They shared their classroom practices and learnt from each other. This has developed their intuition and creativity to raise the quality ECD practices through this mobile meeting. This caused to implement the ECD curriculum within the year with the rigorous support from the integrated effort from DSG/NSG and Save the Children. At present the integrated support from NSG and Save the Children

Facilitators of various ECD centers of the same cluster are the participants of mobile meeting. We discuss about the implementation of the previous plan and make the new plan for the next months. During discussion we talk about the classroom practices, techniques and methods used in the classroom, the achievement of the students. We also discuss the drawback. We determine the learning themes and develop educational materials in group. We provide those educational materials to the center where the meeting is held. The process repeat every month. In the mobile meeting we also compose songs and poems as educational materials. We discuss pedagogical problems and also the problems related to the classroom management and find out their solution in group. We also visit the various centers and develop our intuition to manage the centers. Once in a month we hold meeting in the ECD Resource Center. – A facilitator, Tanahu

has been phase out; still the program had been running excellently. The model centers submitted their quarterly report to DSG. In some geographical contexts the model center was quite far from its centers. In this condition, any center took the lead to organize and lead the program.

Facilitators were highly motivated towards ECD learning program. This is why; they had participated even in the condition of low monetary return. They didn't care even their food when they walked for mobile meeting, interaction for learning, etc. The facilitators of the centers where DSG had not supported also came from far away to participate in the facilitator's mobile meeting. Due to this the facilitators had been professional, empowered and confident enough to run the ECD program in the centers. They could develop their education materials of their own.

In the beginning facilitators' meeting used to be held in 15 days. Now three themes: social, emotional and intellectual finishes in the classroom then only facilitators' meeting is held. Meeting after 15 days was not practical due to time, changes brought by learning in the classroom and distance in the part of facilitators to participate in the meeting.

They could match their instructional techniques, educational materials, learning contents, etc. They had also developed their intuition better to

perceive children's needs, interests, emotions, behaviors, etc. They acquired enough confidence

and courage to convince the parents, community members and advocate the need to bring children in ECD program. Facilitators shared their sorrow and joys in terms of practicing ECD for children in the center and get inspiration from each other in a group. Due to this parents and community realized its vitality. During the FGD a facilitator asserted that in the beginning it was very difficult for drawing figure, picture and preparing education materials with the perfect match of the learning contents in the classroom. Later, it became easy because they got a platform to discuss their classroom complexities through mobile meeting and they also felt easy to find out solutions in-group.

### 3.2.6. Child rights

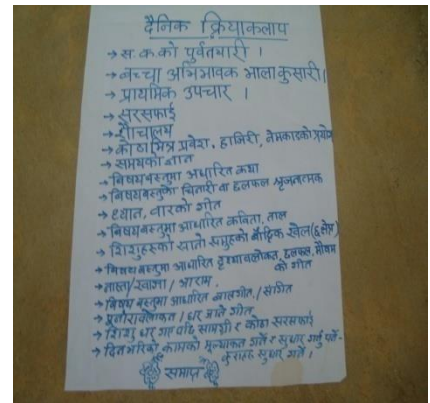
During FGD it was reported that the issue of child right was taken up with great care. They said that facilitators instruct children with love and care. The case of scolding children was not reported by anyone. Children of all classes and castes sat together. It was also claimed that the environment within the ECD classroom is so created that each child behaves with the other in friendly way.

### 3.2.7. ECD classroom, service delivery and changes brought in children



In the following paragraphs three things: ECD classroom, service delivery and changes brought in children have been described. ECD classrooms have been

described in terms of their physical features. Service delivery mechanism has been described on the basis of the discussion held with the facilitators and changes brought in children have been mentioned on the basis of assertions presented by parents and facilitators during FGD.



The study team visited ECD centers and observed ECD classrooms. The classrooms under observation were divided into various zones. Just besides the door inside the classroom there was zone for personal hygiene where handkerchief for each student was kept. The students used the handkerchief as per need. Similarly, there was a shoes-rack to keep children's shoes. They were trained how to use handkerchief and how to take off and wear their shoes. Next, there was a library zone where students enjoyed reading books of their interest. Similarly, zones for mathematics, science, language and geography were separated. Each zone consisted of learning

themes, educational materials, charts and graphs prepared by the facilitators. Particularly geography zone in ECD classroom consisted of the three geographical regions of Nepal: hills, mountains and Terai. Teaching materials were made up of paper, wood, clay and sand, etc. Locally available materials such as grains were also available in the ECD classroom which was used to teach specified themes.

A mother said to her child to bring *thal* (plate), the child brought the *thal* saying '*th-thal*'.

It was reported that the themes mentioned in the ECD curriculum were taught using the materials prepared by the facilitators. Children were asked to perform certain activity independently using the materials of related themes. However, the guidance of the facilitators was considered imperative while the children perform specified task in the ECD classroom. Children are asked to perform both group and individual work. In the end of teaching each theme they are evaluated to confirm how far the children could internalize the inputs exposed to them in the ECD centers. The sample of evaluation form and learning-theme frame is attached in the annex.

Many changes were reported to take place in the children when they were exposed to ECD centers. Children learned and showed their changed behaviors to parents at home. This made

Parents of a child said, "*makai Chhodauda pani ganti garne, bhai-va, thal-th, etc vanirahanchha*"

parents feel positive and realize importance of ECD.

The children started to count numbers while helping their parents in their household work.

