

A Report on

**Capacity Assessment of Community based early childhood development center and school
based preprimary class**

Submitted to

Save the Children, Nepal

Bagh Durbar, Kathmandu

Seto Gurans National Child Development Services

Lalitpur

Seto Gurans National Child Development Services

Sinchahiti 17, Lalitpur

Phone : 5522710/5527201

ABSTRACTS

Early Childhood Development program equips children with the skills and provides them with opportunities for their holistic development that includes physical, social, emotional and cognitive aspects of their life. ECD is a multifaceted discipline which comprises health, nutrition, care, early stimulation, education and so on. Teachers, parents, children and the other stakeholders play significant role in ensuring quality ECD services. The capacity of these actors largely influence and ensure the quality of ECD. It is, therefore, essential to enhance and ensure the capacity of the stakeholders, contributors and the organizations that are directly linked with ECD program. This research, therefore, focused to explore the capacity of the stakeholders of the ECD services, particularly the capacity of the Community Based ECD to foster the holistic development of children.

This study was conducted in seven districts of Nepal covering the areas of the Karnali, Hills and Terai regions. Udayapur, Siraha, Mahotri, Baglung, Kailai Kanchanpur, and Humla districts were the sites for the study. The samples for the study were purposively selected from the community and school based ECD centers from the VDCs focused by Save the Children. In course of data collection, the target sites were observed and facilitators/teachers, children and their parents and the key persons of the partner organization were interviewed. The data was analyzed, interpreted and discussed on the basis of ECD directory, curriculum and standards.

The findings of the study included the capacity of ECD centers, facilitators, parents, children and partner organization. It was found that 83% of ECD centers had their own building and 13.6% of the ECD centers were running in the building managed by community. One ECD center was running in rented and the others were running in VDC buildings.

Regarding the capacity of ECD centers in terms of learning materials and resources it was found that 68.2% of the ECD centers lacked adequate play and learning materials

Similarly, children's access to play materials was also found inadequate. Majority of the ECD centers (59.1%) needed improvement in the access to play and learning materials to the children. It was observed that materials available in the centers were not properly used for learning purpose. The study revealed that 71.2% of the ECD centers had not managed learning areas in ECD classroom as mentioned in ECD curriculum.

The resources for ECD/PPC centers were generated by municipality/ VDC and parents were also asked to pay fees as the source of fund. In terms of health, nutrition and First Aid services the majority of ECD/ PPC centers were found poorly managed.

Since 27.8% community based centers and only one PPC (out of thirty) was found to implement ECD curriculum, the ECD/ PPC centers were scarcely found to practice sound pedagogical practices as per the ECD standard. The role performances of facilitators from community based ECD centers were found considerably high in the comparison of the facilitators from PPC centers.

The majority (68.2%) of the ECD centers were found to be in need of improvement in the use of learning corners. A majority (86.7%) of PPCs needed improvement and nearly half of the Community Based ECD centers needed improvement in the use of learning corners. Thus, the Community Based ECD centers were better in the use of learning corners than the PPCs.

The progress of children in terms of their physical, social, emotional and cognitive development was hardly found to take place in desired way in both the community and school based ECD centers. However, the performances of community based ECD centers in terms of four areas of development (physical, social, emotional and cognitive) were found somehow better than those of the children from PPCs. But in the case of early learning status children from PPCs were found better in terms of Maths and reading texts.

CHAPTER I

INTRODUCTION

1. Background of the study

Early childhood is a crucial period in human life in the sense that early intervention and investment during this time has long lasting impact for all round development of the child. Early childhood learning has significant role in future achievements of the child in formal education. Learning experiences during early childhood especially from birth to 5 years of age is the foundation for later human life. Early learning experiences help the child to shape dimensions and identify appropriate role in future life. More specifically, early childhood is the ideal period when the child loves learning to acquire control over the environment and to explore it. If we neglect the present life of the child and do not provide appropriate environment conducive to his/her development, we not only spoil his/her life but also destroy the future of mankind.

Quality ECD helps in producing competent human resource. Impact of quality ECD program has significant return in economic, social and political aspects. United Nations' Declaration of Human Rights has mentioned education as one of the fundamental rights of the people. Since every one has right to education, ECD is one of the fundamental rights of the children. Early childhood development ensures the rights of a child. The World Conference on Education for All (Jomtien, Thailand 1990) was an opportunity to confirm a commitment by the international community to take all necessary steps to achieve the goal of education for all. The Dakar Framework of Action for Education for All by 2015 states that Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children should be a policy objective.

Setogurans Child Development Services has been working in partnership with District Education Offices, INGOs, NGOs and CBOs in advocacy, capacity development and

implementation of ECD program in 42 districts (out of 58 sister organizations) The RPs have been involved in awareness raising programs for community people to districts level authorities. This organization provides technical support and works in the area of human resource development targeting ECD activities in the country. Likewise, its one of the main activities is to establish model ECD centers in districts. About 39 model resource centers have been playing vital role in providing knowledge, information and skills to parents/children/facilitator, and trainers/experts of different levels.

There are three different practices of managing Early Childhood Development center/classes. They are community based and managed by community, school based and managed by school authority and preschools – managed by private schools/institution. National curriculum has been developed by DOE for its implementation by all ECD centers/classes since 2059. Implementation of the curriculum developed by DOE is found to be a challenging task in ECD centers as reported by ECD workers. The objectives of the three different types of ECD models are similar to some extent. However, variations were observed in their operation modalities as they are managed by different organizations. Two different organizations had carried out studies related to effectiveness of ECD programs, SCUS in 2000 and CERID in 2004. Both of the studies have significant findings on children's holistic development. However, these studies did not give emphasis on capacity of ECD centres and children's learning achievement. There is, therefore, a need for conducting a study of ECD centers with respect their quality of services.

2. Research questions

There is a need to explore the situation of young children in the early childhood development centers. ECD centers established in communities are functioning with children; facilitators and ECD management committee as the main actors. Researchers, educationists, policy makers, implementers and stakeholders have different opinions regarding implementation and expansion of community based and school based centers. This study will try to answer the following questions:

1. How responsive have been the ECD centers at institutional, organizational and personnel levels?
2. How far are the ECD centers functioning with ECD concept in relation to holistic development as a preparation for primary schooling?
3. How do ECD facilitators' respond to children's physical, emotional, social and cognitive development?
4. How far have children progressed in learning achievement in relation to their holistic development?
5. What roles are the stakeholders including community, VDC and parents playing in delivering ECD service and developing ownership?

This study has thus provided information for effective operation of community based and school based (pre primary classes) ECD centers.

3. Objectives:

The objectives of this study are as follows:

1. To identify the status of ECD centers at institutional, organizational and personnel levels.
2. To assess progress of children with respect to holistic development.
3. To explore the capacity of ECD centers with respect to operation, resource management and pedagogical practices.
4. To identify strengths of stakeholders in sustainable development of ECD center.

CHAPTER II

METHODS AND PROCEDURES OF THE STUDY

The method and procedure of the related study was mainly with qualitative aspect of the program. Various research documents on ECD helped this study to be more evidence based. These studies have relied on information collected through survey, interviews, observation, FGD and Artefacts. The study however adopted both qualitative and quantitative methods for data analysis. Related documents and research studies were reviewed and the required data were collected from both primary and secondary sources. Primary data was collected through a number of research tools such as Interview Schedule, Focus Group Discussion, Centre Observation Form, and Case Study Guidelines. The study team organized consultation meetings with Steering Committee comprised of experts, government officials, Save the Children Alliance, and Setogurans N/CDS at different levels before the start of the field works.

The methods and procedures adopted for the field study are briefly described below:

Sample selection

Selection of districts

For the study, a realistic sampling plan was made. Seven districts were selected purposively covering the ECD programs supported by SCN, SCUS, SCJ. After meeting with advisory team and the partner organizations three more district were selected for study . Thus all together there were seven districts namely Baglung, Mahottari, Humla, Udyapur, Kailali and Kanchanpur. Baglung and Mahottari were selected because they are the districts where ECD programs were initiated by I/NGO. Udyapur was selected representing eastern region. Humla was selected from Karnali Zone.

Selection of ECD centres

The required number of ECD centres were drawn randomly in such a way as to represent community based and school based ECD centres. Ten ECD centres or at least ten percent of the ECD centres run in the districts (five from each type of centre) was selected randomly. Care was taken to select the centres representing half of theM centers from among comparatively good and the remaining half from among the poor bad centres as reported by DEO and NGO working at the district level.

Table 1.

Study Samples

District (methods)	ECD Centr e	Facilitator s/ Teachers	CMC/SM C member,	Parents	Children	DEO/FP/SS /RP	I/NGO Representa tive
	Surve y	Interview	FGD No	FGD No	Test	Interview	Interview
Mahottari	10	10	20	20	40	3	2
Baglung	10	10	20	20	40	3	2
Udyapur	10	10	20	20	40	3	2
Humla	6	6	20	20	20	3	2
Kailali	10	10	20	20	40	3	2
Kanchanpur	10	10	20	20	40	3	2
Siraha	10	10	20	20	40	3	2
Total	66	66	80	80	260	21	14

The number of ECD centers observed was 66 from among the seven districts. In five districts, they were selected 50% each from community based and school based centers. But in case of Siraha, 70 % of the centers were from community based and the remaining from school based centres . In Siraha, majority of the ECD centers are community based. Save the Children has long time intervention in ECD programs in Siraha, selection was based mainly on the community based centres. Similarly, as the number of ECD centers was less than fifty in Humla, only six centers were selected for the study. Thus, the study was conducted in 36

community based (54.5%) and 30 school based (45.5%) ECD centers. The following table presents the sample of community based (CBECD) and school based (PPC) ECD centers:

Table.2

No of sample ECD centers

District		ECD Centers			
		CBECD		PPC	
		NO	%	NO	%
1	Siraha	7	70.0%	3	30.0%
2	Kailali	5	50.0%	5	50.0%
3	Kanchanpur	5	50.0%	5	50.0%
4	Mahottari	5	50.0%	5	50.0%
5	Humla	4	66.7%	2	33.3%
6	Baglung	5	50.0%	5	50.0%
7	Udayapur	5	50.0%	5	50.0%
Total		36	54.5%	30	45.5%

Selection of respondents

Facilitators, members of Centre/Class Management Committee or School Management Committee, and parents and district level education personnel (SS, DEO, LDO, DPHO) were selected as the key respondents for gathering necessary information. Children selected from both the community based and school based ECD centers covered 60% of 4 years old, 27% of 5 years old and 12 % of age 3years old. The children representing 3 years old category were mostly from community

based ECD centres. Likewise the sample included 54% girl children and 46% boys. The reason for this little variation was due to the less number of boys enrolled in some districts in the ECD/PPC centres .

Methods and tools

In order to collect empirical data and information from the key respondents, a set of tools was developed and administered in the field.

Preparation of study tools and their brief description is given below:

a) Interview Schedule

Individual interview with facilitator, CMC/SMC member, parent, and focal person/school supervisor/resource person/DEO was undertaken. Interview guidelines were developed to collect opinions and experiences from these stakeholders. The interview questions focused on matters related to operation modalities of ECD, changes brought by the program, roles performed by the facilitators, availability and use of education materials taken and appropriate measures for appropriate use of the materials in ECD centres.

b) Centre Observation Form

A Centre Observation Form was developed in order to observe different types of classroom settings for their accessibility, seating arrangement, use of textbooks and learning materials (learning aids), teacher-student interaction, interaction among the students, and delivery of activities in the centre, etc. The child observation and assessment format included 36 indicators within seven areas namely, physical, social, emotional, cognitive, pre-math, language and science. Children's activities were recorded as proficient(Excellent and good) satisfactory and not satisfactory or need help. Satisfactory performance means children could perform the expected social skills only when they are supplemented with some 'demos', model and examples. The 'good' performers signifies that they could perform their expected skills without any external support.

c) Case Study Format

A case study format was developed to collect necessary information on working modalities of ECD centre. This format was used to record the responses and information with respect to good performance of the centre along its reasons. Case studies of two ECD centres with good performance (one each from community based and school based) was conducted.

d) Achievement and progress test

Achievement and progress test was prepared and carried out to assess children's level of learning or academic performance and overall progress for at least one year.

Developed study tools such as interview schedule, and achievement and progress test were pre-tested in one of the ECD centers of Kathmandu before commencing field work. The tools were finalized after incorporation of the feedback from the pre-test.

The following matrix presents briefly the tools and contents covered by them:

4. Data collection and analysis procedures

The study intended to collect both quantitative and qualitative data and information.

The following stages were applied for analyzing and interpreting the data:

Stage I: The study team reviewed the relevant documents and research reports

Stage II: The study team members collected, tabulated and compiled data/information line with the objectives of the study. This process contributed to develop a preliminary draft report.

Stage III: The study team prepared the draft and final report including a list of practical recommendations and action steps. SPSS statistical devices were used to analyse the quantitative data. Moreover, the study incorporated qualitative information on the basis of quantitative data which was analyzed thematically for the purpose of the study.

CHAPTER III

CHILDREN'S PROGRESS AND ACHIEVEMENT

The objectives defined by ECD curriculum are to ensure the rights of pre-school age children (3-5 years of age) through promoting health, nutrition and sanitary situation; increase the learning abilities for overall development and prepare them for primary education of children (Department of Education, 2008, p. 6). ECD program intends to enhance their holistic development in physical, social, emotional, cognitive aspects and support in early literacy and numeracy. In this regard, the abilities of ECD age children were observed both in school based and community based pre primary classes.

3.1.Duration OF ECD

Progress of children in their holistic and early literacy depends upon the duration of spending their time for learning at ECD and PPC. One of the corner stoneS of ECD is to help child in getting ready for success. 'It should ensure at least two years of quality ECD program prior to formal school entry, beginning with the most vulnerable and disadvantaged children'(DOE, 2010). The following table shows the duration of the children's stay at ECD center:

Table 3.