The research team was introducing with the mothers' group during FGD, a child was observing the conversation. In the end he said, "*aba mero palo! (now my turn to introduce!)*" and he started his 'name' and 'address'.

They started to relate alphabet with words. This caused contentment among the parents. According to a facilitators, "In the beginning parents used to say why to send children in ECD centers for singing songs, dancing and playing only. Now they have realized that children can learn well even by singing and dancing". Facilitators in FGD asserted that in the beginning it was very difficult to convince

parents and management committee. Now they understood the philosophy of ECD in Action. Parents were impressed due to the changes brought by the ECD in Action program. Children became able to relate letters with words. They also knew digits and words.

The basic changes that took place in children are the habit of personal hygiene, query to maintain good sanitation, shift of language from impolite to polite and from local language (such as Tamang) to Nepali language. Similarly, children started to pronounce words and sentences in





more refined way. They began to greet their friends, teachers and the strangers who came to visit ECD centers. They were also observed to be curious to participate in the program and activities held in the ECD centers.

According to the facilitators classroom was organized as per the schedule of daily activities determined previously whereas daily activities were organized as per ECD curriculum. Generally daily activities consisted of games

and play, pray, personal cleanliness, discussion on content: song, poems, figure/picture, puzzle, coloring, small group activities, etc.

### **3.2.8. Effort for access and retention**

One of the principles of ECD in Action program was to increase access, enrolment and retention of children in ECD center. The study team made a query on how they function for making ECD services available to the needy children. In reply it was reported that they carry out social mapping in which they find out the number of children of ECD age in the community. They then visited the parents and make them knew about ECD center and its services available for the children at community. During FGD it was accepted that children remained absent for several reasons. One reason is that at the age when children come to join ECD centers their mother becomes pregnant (in some cases only). When mothers used to go to their parents' house with the newly born baby, they also took the ECD aged child with them. In this way the child can't attend the ECD class until their mother comes back from their *Maiti*.

The other reason behind the absenteeism of child is that mostly in Tamang/Magar community they celebrate feasts and festival in which children remain at community rather than attending ECD class at the ECD center.

Parents' meeting organized by the ECD centers was reported to be the other effort to increase access and retention of children at ECD center. In the meeting with parents they discussed on various topics with the parents. They talked for children's *khaja*, monthly fee, cleanliness, children's activities at ECD center and school, children's performance and progress, exhibition of materials at ECD center. The facilitators of some centers said that parents paid Rs. 10 to 20 per month. The money was spent in preparing *khaja* at ECD center. The parents were up-to-

dated with the activities of ECD centers to enhance the quality of their children. This caused the center to attract parents and confirm their confidence towards the centers.

Access and retention in the case of Tanahu was observed differently along with some common points discussed above. Regarding access of children to ECD centers it was asserted that all children of ECD age come to ECD centers. They said that children first come to entry point and then to ECD centers. Door to door program is held for the publicity and encouragement to bring children at ECD center. Facilitators in FGD reported that children without experience of entry point are shy, unhappy and cry for few months at ECD center. It was difficult to convince them in the beginning. Enrolling children at entry point was reported to be essential before they were enrolled at ECD center. Children with entry point experience did not afraid of in participating activities at ECD center. During FGD it was accepted that access is available to all but they were not regular. Following reasons were reported to be responsible to cause students to be irregular at ECD center.

- They are not regular due to heavy rain, festival (*barna*) of Magar community, social norm not to do anything (*ek din barnu*) : *jato, dhiki, halo*, not to work in the field, but they get together to discuss.
- When they cut pig, children don't come to ECD centers so that they could eat delicious food at home.
- When they celebrate *rodi, ghatu, chudka naach*, they don't come to attend class at ECD center.
- Sometimes parents remain passive in sending their children to ECD centers saying that what happen when they don't go one day.
- When one child reaches the age of attending ECD center, the mother gets the other baby. In that case, mother goes *maiti* and, thus, she takes the previous one as well with her while going to *maiti*. In this way, they remain absent.

### **3.2.9. Monitoring and supervision**

ECD center and its activities were monitored and supervised by the members of ECDMC. They came to observe whether it ran properly and also whether children were regular. ECD centers were also observed by RP and SS from the district. The school HT also monitored the ECD centers.

### 3.2.10. Role performances of DEO, DSG and ECD Network



During FGD the program coordinator of DSGB asserted that DEO plays its roles responsibly. According to her, DEO invites them while distributing quota for ECD training. DEO also advocated for community based ECD centers. Money for facilitators and education materials was deposited in the center's account in time. RP and SS never ignored visiting ECD centers while they go to visit the schools. It identified the need in terms of where and why quota for facilitators was necessary. It then distributed the quota. In course of holding FGD the study team interacted with DEO regarding the ECD practices and influence of ECD in Action program. District Education Officer, School Supervisor and the HT of some schools participated in the interaction with the study team. Their expressions, ideas and viewpoints regarding ECD practices in Tanahu are presented as follows:

According to the DEO community awareness for ECD has increased due to the publicity and advocacy performed by DSG. Since community awareness was high, VDC had been active to help ECD centers in the community. The DEO asserted that facilitators training and assistance of DSG caused the ECD practices effective and impressive in the district. Function of the ECD network and social mobilizer provided some added advantages to quality practices of ECD. The remarks noted below were accepted by the participants during FGD at DEO.

- Guidelines for ECD network was prepared with the help of DEO.
- The salary of ECD facilitator is very less. So they go to other profession if they get opportunity. If they had good salary, they would improve this profession.
- In VDC level, there must be some agency or authority to monitor ECD center.
- Still there is something to be done in community awareness.
- In some centers *khaja* is not arranged by parents.

ECD in Action program was also run in Byas Municipality. Later, the program was handed over to municipality. After handing over the program to the municipality no program and activity was performed for whole long year. The budget separated for ECD program in municipality was frozen. About one *lakhs* rupees of municipality separated for ECD was not used at all. The ECD centers also did not mind or pay attention for it. Later, DSG reported it to the ECD network. The network inquired about it in the municipality. Presently, they have decided to launch the program. Handing over the program to local authority may lead the program to extinction. Monitoring, supervision and follow up is necessary.

- Program coordinator, DSG

- HT of a school added that program for pre-school literacy has to be deliberately focused in the process of ECD at ECD center.
- ECD should also be kept within the system of school, within the education structure.
- VDC allows for ECD center but it does not understand the responsibility to perform for quality ECD practices.

In ECD network HT of the schools, Mothers' group, VDC Chairperson, forest group, facilitators were the participants and they discussed ECD practices in the centers. Network meeting was held in every three month. They reviewed the activities and achievement of the three months in the meeting. The facilitators in the meeting submitted and presented the three-month report of the ECD centers.

Out of the aforesaid cases, the study team generated the following tables in response to the research objectives. They are given below:

### **3.3. Process of ECD in Action in a nutshell**

On the basis of discussion and analysis of the field data and personal observation of the study site process of ECD in Action has been listed as follows:

#### **3.3.1. Preparatory action**

- 1 NSG developed district TOT (for DSG) through training as the part of its package program to run ECD in Action in the district.
- 2 NSG also helped to establish DSG to disseminate ECD services and information to various ECD centers.
- 3 DSG submitted an application to the DEO to get approval to work on ECD and it also coordinated with DEO for joint work for ECD.

#### **3.3.2. Operational initiatives**

- 4 DSG launched programs to bring awareness among the people in the district about the need and importance of ECD.
- 5 Along with the help of community ECD centers were established in which cooperation of DSG remained vital.
- 6 Depending on the distance, 7 to 11 ECD centers were clustered and named it 'ECD centers in solar system'. One ECD center within the cluster was established as resource center.
- 7 ECDMC was organized among the participation of guardians and community people.
- 8 Facilitators were appointed by DEO along with 1000 rupees and 16 days basic trainings.

But now facilitators are provided with Rs. 1800 per month.

- 9 NSG along with DSG and ECD focal person in DEO provided 10 days training to the facilitators, MC and parents at the resource center within the cluster.
- 10 A social mobilizer / program coordinator (in DSG) was appointed to facilitate ECD centers in the community and bridge them with DSG and DEO.
- 11 Facilitators implemented their knowledge and skills acquired from training in the ECD classroom with the help of MC and parents.
- 12 DSG supported the facilitators on the spot to address issues and problems, if any, occur while implementing ECD program in the classroom.
- 13 Facilitators held meeting in every 15 days in the beginning in Baglung and Tanahu at their resource centers but in Udayapur facilitators held their meeting every month which was led by resource person of DSG. This meeting focused on thematic preparation, review the previous work, and exchanging learning experiences. Facilitators' meeting was led by DSG supplemented with some necessary expertly advices.
- 14 Inputs (technical, financial-transportation and learning materials) were provided / supported by NSG through DSG to add effectiveness in facilitators' mobile meeting.
- 15 But after phase out of ECD in Action they met once in a month with their own initiation and resources.
- 16 This meeting now has been changed into mobile form and it takes place 9-11 times in one year time. In 'mobile meeting' the facilitators meet and discuss ECD practices together in one resource center in one month and the other resource center in the next month.
- 17 The materials prepared during the workshop (in mobile meeting) are collected by the center in which the workshop is held.
- 18 Monitoring and supervision of each cluster in each district is done by NSG in the joint collaboration of CDO, LDO, DEO, DPHO, etc.
- 19 Meeting of ECDMC is held to discuss about classroom pedagogy, access of children to ECD center, developing infrastructure and sources to generate income for ECD center.

### **3.3.3. Some notable differences in the process**

The above mentioned process is common in Baglung, Tanahu and Udaypur. However there are some noteworthy differences as follows:

- a) Mobile meeting of facilitators is regular and continuously taking place in Baglung, partially regular in Tanahu and not taking place at all in Udayapur after phasing out of the ECD in Action program.
- b) In some ECD centers *Khaja* for children are prepared at the center but in some other the students bring *Khaja* themselves in Baglung and Udayapur districts. But in Tanahu each parents bring *khaja* for all the children in the center turn by turn.
- c) ECD centers have started to demand tuition fee from parents showing the cause of difficulty in managing ECD centers. The practice of asking for tuition fee was not in the ECD in Action concept.
- d) Despite of worth mentioning in the concept of ECD in Action parenting education was not found taking place properly in any studied districts.

### **3.4. ECD in Action in system approach**

The research team reflected upon the cases of Tanahu, Baglung and Udayapur. On the basis of this reflection the team identified the relevancy and effectiveness of managerial and pedagogical practices.