Duration of Children at ECD center:

District	1 years		2 years		3 years	
	Count	%	Count	%	Count	%
Udaypur	23	61	10	26	5	13
Siraha	45	90	3	6	2	4
Mahotari	30	75	9	23	1	3
Baglung	35	90	4	10		
Kailali	32	76	8	19	2	5

Kanchanpur	21	54	18	46		
Humla	18	90			2	10
Total	204		52		12	

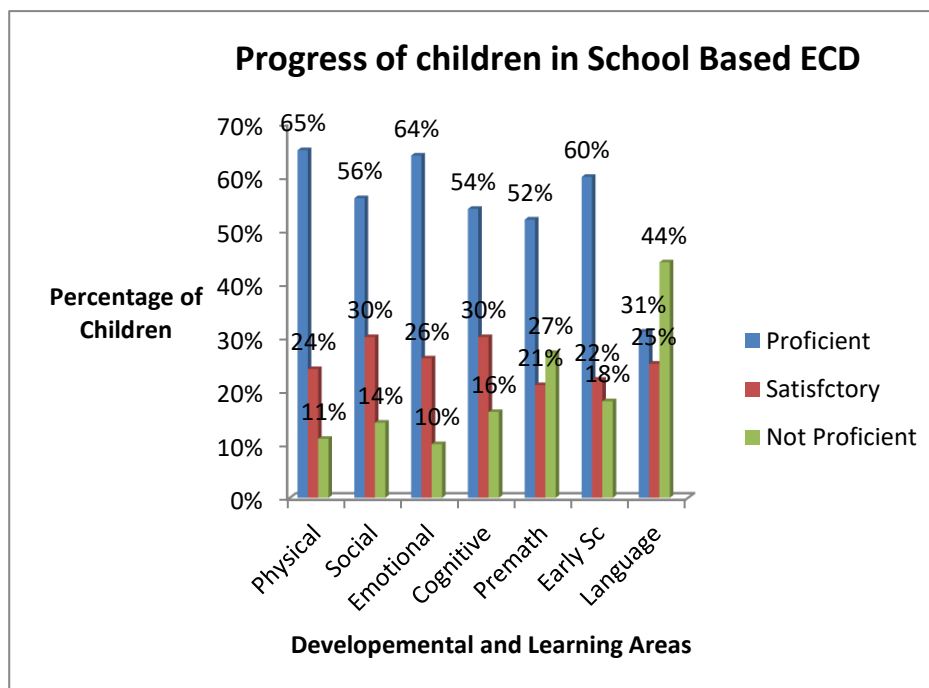
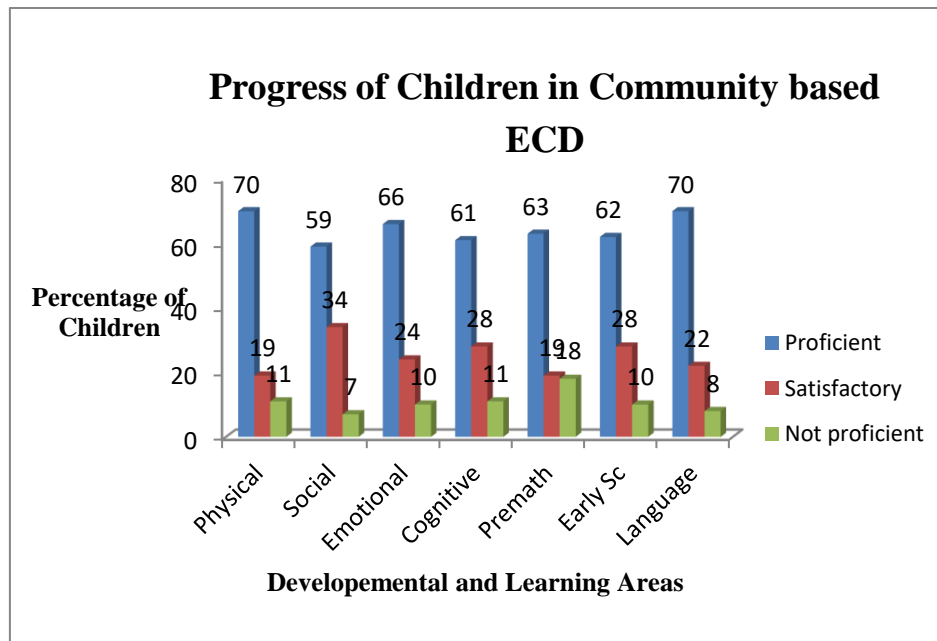
The above shows 90 percentage of children stayed for one year and only 10 percent children stayed for 2 and 3 years. According to ECD principle, children benefit most when they spend more than two years in ECD centres. In case of Kanchanpur district, 54% of children stayed for one year while 46% stayed for two years. Similarly in Udaypur, the children who stayed for three years at ECD covered 13%, 26% for two year and 61% for one year. But in Baglung, Humla, Siraha 90% of the children stay for one year and in Kailali and Mahotari 75% children stayed one year. The remaining children stayed for two years at ECD centres. The data clearly supported that there is opportunity of early learning and development in the organized ECD centres for more than two years as indicated by the strategy paper. Parents opinion revealed that the children from well off families stayed for short period and they have transferred to privately managed Kindergarten schools. It means parents are aware of enrolling their children at ECD centres as soon as they reach the age of three.

3.2 Progress in Children

The study focused on four main domains of holistic development as mentioned in the ECD national curriculum physical, social, emotional and cognitive developments. Each of these domains are observed in children. Another concern was selected to progress in school readiness of children such as language, pre-math, and science. The data showed that children have progressed well from ECD program. This has been elaborated in the following figures.

Figure 1.

Progress of Children at ECD/PPC



3.2.1 Physical development

Physical health and well being of children is one of the objectives of ECD. According to E Hurlock (1997), development of child is highly influenced by growth and maturity of individual child. Nutrition, care and opportunity to learn are also the prerequisites of physical development.

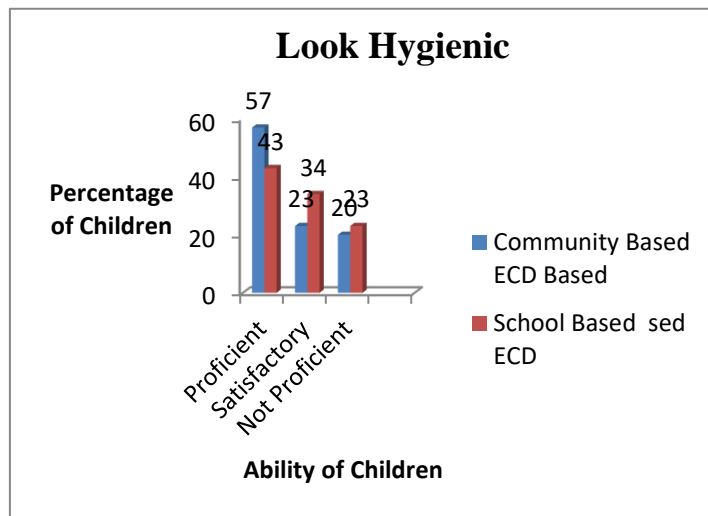


Figure 2. Children's Personal Hygiene

Physical development of children in the ECD center was observed on the basis of checklist developed. Capacity of children as noticed on the basis of five different indicators of gross and fine motor development. On the basis of these indicators observation was *done to read*

physical ability and progress. The percentage of children from community based ECD centres was 70% excellent state of physical development, 19% for satisfactory and 65% proficient, 24% satisfactory respectively in CBCD and PPC. Most ECD and PPC children showed higher level of ability and performance in physical development. It denotes that children are getting opportunity of physical development through various activities.

According to specific indicators as look hygienic, children had maintained personal hygiene in both community based and school based PPC. The figure also shows that there are children who need help in improvement of personal hygiene. In Humla, almost all children were found in need of help to improve their personal hygiene. The data further showed that personal hygiene in girls was better than that of boys. It means girl children have more possibility of being healthy than boys.

Physical development of children from various districts revealed or relation between general milestone and learning competencies mentioned in the ECD curriculum. Almost all children showed skills of gross motor activities such as going up and coming down from stairs, running and walking without support. They also showed certain fine motor skills developed specially in ECD centers such as threading beads, holding pencils and catching things with hands using fingers.

3.2.2 Social Development

Social development is another aspect of holistic development as mentioned in the ECD curriculum. ECD centre has provided opportunity to children from various family background. Specific skills of social behavior such as respecting, following rules and so on are provided in the centre. There were altogether five specific indicators for observation of social skills and competencies. Figure 1. shows that 59% children in community based ECD have developed excellent. 34% has social skills and satisfactory social skills. A total of children are excellent and 30% have satisfactory social skills in SBPPC. Good percentage of children from ECD centers thus showed excellent social skills and behavior.

The indicator 'poor' ('need help') signifies that the children could not perform the desired skills even with the support available from outside. It is, therefore obvious that they need more support to acquire the desired social skills. The meaning of excellent is to understand that children performed the desired skills voluntarily in creative and innovative ways. The percentage of children having excellent and satisfactory performance were found higher in community based ECD as compared to most PPC children. It suggests that about 7-14% children still need help in social development.

While looking at social development of girl child in relation to boys. Girl children were found more cooperative, respecting others, following rules of ECD and participating in activities voluntarily. Social development of children basically depend upon the home environment where children learn many social activities.

In some cases the performances of children in ECD centers were not as expected excellent as they were in need of support for various reasons. Firstly, the duration and frequency of exposure of a particular skill in ECD center was shorter than required and the curriculum cycle of whole long year was not completed. Secondly, ECD children were observed to have come from different linguistic backgrounds. Since they received instruction in language different from their mother tongue, they often showed difficulty in expressing their learned-inputs in the target language. The 'age' of children was observed to be the other problem to hamper the performance of the children at the ECD center. Children in community based ECD centers were comparatively smaller in terms of age than the children from school based ECD centers. Unlike the children of community based ECD center the older age children in school based ECD centers were equipped with higher level of understanding and maturity in grasping the knowledge and skills exposed to them. Similarly, the children in school based center usually come to attend the ECD class along with their siblings in group. It provided them more opportunity to enjoy the group exposure among the greater age -group of children while the children of community based ECD centers lacked this opportunity.

However the community based and school based children were likely to perform satisfactorily in some aspects of social development.

Children's adjustment in both school based and community based ECD centers in terms of classroom environment was found good. New and irregular children had problem in adjustment. It is supposed that congenial classroom environment encourages children for their self-adjustment in the classroom. Children in school based ECD centers were good or better in adjusting themselves in the ECD classroom, compared to the CBECD children. On the whole, the children from community based ECD centers however performed better than those from school based ECD centers particularly in some aspects of social development.

3.2.3 Emotional Development

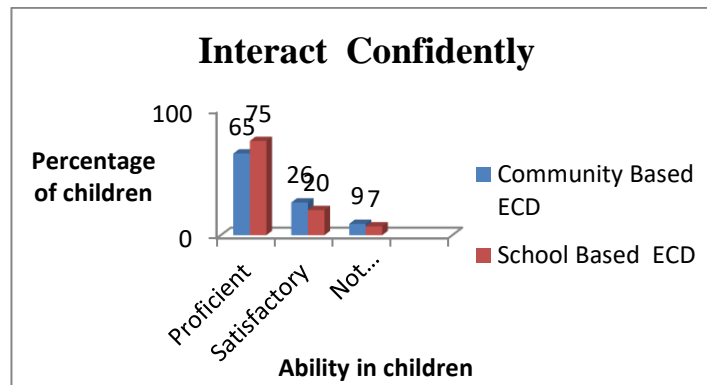
Emotional development is one of the major domains of holistic development of children. Preschool children should be able to adjust well, regulate their emotions, show confidence and express feelings in a normal manner. The table shows that the 66% children from community based ECD center showed excellent emotional competencies and 24% satisfactory while it was 64% and 30% in PPC children respectively.

The data further show that progress in emotional skills and ability of the children both in community and school based ECD centres is significant. The capacity of children in relation to their holistic development is found progressing. However, emotional regulation in children needs to be supported in ECD center through activities as story, drama and play. It was observed that more than 50% children felt the ECD centre to be safe and they adjusted well there. It indicates that ECD center is a safe and non discriminatory venue for children.

The study showed significant difference in children in showing their emotions. Boys were found more easily adjusted in ECD than girls. Almost all children were found feeling safe, happy and confident at the ECD centre.

Figure 4.

Confidence in Children



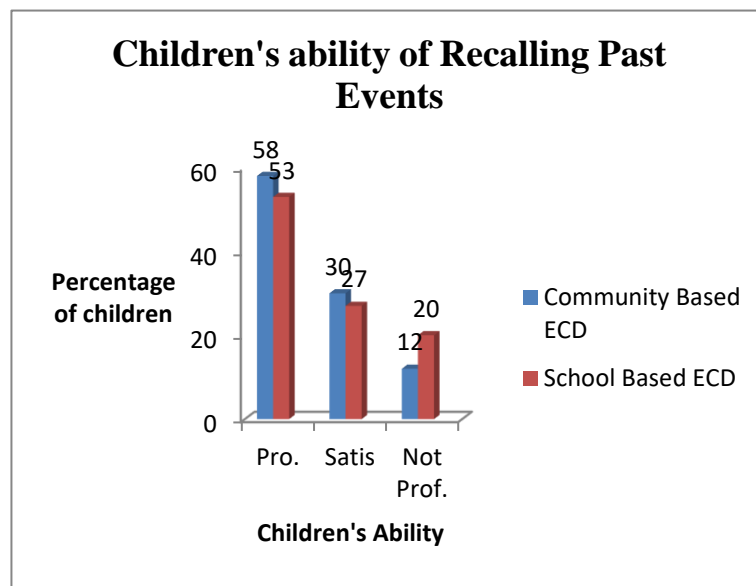
Children interact confidently when they feel safe and protected. According to figure 4, children from school based ECD centers in interacting ability showed higher level of confidence (10% more) than those from community based ECD centers. Similarly, 20% children from school based and 26% from community based ECD centers showed satisfactory level of confidence in terms of safety and confidence. Remarkable performance in terms of confidence was shown by the children from both the community based ECD centers and School based.

Cognitive Development

Cognitive development of children was found as the major concern for parents and teachers. Parent's expectation about children development was limited in their academic excellence, so that their children get admission in a reputed school. Cognitive development is not merely scoring high marks but it is more comprehensive which incorporates memorizing, thinking, problem solving, language and communication skills. The data shown in figure 1 & 2 below interpret that children from community based were found 61% proficient, 18% satisfactory and 21% not proficient in PPC in school based. There was a significant difference in the ability of children in community based ECD in giving reason and linking their learning with their daily life, which was recorded higher in favour of CBECD children. Children from community based ECD were found more confident in communicating their logic and observation. Most children were able to solve a simple puzzle of four pieces in community based ECD centres. This was not true with as they were unable to solve the puzzle in school based ECD. The data thoroughly support the well known learning theories that emphasise holistic learning through experiencing and use of materials. The data indicated that sound opportunity was available in community based ECD in playing and learning through use of materials than in school based PPC. The observed CBECD and SBPPC were technically supported by INGOs and NGOs. It means that there is a need of more technical support for the SBPPC compared to CBECD in many pedagogical aspects.