#### **3.4.1. Relevance of the ECD in Action program**

The key findings on the relevance of the ECD in Action program are presented as follow:

##### **Relevance in terms of access**

- 1 Children from marginalized and disadvantaged family have been able to equip with ECD skills.
- 2 The skills obtained from ECD centers have helped them to enter and adjust themselves in formal schooling and education.
- 3 ECD in Action program has led the children in community within the school system and, therefore, there is hardly any ECD aged children in the community without going to ECD center.
- 4 Implementing ECD in Action through Solar system made easy access to the children of all classes and castes in quality ECD services.

##### **Relevance in terms of holistic development**

- 5 Earlier to ECD in Action program parents were not known to ECD practices and its importance for holistic development of a child. Since the establishment of ECD centers and dissemination of their services in community parents and community members have shown their keen interest for further growth and development of ECD centers. Hence the demand of ECD centers has been increasing day by day.

- 6 The holistic development of a child through games and play has been popular and the sense of treating children with love, affection and kindness has increased among facilitators and parents.

### **Relevance in terms of quality service**

- 7 ECD in Action program has brought desirable changes in behaviors, actions, life skills and activities of children at home and community.
- 8 ECD national curriculum has successfully been implemented through this program
- 9 The resource center has been the site for learning for novice facilitators. They come and learn in the resource center and go back to implement the same in their ECD classroom. This has largely been able to address the classroom dilemmas among facilitators. Since the wages for facilitators is less so drop out of facilitators is high. The new facilitator is capacitated which is absent in government mechanism.
- 10 The quality services disseminated through this program has attracted the attention of parents, community people and various other stakeholders in the districts.

### **3.4.2. Effectiveness of ECD training**

As per the plan and strategy of ECD in Action training programs for facilitators, parents and ECDMC were launched. The trainings brought changes among the target group as mentioned below:

#### **Effectiveness in terms of contents and pedagogical practices**

- 1 Children development, behavioral change, preparedness of later literacy, is good. But the ECD in Action plan did not take place in terms of parenting education.
- 2 ECD curriculum implemented easily.
- 3 Learning themes and contents were developed in the match with locally available materials.
- 4 Parents provided home-made materials such as khoya, bamboo sticks, wooden blocks, nanglo, etc. as education materials to the ECD center. This shows that training and interaction with parents remained effective and useful.
- 5 Classroom was divided into various learning zones: science, geography, language, library, role play / drama, etc. Each learning zone was consisted of materials related to learning

contents.

- 6 It has reduced classroom dilemmas among facilitators and has inspired, activated and encouraged facilitators to devote for all-round development of children. This was confirmed by observing the classroom management, teaching materials, children performances and guardians supports during FGD.

### **Effectiveness in terms of managerial practices**

- 7 Child club organized in Baglung, Tanahu and not in Udayapur during support. After phase out child club is not in function.
- 8 ECD awareness programs were launched rigorously within the catchment area of particular ECD center. As a result, parents and community people began to donate their time, energy and money to flourish ECD centers.

### **3.4.3. Impact of ECD center's managerial and pedagogical practices**

The impact of ECD in Action program was observed in terms of the changes brought and capacity increased in the part of facilitators, children, parents, ECDMC and community members. The impacts of ECD in Action program are mentioned as follows:

#### **Impact of pedagogical practices**

- 1 Facilitators' competency increased, knowledge, skills and attitude improved
- 2 Children's performance at primary education became better than the children of non-ECD background.
- 3 The facilitators of ECD centers which are not within the focus of ECD in action also began to approach ECD process adopted by ECD in Action.
- 4 Children began to greet and communicate with strangers, the guests, their teachers and parents more openly and pleasantly.
- 5 Parents began to be aware of managing good food and sanitation for helping children in healthy way.
- 6 Children began to present their feeling, ideas and emotion openly and approach their teachers and parents independently to get their problems addressed.
- 7 Learning through games, songs and activities became interesting and pleasant among them which they began to express before their family members at home.



- 8 The children began to repeat their learning themes/ contents in their home environment in the way they had learned at ECD center.
- 9 The efficiency of facilitators in delivering ECD services in the classroom increased. They began to create songs and poems, games and activities independently which were suitable enough to run pedagogical practices as per ECD curriculum.

### **Impacts of managerial practices**

- 10 Parents and community members began to support ECD centers in terms of developing its infrastructure and facilitators' salary (in some cases)
- 11 ECD practices were seen positively at district level line organizations. As a result they began to allocate budget for ECD in the district.

## **4. Best Practices, Lesson Learnt, Implication and Future Course of Action**

### **4.1. Best practices and lesson learned**

In course of accomplishing this study the team also identified the best and worst practices. Out of that team generated some lessons as well. Here in below is the lesson that has been categorically mentioned.

#### **(a) Best practices In relation to the inputs**

Communities of all the studied districts were very active and paid their interest and attention in smooth running of ECD centers. They made effort to maintain physical infrastructure by contributing local resources on their own initiatives. The local approach and inputs ensured long lasting existence of ECD centers in the community. It also developed the sense of ownership and responsibility among the community people for running of ECD centers. The ECD centers became more accountable to parents and community which ensured a strong tie between them.

#### **(b) Best practices in relation to the process**

DDC, DEO, LDO, Red Cross, Health offices, line organization's heads are given letter for discussion. They are taken to visit ECD centers by DSG. They learned the things and got awareness. This practice was found in all study location to be essential in the sense that the program as such makes vitality of ECD known to the intellectuals in the district. In the long run

these people become fruitful in the sense that they would assist in generating resources for running the ECD centers in the district.

It was reported that there is a child-club named as “ zflGtsf nflu efOalxgL ;d"x” which encompasses to the child from pregnancy to 16 years old. This group of children helps for peaceful growth of children. However, the research team could not interact with this group of children due to time constraint and their availability during the field visit. This has aroused the concerned for quality services among children and promoted the sense of rights to all round development among them.

Mobile meeting is a platform to exchange their experiences and information. It also increases the capacity of advocacy. It also gives the insights to develop educational materials which suit best to the contents and pedagogy and also children's level of understanding. The educational materials manually developed were displayed in the classroom of all the studied ECD centers which consisted of locally available materials such as food grains, plastic cans, etc.

In some centers guardians collect money on their own to support ECD centers. In some other centers community was found to manage extra teacher for the ECD center. This shows that community has been conscious in managing ECD centers. This helps to sustain the ECD center in the long run.

In mobile meeting the facilitators discuss the themes to be implemented. They determine teaching-learning strategy to implement the themes in the ECD classroom. Thus, only one theme is adopted throughout the target ECD centers of the district. The uniformity of learning themes would help in evaluation of the performances and also to find out strengths and weaknesses in the part of facilitators and learning methodology.

Mobile meeting became also useful in the sense that all the facilitators made / designed / prepared educational materials in group and they left those prepared materials in the same center where they held the meeting. As accepted by DSG program coordinator ECD in Action program is still in effective use despite of phasing out the help. They said that cluster program is still running possibly better than it was during the program.

Each mother of the children in the ECD center brings *khaja* for all the children in the centers turn by turn. This is really good practice.

Mothers help ECD center and facilitators in preparing and collecting locally available materials like *kodo*, *kuvindo*, etc.

ECD network in VDC run under the chairmanship of the secretary of VDC. It is thus easy to make local authority understand the needs and practices of ECD.

**(c) Best practices in relation to the product: at the outcome and the output level**

It was reported that before the commencement of **ECD in Action** program ECD curriculum was rarely implemented. It became easy to implement the curriculum in 2005 BS itself, the very year when ECD in Action began.

It was reported that those ECD center, which are not in the target of ECD in Action program also participated in the mobile meeting of the facilitators. This is one of the good impressions of this program in the sense that the facilitators beyond the target also got benefited and thereby the children beyond the target also got advantage from it.

Facilitators come to participate in mobile meeting by walking about hours of distance. They have to stay at night in some cases. Still they are interested to participate. This is due to motivation.

Even the school based ECD centers at Baglung began to organize mobile meeting just by looking at practice of mobile meeting adopted in ECD in Action program.

Due to practices of ECD in Action program facilitators became professional, capable and confident.

It was reported that private school also was reported to imitate ECD practices performed under this program. They, basically, imitate sitting arrangement and managing learning materials.

The other ECD centers such as Amar Jyoti School and Saraswati Bal Bikas Kendra started to implement the ECD practices by copying the ECD practices at Sana Kisan Bal Bikas Kendra.

Political parties at local level also understand the importance of ECD and they make commitment for help.

Out of the discussion of best practices in terms of input, process and output of ECD in Action program it is learnt that ECD in Action program has been able to address many issues lying in the area of ECD practices. It has been able to deal with the issues related to management, pedagogy, training, materials designing, public awareness, investment and local support for ECD centers and its practices in the studied districts.

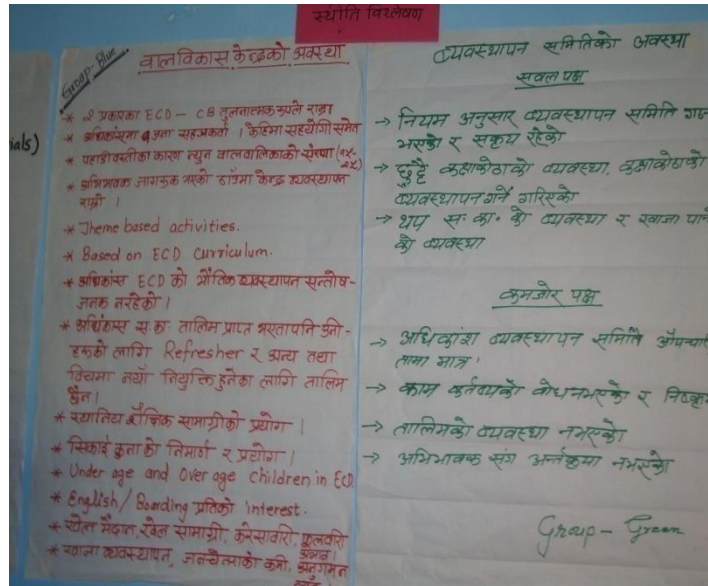
## 5. Challenges ahead

Despite the best practices these were some challenges ahead:

### (a) Challenges associated with training and pedagogical practices

In some ECD centers absenteeism of students were reported to be frequent due to family problems and cultural practices. This is to be solved with due attention.

The program coordinator accepted as, "Parents and ECDMC have not been provided with training and orientation. This was our weakness. Government does not provide budget for it. The program was not able to extend throughout the district". This means educating the key stakeholders for ECD needs frequent interaction, discussion and orientation which has not been able to take place due to lack of budget and for it concerned authority has not paid due attention.



Parents / ECDMC were not trained as per requirement. Parenting education was also not performed effectively. The reason behind it, as asserted in FGD, is that government does not have budget for it. It was thus accepted that parenting education to educate them for ECD practices remained in dark.