Figure 5.

Children's ability in R\recalling past events



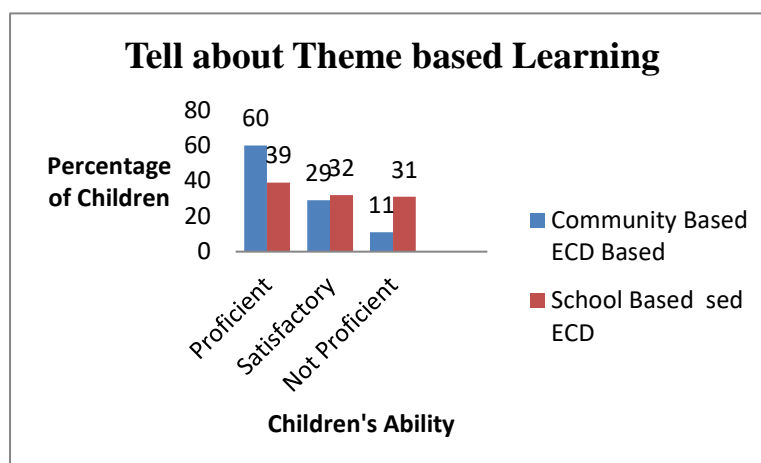
Literacy learning

The above graph describes the capacity of linguistics skills of children from both community and school based ECD centers. One of the major goals of early childhood development and education is to support children for school readiness. The ECD centers and preprimary classes are expected to support children in improving their early reading, writing and numeracy knowledge and skills for holistic development. According to Hurlock children become able to read and write when they are mentally, physically, socially and emotionally developed.

‘Literacy is the interrelatedness of all parts of language: speaking, listening, reading, writing, and viewing’ (Borisova, 2010). Reading and writing abilities develop at the same time in young children and are interrelated. In case of early childhood education we need to know that emergent literacy is a gradual process that takes place over time beginning in infancy with exposure to oral language - until a child can read and write in what we consider to be a conventional sense. On the basis of this fact, preschool children are expected to learn various concepts and skills through an inductive approach at the ECD center and preprimary class.

Figure 6.

Children having Theme based Learning



In this regard the capacity of children in thematic and subject learning show remarkable information in specific indicators. Table 1 shows that 60% of proficient, 29th satisfactory, 39% proficient, 32 satisfactory in CBCD and PPC respectively observed children from school based and community based ECD showed 63% of children are excellent and good in premath concept like long short, heavy light. While 19% children formed satisfactory. Most children need help to identify shapes such as triangle, circle, and square. Like wise the concept of early science and language. In average children from community based ECD and school based were found substantially excellent and good in some indicators like naming the objects, differentiate living. School based children were hardly able to talk about thematic learning. Most children from Community based ECD were familiar with thematic learning and able to link their learning to daily life.

Pre-Math

The table 1. Show that pre-math concept like, differentiate same counting object in children from CBCD were found slightly more (63% proficient) than PPC based children (52% proficient). Regarding classification skills (differentiate similar and different), community based ECD children were found better than children from school based. It was also found that more than 70% children need help in identifying shapes like triangle circle as square in both type of ECD/PPC. The table show that pre-math concept in ECD children were satisfactory.

Language

Language development of children was found in remarkable state at the community based ECD centres . Children from both types of centres were found good in identifying objects and naming them.

Regarding singing songs based themes children from CBECD were found better than the children from school based ECD centres. Children were able to describe about different themes, and link them with their daily living at community based ECD centres. According to Table 1. Children from CBCD being 70% proficient, 22 % satisfactory and 31% proficient and 44% satisfactory in school based ECD. It denotes that children at CBCD had opportunity interact freely about the intrigued themes based on curriculum than from school based content based learning. It was also found that children at ECD had less exposure to prewriting opportunity which affected them in school readiness.

Science

The table 1. indicates that children had opportunity to learn basic concept on science and environment around them. Children were able to tell and identify different taste, texture, domestic animals. It shows that children from community based and school based have gained basic knowledge on environment and science. Table 5. Also shows that children explore, experience and experiment the facts on the theme through concrete object, things. Same table interprets that 60% of children in community based ECD and 39% discuss about learnt theme proficiently. The figure also denotes the f teaching learning and implementation based on National ECD curriculum.

CHAPTER: IV

Capacity of ECD Centers

4.1 Infrastructural Capacity

Physical infrastructure is a basic requirement for successful operation of ECD centers. Community based centers (ECD) and school based centers (PPC) were housed in different types of building. The following table presents information regarding their housing status of the ECD centres.

Table 4.

ECD centers with infrastructural facility

District		CBECD/PPC Housed in							
		Rented Building		Own Building		Community Building		V/TDC Building	
		NO	%	NO	%	NO	%	NO	%
Siraha	ECD	1	14.3%	5	71.4%	1	14.3%	0	.0%
	PPC	0	.0%	3	100.0%	0	.0%	0	.0%
Kailali	ECD	0	.0%	4	80.0%	1	20.0%	0	.0%
	PPC	0	.0%	5	100.0%	0	.0%	0	.0%
Kanchanpur	ECD	0	.0%	5	100.0%	0	.0%	0	.0%
	PPC	0	.0%	5	100.0%	0	.0%	0	.0%
Mahottari	ECD	0	.0%	2	40.0%	2	40.0%	1	20.0%
	PPC	0	.0%	3	60.0%	2	40.0%	0	.0%
Humla	ECD	0	.0%	2	50.0%	2	50.0%	0	.0%
	PPC	0	.0%	2	100.0%	0	.0%	0	.0%
Baglung	ECD	0	.0%	5	100.0%	0	.0%	0	.0%
	PPC	0	.0%	5	100.0%	0	.0%	0	.0%
	ECD	0	.0%	4	80.0%	1	20.0%	0	.0%

Udayapur	PPC	0	.0%	5	100.0%	0	.0%	0	.0%
Total		1	1.5%	55	83.3%	9	13.6%	1	1.5%

The above table shows that majority of the observed ECD/PPC centers (83.3%) were housed in their own building while only 13.6% were housed in community building. Among the observed ECD centers, only one was housed in rented building and the other was housed in VDC building. The data indicate that majority of the ECD centers do not have the problem of housing their centres in appropriate places.

Different types of rooms were used to run ECD program. Some of them were run in the room provided by the school, some in separate rooms, while other were run outside school building . A few of them were in the rooms designed for ECD classes only. It was observed that 34.8 percent of the centers were run in *room designed for CED class purpose*. The other centers were run in *separate rooms of the school (33.3%) building*, followed by *community building (13.6%)*, and *separate room of the school building (10.6%)*, *room out side the school building (7.6%)*. Thus the majority of the centers were run in the rooms not made following ECD purpose. Among them 61.1 percent of the community based ECD centers were designed for ECD centers. However, only one school based center (PPC) was designed for ECD purpose. Majority of the PPCs are run in separate rooms of the schools. It is indicative that Majority of the school based centers need to follow ECD design while making class for ECD purpose.

Community people were found devoted in the construction of ECD building. The following cases are found to be the examples for community cooperation in the construction of ECD centers. The following cases revealed the facts that community support in the form of personal donation, support of the community group such as mothers' group, and local government such as VDC and DDC support has been instrumental for the construction of ECD centers.

Physical environment of the center: a case of
Baglung-1

Kundulefedi ECD centre of Baglung is situated in ward number 10 of Baglung Municipality in the lap of a hill. The slope land was cut to make it plain for the construction of ECD building. Each household contributed 25 days labour or equivalent economic assistance for construction work of the centre. They also tried to supply of water at the centre with two rooms, one for ECD class (20' x 28') and the other for kitchen (8' x 9'). CMC is further managing to cut the slope land in order to make it even for the play ground. They further added that the source of water had dried up so they had planned to bring water from the other source nearly one and half kilometers away from the school.

Physical environment of the centre: a case
of Baglung -2

Physical environment of ECD centre was found to be satisfactory. Physical environment of the centre was prepared by the support of different stakeholders. The land of the centre (10 Dhur) was donated by the chair person of the centre Lakkumaya Tamang. The roof of the centre was constructed by the support of DDC and SG Baglung. Srijana women group donated for toilets and other construction activities of the centre. Water tap was donated by SG Baglung.

Moreover, it was also found that school based centers are also trying to manage ECD classes in rooms designed for ECD purpose (a case of Mahottari).

Physical environment of the center: a case of
Udayapur

Local guardians Resham Lal Chaudhari and Parmananda Chaudhari donated 5,55,555/- for the construction of the building. Similarly, DEO and community had provided financial support for the construction of the room for the centre.

Physical environment of the center: a case of
Mahottari

It is a school based ECD program. The School has provided separate room for ECD class. However, one room for grade one was being constructed. In such a situation, both the classes, ECD class and grade one, are kept in a single room.

ECD centers should have adequate space for running different activities. After observation of the classroom space managed for ECD centers, it was found that majority of them (59.1%) had satisfactory classroom space satisfactory for running ECD activities and 27.3 percent of them had adequate space. Nearly 14 percent of them do not have adequate space to run ECD program. It is obvious from the above evidence that only one-third of the ECD centers have adequate space as per the space need of the ECD class. After observation, it was also noted that majority of the centers (68.2%) had managed clean drinking water and toilet facilities. A considerable number of them (31.8%) also managed clean drinking water and modern toilet for the children in the ECD center.

Majority of the ECD centers had adequate space for out door activities (77.8% and 70% in community based and school based centers respectively). Remaining nearly one-third of them do not have adequate outdoor space for play activities.

4.2 **Resource capacity**

Resource capacity can be viewed through different angles. Availability of educational materials and necessary equipment, capacity to provide support services can be viewed as this capacity . Management of concrete and semi-concrete objects and provision and use of learning areas can also be taken as the resource capacity of the organization.

4.2.1 Availability of equipment/educational material/learning area

All round development of the children depends on their access to play materials. ECD centers were observed in order to identify management of learning materials, children's access to these materials and management of learning areas in the centre. The following table depicts the picture about management of learning materials in learning centre.

Table 5.

Management of learning materials at ECD/PPC centre

District	Management of Learning Materials					
	Good		Satisfactory		Need Improvement	
	NO	%	NO	%	NO	%

Siraha	ECD	2	28.6%	2	28.6%	3	42.9%
	PPC	0	.0%	0	.0%	3	100.0%
Kailali	ECD	1	20.0%	2	40.0%	2	40.0%
	PPC	0	.0%	0	.0%	5	100.0%
Kanchanpur	ECD	0	.0%	3	60.0%	2	40.0%
	PPC	0	.0%	1	20.0%	4	80.0%
Mahottari	ECD	1	20.0%	2	40.0%	2	40.0%
	PPC	0	.0%	0	.0%	5	100.0%
Humla	ECD	0	.0%	2	50.0%	2	50.0%
	PPC	0	.0%	0	.0%	2	100.0%
Baglung	ECD	0	.0%	1	20.0%	4	80.0%
	PPC	0	.0%	1	20.0%	4	80.0%
Udayapur	ECD	0	.0%	3	60.0%	2	40.0%
	PPC	0	.0%	0	.0%	5	100.0%
	ECD	4	11.1%	15	41.7%	17	47.2%
	PPC	0	.0%	2	6.7%	28	93.3%
Total		4	6.1%	17	25.8%	45	68.2%

The above table shows that majority of the ECD centers (68.2%) do not have adequate play and learning materials. The table also shows that almost all (93.3%) PPCs need improvement in the supply of materials. However, nearly 46 percent of ECD centers also need learning and play materials. Similarly, children's access to play materials was also found inadequate. So their access to play materials to be increased. Majority of the ECD centers (59.1%) need to improvement in the access to play and learning materials to the children. It is also indicative of the fact that materials available in the centers were not used for learning purpose.

It was also recorded that 67.7 percent of the ECD centers did not have locally available materials. However, one-third of the community based ECD centers used locally available materials at satisfactory level. Of the 30 school based centers 27 (90.0%) did not use

locally available materials in the classroom. The fact also reveals the need to promote the use of locally available materials in the centre.

Different types of activities are essential for children's all round development. For this purpose, the ECD centers should manage concrete and semi-concrete objects for children involvement in different in-side and out side activities. Researchers collected information regarding the use of concrete and semi-concrete objects as learning materials in ECD centers. The collected information regarding the use of concrete and semi-concrete objects is presented in the following table:

As seen in the above table majority of the centers (72.7%) need improvement with respect to the use of concrete and semi-concrete objects. The case of the need of improvement is comparatively serious with school based centers (PPC) than community based centers (ECD). It was found that more than one third of the community based ECD centers were found satisfied in the use of concrete and semi-concrete objects. The provision of learning areas/centers is equally important to develop holistic development of the children in the center. The following table presents the picture of the use of learning areas in the centre:

Table 6. Management of learning corners/area at ECD centre

District		Management of Learning Area					
		Good		Satisfactory		Need Improvement	
		NO	%	NO	%	NO	%
Siraha	ECD	2	28.6%	2	28.6%	3	42.9%
	PPC	0	.0%	0	.0%	3	100.0%
Kailali	ECD	2	40.0%	1	20.0%	2	40.0%
	PPC	0	.0%	0	.0%	5	100.0%
Kanchanpur	ECD	0	.0%	3	60.0%	2	40.0%
	PPC	0	.0%	0	.0%	5	100.0%
Mahottari	ECD	1	20.0%	2	40.0%	2	40.0%
	PPC	0	.0%	0	.0%	5	100.0%
Humla	ECD	0	.0%	0	.0%	4	100.0%
	PPC	0	.0%	0	.0%	2	100.0%

Baglung	ECD	0	.0%	1	20.0%	4	80.0%
	PPC	0	.0%	1	20.0%	4	80.0%
Udayapur	ECD	0	.0%	3	60.0%	2	40.0%
	PPC	0	.0%	1	20.0%	4	80.0%
Total	ECD	5	13.9%	12	33.3%	19	52.8%
	PPC	0	.0%	2	6.7%	28	93.3%
Total of ECD and PPC		5	7.6%	14	21.2%	47	71.2%

It is evident from the above table that majority of ECD centers, (71.2%) had not managed learning areas. In other words, these centers need improvement with respect to the use of learning areas. However, it is also evident from the above table that considerable number of ECD centers had learning areas at satisfactory level followed by nearly 14 percent at good level. But only two centers out of 30 had learning centers at the satisfactory level. It is clear from the above table that all PPC and ECD centers in Humla did not have learning centers at satisfactory level. Similarly, all the school based centers in Siraha, Mahottari, Kailali and Kanchanpur did not have learning areas/centers in the ECD classes.