There is demand of minimum English language environment at ECD center. Since the facilitators are low graded and feel hard to maintain English language environment at ECD center, this demand needs great effort in the part of facilitators and ECDMC.

The same community also demanded that Mother Tongue and English should go together along with math education. It requires intense training in the part of facilitators to handle these three subjects excellently in the ECD classroom. Facilitators are not empowered to that extent.

It is difficult to run parenting education program through the facilitators. Because community could not believe them as instructors.

Children completing ECD education are taken to private boarding school where they are not allowed to study in grade one; they are enrolled in nursery only. A student of five years age from

ECD center was not admitted in grade one just by saying that he did not know how to write alphabet. This is injustice to children in terms of time, labor and expense.

**(b) The challenges associated with the role performances of DSG, ECD center, DEO, and the community**

Mobile meeting is held in every ECD center turn by turn. The teachers in mobile meeting discuss their own to solve the classroom issues. In this case new role of RC needs to be sought, which was yet to think out. DSG functioned as bridge between the ECD centers and DEO. How do the community and ECDMC approach to DEO and other helping organization if DSG is displaced from the chain? This question itself was a challenge for ECD program.

Social mapping, convincing parents to send the ECD aged child to ECD center, increasing participation of parents to teaching-learning activities of ECD centers, ensuring parents' confidence for their own performance, etc. require high level of expertise, skills which can hardly be expected from the facilitators of SLC or below SLC graduate. To more extent facilitators are shouldering the responsibility of community mobilization. Due to various reasons as discussed in the section of community mobilization description facilitators are unable to perform desired result. It is, thus, necessary to find out the body to carry on the responsibility of community mobilization. But the ECD program organizers were not heading towards it.

Continuity of mobile meeting is under doubt in the sense that thorough revision of the pedagogical processes, determining themes, preparing educational materials, discussion and finding out some ways out to redirect children behaviors, etc. need some creative approach which demands high expertise in the part of facilitators. But ECD in Action program lacks it.

**(c) Challenges ahead to Monitoring and Supervision**

ECDMC monitors and supervises the ECD centers but they are hardly empowered for it. RP and SS in course of visiting school they also visit ECD centers but there was hardly any noticeable and significant changes brought by their visit in the ECD centers that the ECD system was lacking. Monitoring and supervision part, therefore, needs rigorous revision and improvement. The monitoring of ECD by SS and RP is not in the policy. Contribution of ECD focal person in DEO was desired to improve meaningfully.

**(d) Challenges in Management**

ECDMC was trained for two days only at the establishment of ECD center. The same MC is not continued for ever. Then in this case what policy there is to be to empower them? That is, two days training for ECDMC only in the establishment of the ECD center is not sufficient to manage ECD center for ever.

Next, the whole day gathering of facilitators in a certain center requires some monitorial expenses to manage their food and '*khaja*'. The expense is also required to prepare educational materials. Since there are no resources to manage these expenses, the facilitators manage it themselves. They also have to manage the transport charge themselves while going to participate in mobile meeting or any other interaction program in the district. How the facilitators who work for Rs. 1800/- per month can bear these expenses of their own?

Another challenge as focused during interaction with the informants is that ECD is not in the structure of Education. It is neither in formal nor in non-formal Policy of Education. The strategy to bring it into mainstreaming of national education policy was reported to be missing.

Government gives once basic teacher to the centers and monthly Rs. 1800 for facilitators and annually rupees 1000 for education materials and then it leaves the center to community for ever without any meaningful observation. How can it be fair? This claim was asserted during the FGD. Thus the role of government in fostering ECD in community was desired to be meaningful and imperative. Geographical inaccessibility was another challenge for the ECD center.

It was reported that model center prepares ECD report in every three months and submit it to DSG. Similarly, after phasing out of the program who would prepare it for whom and why?

It could be better if facilitators would get facilitated with transportation while coming for mobile meeting. Rs. 1800/- is very low incentives in which they have to bear *khaja* to all the participants in the mobile meeting which is quite unfair.

Instead of rewarding teacher for their hard work they are penalized with extra burden of managing mobile meeting, transportation charge and expense of educational materials. It is, thus, likely to increase frustration among them. they may give up their efforts it in despair. Due to limited resources all the ECD centers have not performed for the expected quality.

Since facilities and remuneration for facilitators are not lucrative at ECD centers, they go on changing. The new facilitators do not possess the same level of concept and strength to run ECD centers. This hampers the smooth running ECD centers and their quality services.

Since only one facilitator is appointed for one ECD center, It remains closed in the case when facilitators go outside for meeting and interaction or simply in the case of sickness. If *gosthi* is held in the center then that day learning class is not held. Policy for ECD practices is very poor. It is not responsive to the existing problem for ECD practices in the community. What kind of human resource is to be employed for the center is not fixed. The existing practices of ECD are the result of ECD in Action. It has exerted the image that ECD program is the responsibility of SG and the local authority and line agencies have nothing to do with it. It is, thus, advisable to bring the process of ECD in Action within the policy of government.

## **6. Implication of ECD in Action**

Keeping the district cases and their generated understanding in mind the study team drew some implication for the following:

ECD curriculum began to be accomplished within the time frame. This implies that ECD in action program comprises the basic components, which supplements ECD national curriculum in achieving its intended goal. It is, therefore, advisable for the curriculum planners and policy makers of ECD in Nepal to recognize the vitality of the program and mention its processes as the part of ECD curriculum.

Practicing ECD in cluster system helped the facilitators in multiple ways: preparing educational materials, discussing about teaching methods and techniques, determining learning themes, creating song and poems in group, solving common problem related to ECD practices in group, etc. It also comforted the facilitators to compare each other in terms of their roles and performances. It implies that the operating mechanism of ECD in Action program created a frame in which the facilitators induced to be creative, innovative and industrious. This reduced their dependency upon the trainers to more extent for regulating their scheduled activities at ECD centers and empowered them to find out ways out in group for new challenges, if any, in course of delivering ECD services to the parents and children. It is, therefore, useful for trainers, course designers and expert of pedagogy for ECD to understand its mechanism and deliver their training services in the way to make it last long.

Mobile meeting helped the facilitators in seeking problems within their group. They, thus, did not need to depend upon the people outside. It reveals that regular interaction among the facilitators helped them create new possibilities to cope up with prevailing challenges and add

quality to ECD practices. It is advisable to continue the practices of mobile meeting to ensure investment in ECD more effective.

As accepted in FGD, in the beginning teachers used to be nervous while they were in basic training to run ECD classes. They used to say how all these were possible in the classroom. Facilitators used to hold qualification of 6/7 grade only. They terrified to the overload package. Later they were instructed on the spot. Instant services were supplied to comfort them. Now they feel easy and convenient in running the ECD classes.

This clarifies that ECD in Action program consists of the mechanism in which even under SLC (in the case of lacking qualified human resources for ECD) candidates gets encouragements to take initiatives as an effective facilitator. This mechanism would be fruitful for government to disseminate ECD services even in the area where qualified human resource is scarce.

Proper link between and among ECD center, community, DSG, DEO has been established under this program. However, it needs some improvement in terms of their roles and performances. This, therefore, is useful for all the key stakeholders to remove dilemma, if any, on the way to providing and receiving quality ECD services. The proper linkage among them ensured effective communication in terms of ECD's philosophy, its practices, inputs, process and output.

Local resources were best used in running ECD classes. This implies that the resources available at local level were properly identified and skillfully used to run ECD program. It, therefore, indicates that ECD program was owned by the community. This became a great achievement in the part of the government and particularly the funding agency because the investment in terms of money and technical supports led the program to its sustainable end. This gives the lesson that funding in some other districts for sustainable ECD program would be useful if it is based on the ECD program mechanism similar to ECD in Action program.

ECD awareness was brought among the people and confidence of community, which ensured in fostering ECD practices. This program, thus, became useful for community and children in the way that it intervened in the community from awareness to its achievement and established the bases for its sustainability.

## **7. Future Course of Action**

ECD in Action program has brought profound effects in terms of holistic development of children, awareness in the community, identifying and mobilizing resources, developing



educational materials, activating community people in managing ECD centers, etc. Yet, there is a large room to bring changes in various stages of its plan and implication to make it more sustainable and functional. Some measures to incorporate into the program in its future course of action are observed as follows:

- ECD in Action program consisted of the concept of ‘solar system’ in which nine ECD centers, one as a resource center in the middle in terms of distance, are grouped. The facilitators of all the centers in the cluster were assigned to hold meeting in the resource center in every 15 days to discuss existing and future ECD practices in the center. The concept of meeting in every 15 days became cumbersome so the meeting began to be held in every month. Again, mobile meeting replaced the meeting in the resource center with a lot of advantages. ECD in Action program has to accept these changes in its future modality. (in the beginning 15 days meeting was fine – in the first 6 months- but in the long run they did not find 15 days meeting necessary so they changed it into one month). This indicates that ECD program in future should consists and continue the practice of mobile meeting, but it should be supplemented with due monitoring, supervision and guidance occasionally.
- It is very difficult for facilitators to build up confidence among parents of its service areas towards the centers and its quality services. This problem would be removed if the parents and community people of each centers were get interacted with the group of facilitators within the clusters. This has to be regarded in the future plan of ECD in Action. Again, though the component of parenting education is lying in the ECD in Action program it did not take place duly in any studied district showing the cause of scarce fund. It is, therefore, an urgent suggestion to add sufficient budget for parenting education in the next course of program intervention to give the real taste of ECD among the children and community.
- DEO focal person, SS, RP and ECD trainer from DSG have to call joint meeting with parents before initiating this ECD in Action. This means that in the future course of action there should be the room for the community people, parents, ECDMC to expose directly with the authority, helping agencies and expert so that they could reach to them with their issues to get addressed.
- If quality ensured, two facilitators required for one ECD center. The facilitators should be provided with better salary/incentives than what they are getting now. For this we can use VDC and municipalities resources, i.e. 5% of the total budget which is identified for the children.
- Facilitating ECD age children is popularly known as ‘low paid’ job in the community. The job, therefore, has not been able to hold the attention of the more schooled and



highly qualified citizens. The facilitators join this job on the basis of the principle of 'something is better than nothing'. That is, (as asserted in the discussion) instead of staying at home idle they think better to engage in some work even for a little amount. When they enter this job, they feel hard to bear its complexities due to their low qualification and low motivation in terms of its return. They thus hold the job until they get better one. The factor of 'motivation' needs to be taken with due importance in the future course of action.