4.2.2 Management of financial resources

Resource mobilization is an essential aspect of management of any program. ECD program has been regarded as a partnership program between government and public. Government provides establishment support and salary of the facilitators. Community has to manage for the room, furniture, play materials. In some cases, supports are provided by the community in different forms. Facilitators have contributing role in the management of the resources. Resources managed by the facilitators at the center is presented as follows:

Table 7. Management of additional financial resources by facilitators

SN	Financial resource management activities	ECD(N=36)		PPC(N=30)	
		No	%	No	%
1	CMC and community people are activate to manage financial resources	6	16.7	5	16.7
2	Make provision of matching fund and mobilize for interest	8	22.2	4	13.3

3	Mobilize community organizations	12	33.3	7	23.3
4	Support by municipality/ward/village	14	38.9	4	13.3
5	Seeking support from DEO	10	27.8	8	26.7
6	Support by VDC	4	11.1	1	3.3
7	Support by local group, mother group, forest group etc.	6	16.7	1	3.3
8	Support by parents (Rs 5 Rs /10 Rs/ 25 per child) by providing fees	13	36.1	10	33.3
9	Mobilization of youth club, CBO, community group	12	33.3	6	20.0
10	Managing matching fund	3	8.3	2	6.7
11	Collecting money from Lahure	4	11.1	0	0.0
12	Support from the school, all financial problems tackled by HT, SMC	0	0.0	9	30.0
13	SG provides technical support and materials	10	27.8	6	20.0

The above table shows that considerable number of ECD centers had managed additional resources through municipality/village (38.9%) followed by parental support in the form of fees (36.1%). Community organizations, youth clubs, CBOs and community groups like mothers' group, forest consumer group . (33.0%) were mobilized for securing additional resources. Similarly, considerable number of PPC centers had also managed additional resources through parental support in the form of fees (33.3%) followed by support form the school (30.0%). It is evident from the above discussion that both ECD and PPC centers charge fees to the children. Other sources of fund for the ECD/PPC centers were found as follows (in order of priority):

- Make provision of matching fund and mobilize for interest
- SG provides technical support and materials
- Support by local group, mother, forest group etc
- Support by VDC
- Support by DDC, (30,000+1,50,000 (Kundule ECD, Baglung)
- Collection of endowment by the people
- Fund raising program through Deus/Bhailo, (Baglung)
- Facilitator has donated some amount and managed room for the centre

4.2.3. Human resource management

- A roster of trained personnel was developed in the districts. DEO is expected to manage refresher training to the facilitators, and orientation training to other stakeholders like CMC members, school teachers, VDC representatives and social leaders. Access can be increased if ECD centers start teaching English language in the centre. (Baglung)
- School based centers have used the resources of the school. In case of CBC, (Mahottari) resource management is seen poor. Due to the lack of parental awareness and inadequate budget of the VDCs, resources are poorly managed properly, in case of Humla.
- NGO people also expressed that VDC had started to allocate certain amount of money to ECD centre. However, it depends on the knowledge of the VDC personnel on the importance of ECD activities. In order to proper manage resources, matching fund should be reintroduced. Since community people can not contribute to their children meals. In this context, Government should introduce support to the parents for the management and generation of additional resources for ECD centers. NGO in Mahottari has motivated VDC to provide certain amount of money for matching fund for the sustainability of ECD programs in the districts. They have also organized home visit programs for motivating community people for their support to ECD classes. In Humla ECD centers charge monthly fees to the children. Moreover, parents are also supportive to the centers.

4.3. Operational capacity

A good ECD center is expected to have support services for all round development of the children. Expected services in the centre are provision of snacks in day time, practice of home visit program, regular health check up by doctor/health worker, availability of first aid kits, keeping children's health record and provision of rest and sleep. Responses regarding smooth operation of the centre in terms of support services needed presented in the following table:

The data reveals(Annex-19) that nearly half of the centers, both community-based and school- based, did not have the provision of rest and sleep for the children. But 100 percent of ECD and PPC centers in Humla did not have any provision of rest and sleep in the observed ECD centers. It is also revealed that 80 percent of ECD centers in Kailali and Mahottari also did not have this provision. Similarly, 80 percent school based centers of Kanchanpur and Mahottari did not have the provision of rest and sleep.

Different centers had managed the rest time differently ranging from no time to one hour to sleep. Time allocated by the center for rest by type of centers is presented in the data table. (Annex-19), is evident that majority of PPCs (60%) did not have the provision of rest time in the centre. Similarly, 44.4 percent of the observed ECD centers also did not have the provision of rest time in the centers. Considerable number of ECD centers (19.4%) had made the provision of rest for the children in the centre. But only 5 centers out of 30 school based centers had made the provision of more than 30 minutes rest.

Health and nutrition status of children should be maintained in the ECD centres. Management of snacks or day meal helps promote children's health. It was identified that only one third of the centers had managed snacks for the children. All the sample ECDs and PPCs of Kanchanpur and Humla had managed snacks for the children. Similarly, all the PPCs of Udayapur had also managed snacks. Management of snacks was done in different ways. Majority (62.1%) of them were managed by the children themselves. The practice of managing snacks by the children in the center was such that children brought snacks from their home. They ate the mixing them in the centre. Facilitators helped the children in mixing the snacks. The children enjoyed the mixing of their tiffin or snacks. It also helped them to develop a habit of socialization only 16.7 percent of the centers had managed snacks for the children. Majority (80%) of the sampled ECD centers of Baglung were found to have managed day tiffin of snacks for the children.

Table 8.

Provision of snacks in day time

District		Snacks in Day Time			
		Yes		No	
		NO	%	NO	%
Siraha	ECD	5	71.4%	2	28.6%
	PPC	1	33.3%	2	66.7%
Kailali	ECD	3	60.0%	2	40.0%
	PPC	2	40.0%	3	60.0%
Kanchanpur	ECD	0	.0%	5	100.0%
	PPC	0	.0%	5	100.0%
	ECD	1	20.0%	4	80.0%

Mahottari	PPC	1	20.0%	4	80.0%
Humla	ECD	0	.0%	4	100.0%
	PPC	0	.0%	2	100.0%
Baglung	ECD	4	80.0%	1	20.0%
	PPC	4	80.0%	1	20.0%
Udayapur	ECD	1	20.0%	4	80.0%
	PPC	0	.0%	5	100.0%
Total	ECD	14	38.9%	22	61.1%
	PPC	8	26.7%	22	73.3%
Total of ECD and PPC		22	33.3%	44	66.7%

The purpose of ECD center is to provide opportunity to the children for their all round growth and development. Health check up of the students and provision of keeping health kit box in the centre can be instrumental for maintaining children's health. The field study shows that only 18.2 percent of the centers were found to have managed children's health check up by doctors and health workers. Children's health check up by the center was not regular but occasional only. It was also explored that majority (72.7%) of the centers had not have managed the First Aid Kits. Similarly, keeping children's health record had been a rare practice in the centers. Field data shows that only 6.1 percent of the sample ECD centers had the provision of keeping children's health record. The above discussion reveals the reality that there is strong need in ECD centers to manage proper health care of the children (Annex-6).

Home visit program can be regarded as an important means for making the parents aware about child care practices both in the homes and schools. It makes the parents conscious about their children's all round development. Majority of the observed centers (59.1%) were found to have the practice of home visit program. Hundred percent of community based ECD centers in Siraha and Kanchanpur were reported to have home visit programs. In case of Baglung majority of both ECD and PPC centers had home visit programs. Similarly, in Udayapur, 80 percent of community based ECD centers had the provision of home visit.

4.4. Pedagogical practices

Pedagogical practices are concerned with the instructional environment of the center. In this section a brief discussion is made on the use of curriculum, planning and time management by the facilitators, instructional approaches, and children's activities in the center.

4.4.1 Use of curriculum

DOE has developed ECD curriculum guidelines that have to be adopted by all ECD and PPC centers. It is expected that delivery of instruction in CBECD/PPC centers should be based on these guidelines. The existing situation on the use of national curriculum guidelines by CBECD/PPC centers is presented in the following table:

Table 9.

Use of national curriculum guidelines

Districts		Use of National Curriculum Guidelines			
		Satisfactory		Need Improvement	
		NO	%	NO	%
Siraha	ECD	1	14.3	6	85.7
	PPC	0	.0	3	100.0
Kailali	ECD	2	40.0	3	60.0
	PPC	0	.0	5	100.0
Kanchanpur	ECD	1	20.0	4	80.0
	PPC	0	.0	5	100.0
Mahottari	ECD	3	60.0	2	40.0
	PPC	0	.0	5	100.0
Humla	ECD	0	.0	4	100.0
	PPC	0	.0	2	100.0
Baglung	ECD	2	40.0	3	60.0
	PPC	1	20.0	4	80.0

Udayapur	ECD	1	20.0	4	80.0
	PPC	0	.0	5	100.0
Total	ECD	10	27.8	26	72.2
	PPC	1	3.3	29	96.7
Total of ECD and PPC		11	16.7	55	83.3

As seen in the above table it is clear that majority of CBECD/PPC centers (83.3%) did not use the national ECD curriculum guidelines up to the satisfaction level. However, the table also shows that 27.8 percent of ECD centers have used the curriculum guidelines at a satisfactory level. Among the 30 observed PPC centers, only one has used the curriculum guidelines at a satisfactory level. It is thus indicative of the fact little or not use of curriculum guidelines by majority of the centers has an adverse effect on pedagogical practices of the centers as things are not to the time the intent of the early childhood development activities.

4.4.2 Instructional Approach

It is said that childhood is the play-hood. Instructional approaches in ECD centers should be based on facilitation and creation of child friendly environment. Teachers'/facilitators' role in ECD centers should be based more on facilitation than teaching and instruction. Facilitators and teachers' instructional practices in ECD/PPC classes were observed by the researchers. *These fraction were categorized* into facilitation, teaching and instruction which are presented in the following table:

Table 10.

Teaching approaches used by the facilitators

District	Teaching Approach						
	Facilitation			Teaching		Instruction	
	NO		%	NO	%	NO	%
Siraha	ECD	5	71.4	2	28.6	0	.0
	PPC	1	33.3	1	33.3	1	33.3
Kailali	ECD	0	0.0	4	80.0	1	20.0
	PPC	0	0.0	0	0.0	5	100.0

Kanchanpur	ECD	3	60.0	0	0.0	2	40.0
	PPC	0	0.0	0	0.0	5	100.0
Mahottari	ECD	2	40.0	1	20.0	2	40.0
	PPC	1	20.0	0	0.0	4	80.0
Humla	ECD	1	25.0	0	0.0	3	75.0
	PPC	0	0.0	0	0.0	2	100.0
Baglung	ECD	3	60.0	1	20.0	1	20.0
	PPC	3	60.0	1	20.0	1	20.0
Udayapur	ECD	4	80.0	0	0.0	1	20.0
	PPC	2	40.0	3	60.0	0	0.0
Total	ECD	18	50.0	8	22.2	10	27.8
	PPC	8	26.7	4	13.3	18	60.0
Total of ECD and PPC		26	39.4	12	18.2	28	42.4

It is evident from the above table that in 50 percent of the ECD centers, facilitators were found to have done the role of facilitation. This situation was found high in Udayapur followed by Siraha, Kanchanpur and Baglung by 80 percent, 71.4 percent, and 60 percent facilitators respectively. However, only 26.7 percent of the PPC facilitators/teachers were found to have done their role of facilitation. Majority of the PPC centers in Baglung (60.0%) were found to have done the role of facilitation as instructional delivery.

4.4.3 Management of daily activities

Facilitators are responsible for the allocation of time for different activities, preparation of daily routine, and organizing different activities in the learning centers. Management of daily activities as per the need and interest of the children for their holistic development can be taken as activity within pedagogical capacity of the center. A brief analysis of these aspects is presented in the following paragraphs:

Majority of the centers (86.4%) were found to have run their centers for six days a week. However, nearly 14 percent of the ECD centers a the program for five days a week only. It was found that all the sampled centers Siraha, Baglung and Udayapur were found to

have their centres for six days a week. Kanchanpur and Mahottari ran the CBECD centers for six days a week. It was also found that all PPCs and 50 percent of CBECDs in Humla were run for six days a week (See Annex).

Similarly, majority of the centers (51.4%) were found to run the program for three hours a day. This was found similar for both the CBECD and PPC centers. Considerable percentage (nearly 36 %) of the centers were running their classes for four hours a day. While asking the reasons for running the centers for only 3 and 4 hours, facilitators had different options. Facilitators of CBECD centers told that they had to take their children to their home and also some of the children did not bring day snacks with them. So, they had to close the center earlier. Similarly, facilitators/teachers of PPC opined that they had to be engaged in teaching other grades after the tiffin time (after 2.0 PM).

Generally, it is expected that working schedule or time table of ECD center should be flexible to manage child centered learning activities. Facilitators were also asked about the nature of working schedule used by them. Majority of the observed ECD centers (66.7%) were found to have used flexible time table or schedule to run their centers. However, one third of the ECD centers were found to have used fixed time table. The following table depicts that all the ECD centers of Humla district were using flexible time table. Similarly, PPCs of Baglung and Mahottari were also using flexible time table (See Annex..... for details)

4.4.4 Children's involvement in classroom activities

Children should be actively involved in classroom activities based on their physiological and developmental needs. Curriculum guidelines and different training packages have made the provision of learning corners at the centers. Almost all the community based ECD centers were found to have arranged learning corners. However, some of them were not put in use effectively. The following table presents the picture of the use of learning corners in ECD classes.

Table 11.

Use of learning corners/areas at CBECD/PPC centers

	use of learning corner		
	Good	Satisfactory	Need Improvement

District		NO	%	NO	%	NO	%
Siraha	ECD	4	57.1	1	14.3	2	28.6
	PPC	0	.0	1	33.3	2	66.7
Kailali	ECD	2	40.0	2	40.0	1	20.0
	PPC	0	.0	0	.0	5	100.0
Kanchanpur	ECD	0	.0	1	20.0	4	80.0
	PPC	0	.0	0	.0	5	100.0
Mahottari	ECD	2	40.0	1	20.0	2	40.0
	PPC	0	.0	0	.0	5	100.0
Humla	ECD	0	.0	0	.0	4	100.0
	PPC	0	.0	0	.0	2	100.0%
Baglun	ECD	0	.0	1	20.0	4	80.0
	PPC	0	.0	2	40.0	3	60.0
Udayapur	ECD	1	20.0	2	40.0	2	40.0
	PPC	0	.0	1	20.0	4	80.0
Total	ECD	9	25.0	8	22.2	19	52.8
	PPC	0		4	13.3	26	86.7
Total of ECD and PPC		9	13.6	12	18.2	45	68.2

As seen in the above table, majority (68.2%) of the ECD centers were found to have the need of improvement in the use of learning corners. A great majority (86.7%) of PPCs and nearly half of the CBECD centers need improvement in the use of learning corners. It is evident from the above picture that CBECD centers are better in the use of learning corners than the PPCs. As learnt from the cases, students have become active after a short period of time. Facilitators have also managed child centered activities. However, some of the facilitators have also started the teaching of English language and mathematics. The following cases the reality about this:

A case of Baglung (CBECD)

As facilitators reported, children have become active after a short period of involvement in the centre. More interesting is that children do not like to stay at their homes even if they are sick. Children have enjoyed ECD activities in the center. They have also started teaching contents in English language, alphabets and some general instruction to the children.

A case of Udayapur (PPC)

Delivery of the classroom activities is based on child-centred approach. Child clubs were organized in the schools. Clubs were involved in educational activities and awareness programs. These Clubs had changed the society into alcohol prohibited zone.

More interactive classes for the children are helpful for their holistic development. Children have their native ability of being active. As they are dynamic and growing, they need more interactive environment. It is evident from the data that majority of PPCs (56.7%) need improvement with respect to their interactive relationship with the facilitator. However, this situation recorded to be better in CBECD centers with three fourths of the having satisfactory and good interactive environment in the classroom. This is suggestive of the fact that facilitators were more active in CBECD centers than in PPCs.

4.5. Roles of stakeholders

Capacity can be assessed through the evaluation of operational and instructional environment of ECD centers. As the facilitator is the main actor in the process of educating and caring of the child, her/his role in the management of the centre conducting instructional activities and handling the problems faced by determines the operational and instructional environment of the center. Progress noticed in the children, facilitators and parents may be instrumental for motivating the stakeholders towards the ECD program, The other areas in this chapter are roles played by the stakeholders in capacity enhancement, relation with local, national and international agencies, role played by the organization in reducing the gaps and challenges, monitoring, supervision and feedback, community support to the center, resource management and challenges and gaps of the ECD program. Collected information regarding the above aspects is presented in the following paragraphs:

4.5.1 Facilitators Role

Facilitators were asked about their preparation of daily activities. Without preparation of daily activities, ECD centers can not be run properly. Their activities were recored using class observation form. The following table depicts the picture of the preparation of daily activities by the facilitators with respect to conducting ECD activities.

Table 12. Preparation of daily activities by the facilitators

District		Preparation of Daily Activities					
		Good		Satisfactory		Need Improvement	
		NO	%	NO	%	NO	%
Siraha	ECD	3	42.9	1	14.3	3	42.9
	PPC	0	0.0	0	0.0	3	100.0
Kailali	ECD	1	20.0	2	40.0	2	40.0
	PPC	0	0.0	0	0.0	5	100.0
Kanchanpur	ECD	1	20.0	0	0.0	4	80.0
	PPC	0	0.0	1	20.0	4	80.0
Mahottari	ECD	1	20.0	2	40.0	2	40.0
	PPC	0	0.0	1	20.0	4	80.0
Humla	ECD	0	0.0	1	25.0	3	75.0
	PPC	0	0.0	0	0.0	2	100.0
Baglung	ECD	1	20.0	2	40.0	2	40.0
	PPC	0	0.0	2	40.0	3	60.0
Udayapur	ECD	0	0.0	3	60.0	2	40.0
	PPC	0	0.0	3	60.0	2	40.0
Total	ECD	7	19.5	11	30.6	18	50.0
	PPC	0	0.0	7	23.3	23	76.7
Total of ECD and PPC		7	10.6	18	27.3	41	62.1

The above table shows that only 27.3 percent of the facilitators were found to have prepared daily activities satisfactorily followed by nearly 11 percent who were good in the preparation of daily activities. The table also shows that nearly 20 percent of the ECD facilitators of

<p style="text-align: center;"><u>A case of Udayapur</u></p> <p>Facilitator is very cooperative, child-friendly and regular. She is also able to work as a bi-lingual teacher and understands children's need and responds accordingly.</p>	<p style="text-align: center;"><u>A case of Mahottari</u></p> <p>Facilitator was highly committed to work in the ECD centre. Her role was found excellent to run activities as per the need of the children and intention of the ECD program.</p>
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community based ECD centers were found good in the preparation of daily activities. The table further shows that 50 percent of the facilitators from community based ECD centers prepared the daily activities. However, more than two thirds of the PPC facilitators did not prepare daily activities at the satisfactory level. Interview with facilitators revealed that they were found to be satisfied with their role. It was observed that they were performing their role at a satisfactory level. Since there were two facilitators in one of the centers, they found it easy to manage different instructional activities in the classroom. One of the Center Management Committee members of community based ECD centers of Udayapur district expressed his view in the following words:

ECD facilitators were also found active in managing activities as per the need of the children. A success case of Mahottari shows the following reality:

“In some cases where the trained facilitator was changed, the newly recruited facilitator could not manage the center effectively with full confidence and hence, ECD quality was found deteriorated”.

Some of the cases present the similar situation”. A case of Udayapur is as follows:

A case of Udayapur

The present facilitator came when the earlier one left the center because of her personal reason. She was so active that the second one has to work hard to maintain activities designed earlier. But due to lack of knowhow, the newly appointed one is unable to manage the center effectively. The previous facilitator was so active that she had managed the resources and constructed the room for the centre.

Variation was found in the capacity of ECD and PPC centers. All ECD centers are expected to be theme based on the basic intent of holistic development of the children. Facilitators were asked about their activities they performed for the holistic development of the children. Their responses are presented in the following table:

Table 13. Activities done by the facilitators for holistic development of the children

SN	Activities	ECD (N=36)		PPC(N=30)	
		No	%	No	%
1	Using play way methods of instruction	18	50.0	15	50.0
2	Interacting with the children	14	38.9	10	33.3
3	Daily routine is prepared based on all round development	19	52.8	15	
4	Keeping the centre neat and clean	15	41.7	9	30.0
5	Giving emphasis on teaching and learning, teaching language	4	11.1	15	50.0
7	Conducting group work, social work, making learning corners	24	66.7	12	40.0
8	Conducting outdoor games	23	63.9	8	26.7
11	Singing song, welcome other songs	18	50.0	20	66.7
12	Taking care of personal hygiene of the children	12	33.3	10	33.3

15	Telling stories/songs	18	50.0	12	40.0
18	Collecting the real goods as instruction materials	13	36.1	2	6.7
20	Use of thematic approach of teaching	9	25.0	1	3.3
23	Dancing and singing with children	14	38.9	12	40.0
25	Joyful and child friendly activities	16	44.4	11	36.7

The above table shows variation in the emphasis given by the facilitators to their. CBECD facilitators gave more emphasis (in order of priority) on group work, social work, making learning corners; conducting outdoor games, Preparing daily routine for all round development of the children, using play way methods of instruction, singing songs and telling stories. On the other hand, PPC facilitators gave emphasis (in order of priority) on the activities like singing songs, giving emphasis on teaching and learning and teaching language, and using play way methods of instruction. It is evident from the above discussion that CBECD facilitators gave more emphasis on group work, social work and learning corners, however, PPC facilitators gave more emphasis on singing and learning language.

Facilitators were found to contribute to holistic development of children in CBECD and PPC centers. DEO personnel were also asked about facilitators' contribution in holistic development of children. Their responses recorded in FGDs are presented in the following paragraphs:

Infrastructure of facility is good in school based ECD centre. There is a problem of constructing rooms in the community based centers (Baglung). In comparison to their salary, facilitators are doing better (Mahottari). Majority of the DEO personal of all the sample districts accepted that facilitators are working hard in spite of their low remuneration and facilities. As expressed by DEO personnel of Humla, in community based centers, facilitators are all in all in the sense that they are the only people who give care to their children. Neither their parents and community people nor local government are giving due consideration to these centers in Humla. However, in schools they get support from other teachers and head teacher. Thus, facilitators are bringing continuous changes in raising, caring and learning practices of the children. As DEO personnel expressed, facilitators are the main actors with whole sole responsibility of implementing ECD programs in the centers. As they expressed, facilitators' level of motivation is not that high to work in the centers more effectively.

NGO personnel were also asked about facilitators' contribution to holistic development of the children. NGO personnel from Baglung expressed that facilitators should

have knowledge of English language. Trained facilitators have supported the holistic development of the child. Facilitators in community based centers are more active than those from school based ECD centers to run the program based on ECD model. NGO personnel in Kailali expressed that support from NGO in community based centers has resulted in quality enhancement of the centers. Facilitators in community based centers in Kailali and Kanchanpur have additional training and supervision practices have helped them to effectively run the centre. NGO personel in Siraha observed that inadequate capacity of CMC has created problems for facilitators to create conducive environment for holistic of the children in the centers. Facilitators have further contributed in the field of raising community awareness and developing school readiness in children for school education. CBECD and PPC programs have made facilitators to change their behaviours. Facilitators were asked to mention changes occurred in them because of the involvement in ECD/PPC program. Their own observations regarding the changes are presented in the following table:

Table 14. **Major changes in the facilitators as expressed by them**

SN	Aspects of change	CBECD(N=36)		PPC(N=30)	
		No	%	No	%
1	Developed confidence in speaking with parents and others	12	33.3	18	60.0
2	Enjoyed behaving with the children	19	52.8	16	53.3
3	Motivated the parents about children's education	10	27.8	7	23.3
4	Fearlessness to speak with others increased	21	58.3	17	56.7
5	Toleration developed	6	16.7	5	16.7
6	Collection and preparation of play materials increased	12	33.3	8	26.7
7	Confidence in speaking about child rights developed	21	58.3	11	36.7
8	Thinking and acting children's activities increased	9	25.0	4	13.3
9	Knowledge about child development	4	11.1	5	16.7
10	Developed teaching skills using story telling, singing and role playing methods	18	50.0	12	40.0
11	Disciplining the children in acceptable way practiced	3	8.3	12	40.0

The above tabular information stands as an evidence that facilitators have developed different abilities like confidence in speaking and dealing with others. Majority of CBECD

facilitators were found to have developed the ability of being fearless to speak with others and confidence in speaking about child rights (58%) followed by enjoyable experience in dealing with the children (52%), teaching skills using storytelling, singing and role playing(50%). Similarly, majority PPC facilitators/teachers expressed that they had developed confidence in speaking with parents and others (60%) followed by fearlessness to speak with others (56.7%) and enjoying behaving with the children (53.3%).

4.5.2. Parents' role

Facilitators were asked to mention changes observed in parents after sending their children in ECD/PPC centers. This were found to observe different roles played by parents with respect to sending their children to ECD centers. Their responses regarding the changes observed in parents are presented in the following table:

Table 15. Major changes noticed in the parents as expressed by facilitators

SN	Aspects of change	ECD(N=36)		PPC(N=30)	
		No	%	No	%
1	Bringing children regularly in the centre	15	41.7	7	23.3
2	Attending meeting regularly	12	33.3	8	26.7
3	Making enquiry about children's progress	16	44.4	12	40.0
4	Providing snacks/Tiffin to the children as per time-table	19	52.8	8	26.7
5	Helped the children to be neat and clean	20	55.6	15	50.0
6	Positive attitude towards ECD developed	16	44.4	9	30.0
7	Taking care of hygiene and nutrition of the child	6	16.7	4	13.3
8	Giving the child opportunity to play	16	44.4	10	33.3
9	Not giving load to the young children	13	36.1	7	23.3
10	Providing regular support to the child on demand	9	25.0	9	30.0
11	Supporting facilitators to rare and care the child	17	47.2	6	20.0
12	Increased awareness about of the importance of the ECD	14	38.9	9	30.0

13	Developing knowledge of child growth	4	11.1	5	16.7
14	Developed confidence to talk and argue with others about child growth and development	2	5.6	4	13.3

As expressed by the facilitators, majority of the parents of the children from ECD centers were found to have started making their children neat and clean while sending them to the center(55.6%) followed by providing day snacks to the children as per mentioned time table (52.8%), supporting facilitators in rearing and caring the children (47.2%). However, majority of the parents of the children from PPC centers were found to have started making the children neat and clean while sending them to the center (50.0%) followed by making enquiry about children's progress (40.0%). It is clear from the above table that majority of the parents from both the centers had started making their children neat and clean while sending them to the centre. Managing day tiffin for the children and enquiring about their children's progress are positive change in parents that may result into successful operation of ECD programs.

4.5.3. Role of community

Community support is inevitable for the successful operation of ECD/PPC programs. Government's regulation also mentions the right of the community to demand ECD center through VDC. But the present practice is that DEO distributes the ECD quota to the community and the school. These quotas run by community are known as community based ECD and run by school are known as school based or PPC.

Table 16. Types of community support (change the table)

District		Types of Community Supports					
		Establishment		Running		Sustainability	
		NO	%	NO	%	NO	%
Siraha	ECD7	4	66.7	1	16.7	1	16.7
	PPC3	1	33.3	0	.0	2	66.7
Kailali	ECD5	2	100.0	0	.0	0	.0
	PPC5	2	100.0	0	.0	0	.0
	ECD5	5	100.0	0	.0	0	.0

Kanchanpur	PPC5						
Mahottari	ECD5	0	.0	1	100.0	0	.0
	PPC5	1	50.0	0	.0	1	50.0
Humla	ECD4						
	PPC2						
Baglung	ECD5	4	100.0	0	.0	0	.0
	PPC5	2	66.7	1	33.3	0	.0
Udayapur	ECD5						
	PPC5						
Total	ECD15						
	PPC6						
Total of ECD and PPC		21	75.0	3	10.7	4	14.3

Community support to the centre: A case of Baglung

Community people provided free labour to the centre. People who did not have their children, had donated or provided monetary support to the centre. Parents used their children to bring to and from the centre by themselves. They had also collected funds for the centre. There was a provision of using money from the collected funds by the people through 18 percent interest.

Cases of Udayapur

1. Community has given labour support to the centre for construction work. Similarly, it has also provided support in the management of instruction materials.
2. Community has provided raw materials and labour for the construction of the centre.