- The community's help in constructing building and managing land to erect building is appreciable. However, most of the ECD centers lack sufficient ground outside and it is also surrounded with grasses and bushes which hardly give any outlook as ECD centers. Despite of community effort the external effort is still felt to be imperative in some cases in managing ECD centers. It was, therefore, desired by all to continue program intervention with its necessary expansion at least for some years more.
- There has to be a unit at VDC level for proper running of ECD centers. So that the centers need not depend outside effort in terms of its management. But the VDC's lacked the skill of running ECD centers duly, especially in terms of its role performances. It is therefore essential for future course of action to consist of the program and activities to train VDC members about the proper monitoring, supervision, and management of ECD centers.
- Public awareness program has to be accompanied with parenting education. For this RP, SS, DSG and expert at local level has to be activated in the future course of action.

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ANNEX:

**Annex**

Name of participants

1) Radhika Sapkota

- Anand Bal Bikas Kendra, Kurule phedi,

2) Gita Sharma

- Jansewa Bal Bikas Kendra, community based

3) Til Kumari Thapa

- Pragati Bal Bikas Kendra, school based

4) Jiwa Kuwari Pariyar

- Bhirlang Khori Bal Bikas Kendra, community based

5) Goma Sharma

- Shree Saraswati Bal Bikas Kendra, school based

6) Puspa Maya Basyal

- Bhagwati Maya Bal Bikas Kendra, school based

7) Goma Sapkota

8) Bina Karki

9) Mukti ..... DEO

10). Durga Bahadur Ale – RP

11). Padam Bahadur Thapa- VCD Chairperson

12). Saraswati Thapa – Chairperson, Sanakisan Mothers’ group

13). Shaniswara Thapa – Vice-Chairperson, Sanakisan Mothers’ group

14). Jyoti Ale – Entry Point teacher (Prawesh dwar Sahajkarta)

15). Sita Tiwari Dahal – Teacher, Sanakisan Bal Bikas Kendra

16). Iswari Dahal – District Seto Gurans Bal Bikas Kendra

17). Punya Prasad Bhattarai – Executive Chairperson, Sanakisan Bal Bikas Kendra

- 18). Puspa Khanal – VDC secretary and ECD Network Chairperson
- 19). Samiksha Bhattarai: Padam Bal Bikas Kendra, Kesabtar-1
- 20). Rekmaya Thapa: Chhabdi Bal Bikas Kendra, Kesabtar-7
- 21). Durga Devi Thapa: Bhadra Bal Bikas Kendra, Kesabtar-4
- 22). Pabitra Thapa: Rumsi Bal Bikas Kendra, Kesabtar-6
- 23). Sunita Thapa: Seto Gurans Bal Bikas Kendra, Social mobilize
- 24). Nil Kantha Bhattarai: HT, Padm Primary School (matri bidyalaya)
- 25). Khadga Bahadur Kamal: DEO, Tanahu
- 26). Sarita Thapa Bhandari, Training co-ordinator, DSG
- 27). Iswari Bhattarai, DSG, Tanahu
- 28). Indra Thapa, DSG, Tanahu
- 29). Ram Kumari Chaudhari, Prabhat Balbikas Kendra, Deuri-11, Udaypur
- 30). Laxmi Tamang, Facilitators, Udaypur
- 31). Babita Regme, Facilitators, Udaypur
- 32). Parwati Kumari Chaudhari, Facilitators, Udaypur
- 33). Bimala Danuwar, Facilitator, Udaypur
- 34). Sita Pariyar, Facilitator, Udaypur
- 35). Pramila Danuwar, Facilitator, Udaypur

## ECD in Action Program

### Study Frame

SN	Topics and questions	Respondents
<b>Management</b>		
1	a) What were the inputs that you obtained?	ECDMC, HT, CBOs/ PNGO, Executive committee, ;xhstf{ (ECD coordinator), Govt. line agency (DEO, VDC)
2	b) What changes you felt?	
3	c) What roles you accomplished?	
4	d) Any best management practices you adopted/created?	
5	e) How do you describe ECD physical facilities?	
6	f) What about planning, implementation and monitoring and feedback for managerial practices?	
<b>Pedagogical practices</b>		
7	a) What is the situation of play and educational materials?	;xhstf{ (ECD coordinator), ECD network, facilitators, DSG, Motivator/ counselor Govt. line agency (DEO, VDC)
8	b) How do teaching-learning activities take place in the classroom?	
9	c) How do you like to explain the classroom management?	
10	d) What about training and ECD curriculum?	
11	e) How is learning in the classroom evaluated and monitored?	
12	f) How far ECD curriculum is implanted?	
13	g) What efforts were made for parenting education?	
<b>Access</b>		
14	a) How is access of children to ECD center ensured?	ECDMC, HT, CBOs/ PNGO, Executive committee, ;xhstf{ (ECD coordinator),
<b>Aspects of development</b>		
15	a) What attempts were made for Physical, emotional, social and intellectual development of children?	Facilitators, parents, ECDMC, NGOs, ECD network,
16	b) How much time is allotted for the activities focusing each aspect of children's development?	
17	c) What changes noticed in the life, action and behaviours of children?	
<b>Child rights</b>		
18	a) What attempts were made for ensuring child-rights?	Facilitators, parents, ECDMC ,
19	b) How is safe, protective and supportive environment crated at ECD centers and home for children?	
20	c) What is the condition of health and nutrition of children?	

	Challenges, best practices, lesson learnt, sustainability, replicability, future modality of 'ECD in action'	
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