Cases of Mahottari

1. Local community forest group (Gadhanta Khola Prakritik Community Forest) has provided Rs.500 to the facilitator as additional remuneration. Community has managed materials like floor mats, kitchen materials, racks (2) and some stationery materials.
2. VDC has given land (2 Kattha and 3 dhoor) for the construction of ECD centre. VDC has also provided Rs 25000 to the centre for facilitator's additional remuneration.

4.5.4. Role of Organizations

DEO and NGO personnel were also asked about their perception on ECD programs and expectations of ECD program for holistic development of the children. According to DEO, ECD is a program that intends to promote holistic development of the child. Majority of the DEO personnel of the sample districts accepted that it is a program for preparing child for primary level. It is the new form of Sishu Kachha or pre-primary class. The only difference lies in the use of play way methods based instruction by ECD facilitator. DEO personnel of Kailali and Kanchanpur accepted that it is a program for school readying the children for school education. DEO personnel from Mahottari accepted that this program helps mothers of the young children to go to their work. It was in critical stage before it received support from SCN. DEO personnel from Humla accepted that it has been regarded as a step for achieving EFA goal. They further added that the expected outcome is not satisfactory. ECD classes have introduced the habit of reading and writing in their young children. It has promoted the practice of schooling in the young school children. Siraha has only community based ECD centers except some centers run school based pilot basis. As reported by DEO personnel of Siraha, ECD centers are contributing more in shaping the behaviour of the children, developing habits of schooling and better school achievement.

According to NGO personnel, ECD is a program for the holistic development of the children. In its real sense, it creates environment for all round development of the children and hence develops habits for schooling. NGO personnel of Kailali and Kanchanpur accepted that ECD program has contributed to the integrated program of the community in the sense that parents become aware of children's education and help in identification of their own role in rearing and caring children. NGO personnel in Mahottari expressed that ECD serves the 0-5 age children for their holistic development. It also helps them in forming the habits of school going. NGO personnel of Humla observed that the need of ECD programs is justified as it brings physical, developmental and accessibility perspective together in the ECD center.

Humla district has scarcely populated area, so ECD centers have contributed to the education of early age children

DEO and NGO personnel are the main stakeholders to support the ECD programs in different ways. DEO and NGO personnel were also consulted with respect to the role of the facilitator. However, facilitator is the main stakeholder to run the program successfully. Marriage of the girl facilitator has caused problem to run the centre. If the number of children is more than 10, there than it becomes a need to add a supporting hand in the centre. Provision of helper or Aaya in the centre may solve this problem.

In case of school based program, facilitators are also responsible to teach in other grades of the school. School adds some remuneration to the facilitator and gives him/her the job of teaching in other grades. In such a situation, children of the ECD class do not get adequate attention. In the management of the resources, financial resource management is weak. Some facilitators are found active to raise the quality of the centers despite their low salary. DEO does not have any contribution regarding the policy perspective. Institutions like Setogurans, Save the Children, UNICEF and Asman have contributed in physical, technical and capacity building of the centers in Mahottari. BASE in Kailali and NNSWA in Kanchanpur are supporting for quality enhancement of the ECD centers. DEO personnel from Kailali and Kanchanpur accepted that they were not provided adequate financial support by the government to maintain quality of the ECD centers.

Their role is to distribute ECD quotas to the schools and provide training to the facilitators. DEO personnel from Humla expressed that government does not have any policy to support the centers except giving permission to open up centers and provide minimum salary to the facilitators. Moreover, DEO has very little resource to support the centers in maintaining their physical facilities. They further expressed that quality issue can not be addressed without joint efforts from parents, community based organizations and local government, VDC. Community ECD centers are better off in making themselves sustainable for their physical development. Local resources are managed well but they need more support.

As expressed by the DEO personnel, a concept of joint partnership among SC, UNICEF, NGO and CBOs should be introduced for ensuring quality of the centers.

Regarding different stakeholders' support, NGO personnel were also consulted through group discussion. In this regard, SG officials reported that political party members and stakeholders are aware of the importance of ECD programs. SG in cooperation with DEO has established network in municipality and in 12 villages where it has supported these

ECD centers. Gwalichour VDC in Baglung was being announced as model village where ECD centers are established in every ward of the village. DDC has announced its commitment to support centers. Birth registration program has been started in this village. Every centre of the Gwalichour village is receiving Rs. 8,000. Nearly 70% of the ECD centers supported by SG have their own building. English should be introduced in ECD classes. Talking about facilitators' classroom without satisfactory remuneration has resulted into poor quality of education. Different approaches are adopted to raise funds for ECD programs such as people used to donate in case a child is born in the family, the sixth day celebration in the family, when a Lahure comes to home for leave etc. Similarly, Baglung municipality has allocated Rs. 5000 per ECD center.

As reported by NGO personnel from Kailali and Kanchanpur, they have supported institutional development of the centre by providing support for infrastructure development, training of the facilitators, instructional materials and monitoring and supervision of the centers. They claimed that the support provided by SCA to the local NGOs has resulted into good practices in community based centers. Similar case was reported in Mahottari that NGOs are active in raising fund and supporting the centers in kinds like carpets for flooring. In Mahottari, the NGO organizes regular meetings of the facilitators and talks about ECD practices and their problems in the centers including ECD policy issues on ECD. Setogurans of Mahottari has run ECD centers in 6 VDCs of the district and supported them in quality enhancement. ECD Centers supported by NGOs are found better than the centers not supported by them. UNICEF and SC have made joint plan for collecting fund for training, collecting education materials and logistic support to the centre. In Humla, KIRDARC and Setogurans are supporting ECD centers in the field of monitoring and supervision, training of the facilitators and mobilizing local resources. These centers are found better than other community based and school based centers.

Organizations were reported to have actively played the roles in reducing the gaps and challenges. Government and I/NGO are the main organizations which can make the program a success by addressing the challenges of the ECD centers. Roles to be played by the organizations is discussed through different angles.

Ensuring Child rights

Different activities are performed by local NGOs and CBOs to address the rights of the child. Child clubs and advocacy programs are some of such examples. Plan Nepal has initiated Child Club program to the children. Some local NGOs are also supporting child clubs Majority of DEO personnel from all the sample districts accepted that provision of ECD has ensured the rights of the child. However, it was also reported that people of Baglung

district are little conscious about the rights of their children. In Kailali and Kanchanpur, child clubs are active and they are working in promoting and safeguarding child rights. As expressed by DEO personnel from Humla, opening up ECD centers is preserving the rights of the child. In Siraha, most of the poor and dalit children have got opportunity for access to the ECD centers. It was interesting to know from DEO personnel in Siraha that they didn't know the whereabouts of 34 newly established ECD centers in the district.

SG is providing free tiffin to ECD children in some centers. However, it is not enough. Child clubs are formed in ECD centers. SG has opened child clubs in the districts. These clubs have imitated advocacy activities in the community. They have published wall news papers. For wider dissemination of ECD activities, in Mahottari, orientation programs were organized to make the parents aware of in child rights perspective.

Inclusion

Notice of quota distribution for establishing ECD centers was circulated to all the VDCs of the district. Because of the lack of awareness, deprived community and remote area people could not get benefit from this type of circulation. Inter- organizational networking and other mechanism should be developed to make the program more inclusive (Baglung).

Since it is free to all, it is more inclusive with almost cent percent participation from the community (Mahottari).

Government should start campaign for both the ECD program and child rights advocacy. Parents also expressed their concern that ECD classes run in the present style may not be sustained. It will be however helpful in promoting inclusive education. Most of the ECD centers are located in remote and deprived community of the districts. In this sense, SG is promoting inclusion. In Mahottari, NGO has organized home visit programs and NGO like Seto Gurans is a care technical institution which has trained human resources for the ECD program. These organizations are playing prominent role in capacity building of the facilitators.

Access

ECD quota is distributed by District Early Childhood Development Committee. Strategies should be developed to increase the access of children to the centre. An integrated approach should be developed to increase the access to ECD centers. We have tried to increase the access for the young children. (Mahottari). It has been still problem in some villages in Humla where DEO is not able to expanded adequate ECD centers to needy areas.

Two VDCs in Humla have not access to the quota of ECD classes. Similarly, remote villages have not received adequate attention from the concerned in establishing ECD centers.

As expressed by the NGO representatives, ECD centers have to cope with the challenges created by private schools. Government should therefore introduce one year of compulsory ECD program in all types of schools. All VDC and municipality ward secretaries were given orientation on early childhood programs. In Mahottari, NGO worked hard to increase access to ECD centers and also supported FSP and SOP to promote the access to school education. In Siraha, mostly dalits, musahar, dusad communities were benefited by the ECD centers.

4.8 Challenges and gaps

Facilitators are facing different problems related to the running of the centers with appropriate management of resource materials. They are facing the problems of managing the resources, managing ECD activities in the centre and motivating parents to support them for effective operation of the centre. Challenges faced by the facilitators in running the programs are presented as follows:

Table: 16. Challenges faced by ECD/PPC facilitators in running the programs

SN	<i>Challenges Faced</i>	<i>ECD(N=36)</i>		<i>PPC(N=30)</i>	
		<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
<i>1</i>	<i>Large room for the class</i>	<i>12</i>	<i>33.3</i>	<i>16</i>	<i>53.3</i>
<i>2</i>	<i>More educational materials to the children</i>	<i>16</i>	<i>44.4</i>	<i>18</i>	<i>60.0</i>
<i>3</i>	<i>Separate rooms for ECD class</i>	<i>0</i>	<i>0.0</i>	<i>20</i>	<i>66.7</i>
<i>4</i>	<i>Training to the teachers/facilitators</i>	<i>12</i>	<i>33.3</i>	<i>16</i>	<i>53.3</i>
<i>5</i>	<i>Play materials, toys and learning corners for holistic development of the child</i>	<i>13</i>	<i>36.1</i>	<i>10</i>	<i>33.3</i>
<i>6</i>	<i>Children's book in the centre</i>	<i>20</i>	<i>55.6</i>	<i>12</i>	<i>40.0</i>
<i>7</i>	<i>Motivational activities for the children</i>	<i>21</i>	<i>58.3</i>	<i>18</i>	<i>60.0</i>
<i>8</i>	<i>Regular support from donor organization</i>	<i>4</i>	<i>11.1</i>	<i>2</i>	<i>6.7</i>
<i>9</i>	<i>Provision of clean drinking water</i>	<i>5</i>	<i>13.9</i>	<i>8</i>	<i>26.7</i>
<i>10</i>	<i>Adequate play ground</i>	<i>14</i>	<i>38.9</i>	<i>9</i>	<i>30.0</i>

11	<i>Adequate recreational materials</i>	5	13.9	6	20.0
12	<i>Adequate provision of outdoor play materials and play ground</i>	12	33.3	10	33.3
13	<i>Regular health check up</i>	13	36.1	4	13.3
14	<i>Supply of musical instrument</i>	3	8.3	5	16.7
15	<i>Awareness training to CMC members</i>	7	19.5	2	6.7

As seen in the above table, majority of the community based ECD facilitators observed that they faced the problems of motivational activities in the centre, children's book in the centre, and more educational materials to the children (58.3%, 55.6% and 44.4% respectively). Similarly, majority of PPC facilitators faced the problems like the need of separate room for ECD class (66.7%) followed by more educational materials to the children and motivational activities (60.0%) and large rooms for the class and training to the facilitators (53.3%). It is distinctively clear that ECD centers faced challenges related to motivational activities and educational materials in the centers. However, PPCs faced the need to have the problems of separate and large rooms for ECD class and training to the teachers/facilitators.

Though ECD is a foundation for the future development of the children, it is also a foundation for primary schooling. The intent of the ECD program is to provide opportunity to the children for their holistic development. Facilitators' motivational factors, availability of educational and play materials and environment of the center also play important role for effective functioning of the centers. Facilitators were therefore asked to mention risks and challenges they were facing with respect to the preparation of children for primary schooling. One of the facilitators in Baglung opined that the fashion of admitting children in private boarding schools resulted into placing them in during the admission has lower their grades (among 6, 1 admitted in grade one the other in nursery) that resulted into more years in the school education. Their responses regarding risk and challenges they had faced are presented as follows:

Table. 17. Risks and challenges faced in preparing children for primary schooling

SN	Aspects of change	ECD(N=36)		PPC(N=30)	
		No	%	No	%
1	Without English background, children are not welcomed	18	50.0	16	53.3

2	Difficult to adjust with the other children in the school	14	38.9	17	56.7
3	Financial constraints, poor community can't pay fees in the school	16	44.4	12	40.0
4	Teaching of English has been a challenge for the facilitator	22		10	33.3
6	Difficult to teach without basic book of teaching and learning	4	11.1	12	40.0
7	Interference of the boarding schools by motivation the children after some days of learning in the centre	19	52.8	8	26.7
8	Very low remuneration to the facilitators	20	55.6	24	80.0
9	Inadequate training in the aspect of teaching and learning	14	38.9	18	60.0
10	Difficulty in teaching reading, writing and counting for preparing them for schooling	20	55.6	9	30.0
13	Under age children enrolled in the centre, difficult to teach these children	16	44.4	8	26.7
14	Stationery support to the children	8	22.2	6	20.0
16	Difficult to motivate parents in making child friendly environment at home	12	33.3	5	16.7
17	Difficulty to transfer the training skills because of large number of students and inadequate materials in the class	10	27.8	20	66.7
18	Difficulty in managing learning areas, centers	4	11.1	12	40.0
20	Difficulty in convincing the parents that they are preparing the child for schooling	17	47.2	6	20.0

Majority of the facilitators of community based and school based ECD centers (55.6% and 80% respectively) raised their concern for raising their salary without which their service would not be truthful for preparing the ECD graduates in for primary school. It can therefore be regarded as a motivational factor. Majority of the ECD facilitators (55.6%) reported that they were facing problems in teaching reading, writing and counting skills to the children. They also pointed out that they were facing the problems of interference from the boarding schools which kept motivating their children to join schools even after some days of learning in the centre (52.8%) followed by poor English background of children who cannot compete with the other children in the school having English knowledge. Majority of the PPC facilitators (66.7%) disclosed that they were facing difficulty to transfer the training skills

because of large number of students and inadequate materials in the classroom followed by lack of adequate training in teaching the children (60.0%), difficulty in adjusting them with the other children in the school (56.7%) and in adequate English Background.

DEO and NGO representatives were also asked regarding capacity gaps and challenges of the ECD centers. In school based program, there is a chance of delivering the ECD activities at the centers by the teachers who are not trained in ECD. Resource management is comparatively easy in school centers. However, in community based centers, constraint of instruction materials and school or room facilities as viewed by DEO personnel of Baglung is there. As per the opinion of DEO personnel from Mahottari, both the programs have similar contribution in developing good habits in the children and skills in reading and writing. They further expressed that both types of ECD centers have followed the child friendly approach of learning, however this is not sufficient for holistic development of the children. DEO personnel from Kailali and Kanchanpur accepted that community based centers are better only because of better supervision and support from NGOs. In case of Humla, ECD policy does not seem to be practical in the sense that facilitators' salary is not adequate to maintain their livelihood, supply of materials is not adequate, minimum standards of ECD are not followed and children's group are not active. As expressed by the DEO from Humla, community based ECD centers are facing the problem of not having their own building and school based centers do not have separate compound or rooms for ECD classes; in some cases, ECD class is combined with grade one too. DEO personnel of Siraha expressed that ECD policy is contradictory in the implementation of community based and school based centers. School based center is getting support from different sides than the school based. NGO run and community owned centers are better in Siraha because of their regular monitoring and supervision. It has been, however, exposed by one of the RPs in Siraha that there is irregularities in the selection of facilitators.

NGO representatives expressed their opinion that ECD program has become an excuse for getting a teacher in the name of ECD program if it is run in the school. Though Community based ECD centers have adopted the approaches of holistic development, In the school based centers, ECD routine has not been truly followed. Management of ECD centers, however, has been gradually improving and parents are aware about their children's rights to growth and education as reported by Humla partner NGO, KIRDAC. Untimely distribution of ECD centers has also created problems of running the centers, as expressed by NGO personnel of Siraha. They further expressed that NGOs do not have adequate capacity to cover more centers; inadequate training to the facilitators and inadequate materials in the centers have resulted into poor delivery of the program.

CHAPTER V

SUSTAINABILITY OF ECD CENTERS

5.1 Sustainability

Sustainability and quality are two issues related to ECD program. ECD program has been on the increase with its rapid expansion, more than what plan of the government to establish 74,000 ECD and PPC centers within 2015 has aimed for. More than 26,000 centers are already established till now. To address the sustainability issue, the facilitators were found to perform different activities. While asking about activities they performed for the sustainability of ECD programs, facilitators mentioned the following table activities as given in the:

Table18. Activities done by the facilitators for the sustainability of ECD center

S N	Activities	ECD (N=36)		PPC (N=30)	
		No	%	No	%
1	Collection and preparation of materials	25	69.4	12	40.0
2	Teaching the child very nicely, child friendly behavior (play, singing song, story telling	20	55.6	14	46.7
3	Organize parents gathering, home visit program, parental awareness program	8	22.2	10	33.3
4	Organize bi-monthly meetings of CMC and parents	10	27.8	6	20.0
5	Fund raising from different sources: donation, DEO, MP, community work and welcoming the Lahure, Ratauli at bridegroom's home	17	47.2	8	26.7
6	Materials collected by donation	5	13.9	1	3.3
7	Constructed ECD room with the support of CMC	15	41.7	2	6.7
8	Organize parents' gathering to inform them about children's progress	6	16.7	16	53.3
9	Trying to keep the centre separate from the school by managing land for the centre	4	11.1	4	13.3
10	Managing tiffin for the children sometimes	19	52.8	10	33.3

The above table shows that majority of ECD facilitators had performed the activities of collecting and preparing materials (69.4%) followed by teaching children very nicely with child friendly behaviour of playing, singing, and story telling (55.6%), managing tiffin for the children (52.8%) and raising funds through different sources (47.2%). But in case of PPCs, majority of the facilitators performed parents' gathering and disseminating their children's progress (53.35), followed by teaching children very nicely with child friendly behaviour of playing, singing, and story telling (46.7%).

It is also evident from the above table that a considerable number of facilitators (22.2% to 41.7%) of ECD classes also performed (in order of priority) other activities like constructing ECD room with the support of CMC, organizing bi-monthly meetings of CMC and parents and organizing parents gathering, home visit program, parental awareness program. However, priority of activities for a considerable number of PPC facilitators differed (in order of priority) which ranged from 20.0 % to 33.3 %. The activities performed by facilitators of both ECD and PPC centers for the sustainability of ECD program were:

Financial measures

- Identifying and lobbying funding the ECD program.
- Selling red soil in Dasain and Tihar for collecting resources
- Playing Deusi Bhailo for collecting money
- Making shutters and renting them out
- Cash mobilization for interest
- Managing matching fund
- Saving the money donated by parents
- Ensuring regular financial support from VDC

Pedagogical sustainability measures

- Implementation of training experience in children's learning
- Use of local available resources
- Teaching children playing, physical, mental and social development of the children
- Identifying and utilizing specific role of the head teachers
- Provision of locally made learning, play materials
- Facilitators/Teacher's training

Managerial sustainability measures

- Advocating Parent education
- Management of tiffin
- Flooring of the room, toilet and water facility
- Fencing the centre
- Meeting the parents for support
- Monitoring from the parents/Management committee
- Seeking support from the school incase of school based centre
- Organizing regular meetings with the parents
- Ensuring regular monitoring and supervision
- Facilitating scholarship to the children

5.2 Strengths and good practices of ECD program

There are various good practices adopted by the ECD centers and PPCs in the districts. The roles performed by parents, management committee, I/NGOs, ECD professionals, state organizations have remarkably contributed to the quality of ECD services. In this regard more visible performances of local organizations and community were recorded in awareness raising, infrastructure management, construction, fund raising and so on. INGOs role performance was appreciated by parents, local organizations, line organizations for quality improvement of the ECD service.

Parents from Baglung opined that “It is the good place which prepares their children for school education. Teachers/ facilitators are trained and getting salary from district education office. There are rooms and center buildings constructed with support of various local organizations”.

Parents from Mahottari appreciated ECD center’s contribution that they got opportunity to work and earn freely and confidently as their children remained away from home during their home time. Children learned good things like washing hands, interacting with respect, and playing different games useful for their health. Likewise, parents from Humla, Siraha, Kailali, Mahottari, Udayapur praised child centered learning approach adopted by the ECD center as its strength.

Management committees of the community based ECD centers were found more aware than that of School based PPCs with respect to financial sustainability and quality service. EMC members viewed that ECD is an essential program as it has played vital role in preparing children for school education. Moreover socialized, skilled, responsible and confident children are its product, they remarked. Another major benefit and strength rate there of the ECD program is its success in primary education, and decreased dropout and repetition.

Stakeholders may have different expectations from the ECD centers. It depends on their understanding and conceptual clarity about ECD program. As facilitators are the key respondents of this study, their responses can be regarded vital for understanding about the ECD programs and their activities in the centers. The following table shows different expectations addressed in the ECD center by the facilitators:

Table: 19 Addressing parents' expectations in the center as opined by facilitators

SN	Parental expectations	ECD(N=36)		PPC(N=30)	
		No	%	No	%
1	Improvement in reading and writing	6	16.7	16	53.3
2	Keeping the young children safe in the centre	16	44.4	10	33.3
3	Becoming clever and active	13	36.1	12	40.0
4	Socializing, behaving friendly with friends	12	33.3	11	36.7
5	Difficulty initials during establishment has now been positive	8	22.2	12	40.0
6	Motivating to schooling opportunity	3	8.3	5	16.7
7	Speeding learning in the centre as in private school	7	19.45	9	30.0
8	Loving and caring children and giving opportunity to play as per parents demand	18	50.0	8	26.7
9	Providing leisure to work freely	16	44.4	10	33.3
10	Demand for teaching of reading and writing and regular home work	12	33.3	8	26.7
11	Developing school going habit	15	41.7	12	40.0

Note: Total percent exceeds 100% because of multiple responses based on open ended questionnaire.

The above table clearly stated that fifty percent of the facilitators opined that the community based ECD centers are regarded as a place for loving and caring children and giving opportunity to play as per their demand by the parents followed by a centre for keeping the children safe (44.4%), and a place for making the children clever and active. However, facilitators or teachers of PPCs accepted that ECD centers are managed for improvement of children's in reading and writing, followed by a place for making the child active and clever, making the parents understand the importance of child care and developing school going habits in the children. The other expectations of the parents as expressed by the facilitators are as follows:

- Making effort to meet their expectation
- Demanding tiffin for their children in centre
- Providing play and singing opportunity to their children
- VSO and other teachers to help develop the centre
- Convincing and parents to provide support during the establishment period
- Parents preparing materials to support the centre
- Making regular visit to the centre
- Making ECD as a community development centre

Stakeholders were enquired through focus group discussions and interviews about measures to be adopted for sustainable growth of the ECD center including its enhancement of the capacity to deliver. Their responses are listed as follows:

1. SG initiated ECD mapping in Baglung district. This type of ECD mapping should be owned by DDC and DEO and distribute quota as per the need of the community.
2. Effective networking mechanism should be developed among the organizations working in the field of ECD and child rights.
3. Since people can not afford for building construction, development of basic infrastructure like building should be the government's responsibility
4. Salary of the facilitators should be raised (ranging from minimum Rs.3500 to equal salary of primary school teachers).

5. Partner NGOs should get opportunity to build their capacity and work cooperatively with the local government.
6. Instruction should be based on play way method for the children of age 4 and 5. But during the last year of ECD program for 4 to 5 years of age children, pre-reading practices should be given emphasis.
7. Public private partnership concept may be helpful in promoting institutional growth of ECD center.
8. Media should give priority in the advocacy of child rights and importance of ECD.
9. VDCs should allocate certain amount of money to ECD classes through their annual budget.
10. Since variation in the age of the children in ECD centers has resulted into poor delivery practices, separate groups should be formed in the centers based on the age of the children.
11. In school based centers, ECD classes are run within the same school complex and in some cases, ECD classes are combined with grade one. It has disturbed ECD activities. It is, therefore, suggested to have separate rooms for ECD classes in a separate premise.
12. RCs should be empowered to support ECD classes for their better performances.
13. There is a need to develop capacity of local government and NGO partners.
14. More specific implementation guidelines should be developed for uniformity of the operation of the centers.

5.4. Supervision, monitoring and evaluation practices

Supervision and monitoring is an essential aspect of ECD management and sustainability. ECD plan of action and ECD directory both have clearly mentioned stake holders role in ECD center/PPC operation. The study data and information, however, have shown that supervision and monitoring mechanism of the ECD program has been poorly maintained. It was found that supervision and monitoring of ECD center was limited to some aspects quantitative rather than to qualitative aspects such as learning activities, implementation of curriculum, child centered environment and so on. Similarly, the quality of supervision was poor in some of the observed ECD centers. It denotes that the competency of the supervisor needs to be updated and improved. The Supervision and monitoring in community based ECD centers was more effective than that of the school based ECD centers. Since community based ECD centers were functioning with support from NGOs/ INGOs, the service delivery mechanism was monitored periodically by NGO staff members. In the case of school based ECD centers monitoring and supervision took place mostly by the partner

agency and also by the school administration. It is thus obvious that monitoring and evaluation factors were observed to be related the performances of the children in community based ECD centers. Despite this the performances of the children in community based ECD centers appeared better and therefore appreciated. The supervision records and observation indicated the following :

Community based ECD:

Community based centers had satisfactory physical management as community is contribution was appreciable. It was however, inadequate to bring sustainability. They have inadequate access to resources to manage ECD activities in the center. Parents were concerned about children but their inadequate knowledge about early childhood care and principles. Since children of community based centers are of under school age, they have to stay and learn one more year which is not digested by parents. In community based program, children are found happy, confident and cooperative but they face problem in content reading and writing in the school. They are strong in pre-reading and pre-writing activities such as picture reading, matching, naming, colouring, threading, drawing and so on.

As reported by NGO personnel of Humla, community based ECD centers are working well in the field of access, learning, commitment of the facilitators, efficiency of the centre, understanding the holistic development concept of ECD program and development of physical infrastructure. NGO personnel in Siraha observed that parents' involvement and leadership of the CMC in establishment and operation of the centers are its positive aspects. ECD centers, both CBECD and SBECD, have increased community awareness and mobilized local resources. NGO personnel in Humla reported that community based centers are owned, to some extent, by the community. SCN supported centers are found better than the other general centers. DEO is responsible to support school based centers. However, as expressed by NGO personal of Humla,

School based ECD:

School based ECD program was based on content teaching and learning such as in grade one. In some school based PPC classes there were children from both grade one and two. In some cases, more than one ECD class was adjusted in one room. The Facilitator has hardly implemented her knowledge and skills of ECD philosophy in the class room. She/he was not only the ECD facilitator but also a primary level teacher.

Some children graduated from ECD centers had problems of adjustment in grade one of the school. School head teachers are not found that positive about the ECD classes. So, they also need orientation about the importance of the ECD programs. NGO personnel in Mahottari expressed that facilitators in the school based ECD classes have received basic training from Mahottari Setogurans but unfortunately they have used traditional instructional practice. In case of Humla, ECD focal person expressed that school based ECD programs are regular, give more emphasis in reading and writing and in some cases substitute teachers can be managed in the absence of the main facilitator. They further expressed that since school based centers are supported by the school, they are supervised by the school authority regularly. NGO, RPS in Humla however, favored community based ECD because it provided quality service with regular monitoring and supervision service. Community based centers are operated based on the philosophy of ECD. School based ECD centers in Siraha are reported of being over crowded.

CHAPTER VI

Findings and Recommendations

6.1 Children's progress and achievement

Findings related to the progress and achievement of children in terms of their physical, social, emotional, cognitive and early learning status are as following.

6.1.1 *Physical development*

- Children in CBECD with respect to fine and gross motor skill and hygienic looks were found slight proficient than the children from PPCs. In this respect 65%, 19%, and 24% of children were found excellent, satisfactory and poor respectively.
- Regarding hygiene aspect, community and school based ECD children were found proficient by 57% and 43% respectively.
- However, 23% children of PPC centers and 34% from CBWS were found satisfactory. In both the types of ECDs 20-23% need support in developing hygienic behavior.

6.1.2 *Social development*

- A substantial difference was found among the children in terms of their social development. However, in various aspects of social development attributes, such as cooperation in group activity, participation in daily activities, helping friends, respecting and sharing play materials, the children from community based ECD centers were found more proficient than school based PPC.
- There were 14% children in school based and 7% in community based who needed help to perform their social skills in the ECD classroom. On the whole, the children from community based ECD centers performed better than those from school based ECD center particularly in the categories of satisfactory and excellent performance.

6.1.3 *Emotional development*

- A total of 66% of the children in community based ECD centers were found excellent and 14 % satisfactory while 64 % children in school based PPCs in their emotional development.
- Similarly, in relation to confidence of children, 23% were excellent and 50% were good in community based ECD centers while 17% children from PPC were excellent and 46% were good.
- Children felt being safer in community as well as school based ECD centers than in their home environment.

6.1.4 Cognitive development

- Regarding concentration, problem solving, memorizing abilities, children from CBECD were found in higher percentage than the children PPC being 61% proficient, 18% satisfactory and 54% excellent and 30% satisfactory respectively.
- The skills of communication were found better with meaning in community based children in comparison to the school based children.
- In problem solving skills, children in community based centers were found better (12% excellent, 35% satisfactory) than school based (5% excellent and 32% good)

6.1.5 Literacy Learning (Early learning status)

- Children from CBECD were found better in concept of early maths like differentiating and counting objects (33% good) than PPC based children (24% excellent as 28% good). It means school based children have enough exercise on reciting and reading and children from community based were more exposed to premath concept and learning by experiencing objects.
- Regarding classification skills (differentiate similar and different), community based ECD children were found better (7% excellent as 31% good) than children from school based (9% excellent as 23% good) centers.
- It was also found that more than 60% children needed help in identifying shapes like triangle, circle and square in both type of ECD/PPC centers.
- Language development of children was found remarkable both at ECD and PPC centers. Children from CBECD were found performing better in identifying objects and naming than (6% excellent as 36% good) than the children from school based (4% excellent as 11% good)
- Regarding singing songs based on themes, children from CBECD were found better (9% excellent, 30% good) than the children from school based (5% excellent as 18% good) centers.
- Children were able to describe different themes and link them with their daily living at community based ECD centers. They were found better (7% excellent as 27% good) than children from school based (5% excellent as 20% good) centers. Regarding the themes based learning, children from CBECD were found better (7% excellent as 27% good) than children from school based (5% excellent as 20% good) centers.

6.2 Capacity of ECD centers

The capacity of ECD centers was assessed in terms of infrastructure, resources, operational and pedagogical capacity and role performances of the stakeholders. The findings related to the capacity in all these aspects of ECD centers are presented as follows:

6.2.1. Infrastructure of ECD centers

- ECD and PPC have sustainable infrastructure such as Center/Room in one's own building (81% with own center/room, 13% in community house)
- The ECD program was found to have good environment in 61% of ECD centers which are designed for ECD purpose
- A total of 68% of ECD centers have toilet and water facility
- A total of 78% Community based ECDs and 77% school based PPCs have adequate space for out door activities
- The environment for physical development in both modalities was supportive for children's progress
- Most ECDs have indoor settings and space for daily activities for children
- Children have access to quality learning opportunity in various learning areas of ECD centers.
- Majority (71.2%) of ECD and PPC had hardly managed learning areas as mentioned in the National Curriculum and Minimum Standards. Children in such ECD/PPCs had limited access to child centered learning practice.
- Majority of the ECD/PPC centers (68.2%) were observed not having the effective use of learning corners

6.2.2. Status of resources

- Majority of the ECD centers (68.2%) do not have adequate play and learning materials in ECD centers. Almost all (93.3%) PPCs need improvement in the supply of materials. However, nearly 46 percent of ECD centers also need learning and play materials in the centers.
- It was also recorded that 67.7 percent of the ECD centers did not have locally available materials. However, one-third of the community based ECD centers used locally available materials at satisfactory level.
- Majority of the centers (72.7%) need improvement with respect to the use of concrete and semi-concrete objects. The case for the need of improvement is comparatively serious with school based centers (PPC) than community based centers (ECD).
- Majority of ECD centers, (71.2%) had not managed learning centers in ECD centers. However, a considerable number of ECD centers had learning areas at satisfactory level followed by nearly 14 percent at good level.

6.2.3. Operational/ Managerial capacity

- Nearly half of the centers, both community-based and school- based did not have the provision for rest and sleep to the children.

- Majority of PPCs (60%) did not have any provision of rest time in the centre and 44.4 percent of the observed ECD centers also did not have the provision of rest time in the centers. Considerable number of ECD centers (19.4%) had made the provision of rest for the children .
- Only 18.2 percent of the centers were found to have managed children's health check up by doctors and health workers. The checking of children's health by the center was not regular but occasional only. It was also explored that majority (72.7%) of the centers did not manage First Aid Kits.
- Majority of the observed centers (59.1%) were found to have the practice of home visit program.

6.2.4. Management of financial resources

- A considerable number of ECD centers had managed the additional resources through municipality/village (38.9%) followed by parental support in the form of fees (36.1%), mobilizing community organizations, youth clubs, CBOs and community groups like mothers' group, forest consumer group etc. (33.0%).
- Similarly, a considerable number of PPC centers had managed additional resources through parental support in the form of fees (33.3%) followed by support from the school (30.0%).

6.2.5. Pedagogical practices

- A total of 27.8 percent of ECD centers have used the ECD curriculum. Majority of the ECD/PPC centers (83.3%) did not use guidelines up to the satisfaction level.
- Among 30 observed PPC centers, only one has used the curriculum guidelines at satisfactory level.
- Majority of ECD graduates had access to grade one of primary school. However, some of them preferred private schools and were enrolled in nursery grades.

6.3. Role of Stakeholders

6.3.1. Role performance of facilitator

- Of the 66 facilitators, two facilitators have diploma, 19 IA, 24 SLC, 13 Under SLC, 8 Class qualifications.
- A total of 20 Facilitators have more than five years of experience; 22 have between 3-5 years; 19 between 1 -3 years; and 5 have less than one year of experience

- Out of 66 facilitators, fifty facilitators have basic and refresher training; 16 have no training
- Facilitators or teachers of PPCs accepted that ECD centers are managed for improving of children's reading and writing skills, followed by a place for making the child active and clever, making the parents understand the importance of child care and developing school going habits in the children.
- Nearly 20 percent of the ECD facilitators of community based ECD centers were found good in the preparation of daily activities. Fifty percent of the facilitators from community based ECD centers prepared daily activities. However, more than two thirds of the PPC facilitators did not prepare daily activities at satisfactory level.
- CBECD facilitators gave more emphasis on group work, social work and learning corners, however, PPC facilitators gave more emphasis on singing and learning language.
- As DEO personnel expressed, facilitators are the main actors with wholesome responsibility of implementing the ECD programs in the centers. As they expressed, facilitators' level of motivation was not high for working in the centers more effectively.

6.3. 2. Role performances of Parents

- Majority of the parents from both the centers had started making their children neat and clean while sending them to the centre. Managing day tiffin to the children and enquiring about children's progress are positive change in parents which may result into successful operation of ECD program.

6.3.3. Role performances of community

- Community has given labour support to the centre for construction work. Similarly, it has also provided support in the management of instruction materials.
- People who did not have their children, had donated or provided monetary support to the centre. Parents used to bring their children to and from the centre by themselves. They had collected funds for the centre too.
- Community provided raw materials free labour support for the construction of the centre.

6.3.4. Role performances of various organizations

- Majority of the DEO personnel of the sample districts accepted that ECD is a program for preparing children for primary level.

- For NGO and INGO personnel, ECD is a program for the holistic development of the children. In its real sense, it creates environment for all round development of the children and hence creates habits for schooling.
- DEO does not have any contribution to ECD policy perspective. Institutions like Setogurans, Save the Children, UNICEF, BASE Kailali and ASMAN have contributed in physical, technical and capacity building of the centers
- Nearly 70% of the ECD centers supported by SG have their own building.
- As reported by NGO personnel, they have supported for the institutional development of the centers by providing support in infrastructure development, training to the facilitators, instructional materials to the centers and monitoring and supervision of the centers.

6.3 Sustainability of ECD

6.4.1. Linkages and coordination

- There are satisfactory level of linkages and coordination between DEO, DDC, NGO and community for effective implementation of the ECD program
- Almost all community based ECD and PPCs are functioning under joint effort with DEO, I/NGOS and community as mentioned in the ECD implementation directory
- Substantial number of Community based ECDs are supported by local authorities, while PPCs are supported by school management committee.

6.4.2. Supervision and monitoring

- ECD and PPC are monitored and supervised by local NGOS and ECD technical persons in some of the observed districts
- DEO, ECD focal person and School supervisor's ECD visit during their school supervision was noticed to be minimal.
- ECD facilitators were found aloof, insecure and demotivated in terms of their work, responsibility and incentive.

6.1. Conclusion

ECD practice has been an immediate need for all children in Nepal. Realizing this fact, ECD centers were established in two forms: school based and community based and are providing services for preschool age children. These ECD centers have been functioning in community to provide service needed for children's wholesome growth and development. This study was carried out to find out the responsiveness and performances of ECD centers to meet the demands required running program smoothly for ECD. It also assessed the capacity of parents, teachers, children and other stakeholders in relation to ECD practices and achievements. The performances and achievement of children from both community and school based ECD centers were explored and the results were presented in the form of findings.

The supports provided by Save the Children Nepal to the ECD centers in its focus areas have been significantly recognized by the target stakeholders. The study has found remarkable progress in improvement in awareness about ECD in its stakeholders like parents, community, facilitators. There was remarkable improvement in children's progress with respect to their physical, social, emotional and cognitive development. In most cases, competence of children from community based ECD centers indicates that these children are able to perform better than those from of the school based ECD centers. However the concept about literacy and numeracy in ECD/PPC is still not clearly understood by the stakeholders. Similarly the child centered learning is essential for quality ECD and effort for improving learning environment of ECD centers needs to be increased.

Parents and community have greater contribution in ECD center's daily activities and its sustainability. However, there is still enough room to bring quality changes in the role performances of various stakeholders like parents, management committee, facilitators, schools, NGOs and so on for ensuring quality of ECD practices. The need of parenting education and community mobilization has been observed to be more urgent.

Facilitators are playing excellent role for the overall management, learning, and coordination of the ECD centers. They are contributing in various ways despite of their low incentives and facilities. They are, however, to be empowered through rigorous training and their ways of facilitating learning require 'on the spot' support and feedback particularly on the part of school based ECD centers. There is an urgent need of maintaining supervision and evaluation system.

The efforts for linking community capacity to quality practices of ECD need to be focused through various community based integrated and holistic ECD programs. ECD centers and their service delivery to the community can be better ensured with the joint efforts of government, ECD professionals, NGOs and community based local organizations for which the cooperation of Save the Children is recognized as being imperative.

Resource mobilization in ECD centers has been a major concern of ECD promoters, parents and community. Investment in ECD through various sectors like health, education, women children and social welfare organizations, Local development office, local government and so on need to be directed on the basis of integrated approach. It is possible through coordination and linkage of these sectors in the plans, policies and programs.

ANNEXES

Annex 1: Selected ECD/PPC cases

Cases of ECD centers were prepared from all the sample districts. Attempt was made to select the ECD centers (CBECD and PPC) from among the sampled centers covering all the districts. Cases deal with the functioning of the center, operation modality, community involvement, support by DEO and NGOs and sustainability of the centers. Lessons learnt and their implications are also presented after the presentation of each case. Casewise description is presented in the following paragraphs:

Case one: (CBECD Baglung)

Kundulefedi ECD centre is situated in ward number 10 of Baglung municipality in the lap of the hill. The slope land was cut to make it plain for the construction of building. Each household has given 25 days labour or equivalent Rs for construction work of the centre. They have also tried to make the provision of water from the near by hill. The centre has two rooms one for ECD class and the other for kitchen. CMC is managing to further cut the slope land so as to make the play ground. They further added that the source of the water had dried out so they had planned to bring water from the other source nearly one and half kilometers away from the school.

Community people provided free labour to the centre during its construction. People, who did not have their children, had also donated or provided monetary support to the centre. Parents used to bring children to and from the centre by themselves. They had also collected funds for the centre. There was a provision of borrowing money from the collected funds by the people by paying 18 percent interest per annum.

There are two facilitators in the centre. One is paid by DEO and the other by the community. Both of them had received basic and refresher training given by Seto Gurans, Baglung. The study team observed the class. When the team visited the centre, it was time for rest or sleep to the children.

As the facilitators reported children have become active after a short period of involvement in the centre. More interesting thing is that children do not like to stay at their homes even if they are sick. Children have enjoyed ECD activities in the center. They have also started teaching contents in English language, English alphabets and some general instruction in English to the children.

Facilitators were found to be regular. As reported by CMC members, they behave in a friendly manner with the children. All the children have engaged in individual, peer and group work.

The centre was supervised by different stakeholders regularly. It was supervised by DEO personnel (SS and RP), secretary of Baglung municipality ward committee and staff of Baglung Setoguras regularly. DDC members also had visited the centre occasionally. They used to give suggestions for improvement of the center.

Facilitators were found satisfied with their role. It was observed that they were performing their role in a satisfactory level. Since there are two facilitators, it was easy to manage different instructional activities in the classroom.

Children's level of achievement was found satisfactory. They have started teaching of English alphabets and some contents in English. It was initiated by the centre because of the demand of the community people. Children used to bring their tiffin from their homes and the facilitators mixed and distributed them to all the children. It has developed the habit of sharing and cooperation among the children.

Some of the parents used to enroll their children in private schools after some months of teaching in the school. Majority of ECD graduates had access to grade one of primary school. However, some of them preferred to join private schools and they were enrolled in nursery grades. The facilitators expressed that it was a great loss to the children.

Villagers were found satisfied with the service provided by the centre. As the parents/villagers expressed that their children have developed the habit of making themselves neat and clean, taking care of their sandals and respecting the elders. Their children have given them a sense of at the time when they go to their field and other places for their daily work.

Lessons learnt/ Implications

- a. Parents can work hard for the welfare of their children if they are aware of the importance of ECD for their children's all-round development.
- b. Community people can identify financial sources for the proper management of the centre.
- c. Two facilitators or one facilitator and one helper can manage the centre more comfortably to meet the needs of the young children.
- d. Since ECD centre gives emphasis on all-round development of the children, their academic performance was not found compatible with the nursery and GK grade

children of private schools. This resulted into the practice of enrolling of their children in Nursery level after two years of study in ECD centre.

Case two: (Udayapur CBECD)

Namuna Bal Bikas Kendra of Udayapur is situated at Triyuga municipality of district Udayapur. Ms Laxmi Tamang was the facilitator of the center. Tamang is the dominant caste in the locality. Physical environment of ECD centre was found satisfactory. This environment was prepared by the support of different stakeholders. The land of the centre (10 Dhur) was donated by the chair person of the centre Lakkumaya Tamang. The roof of the centre was constructed by the support of DDC and SG Baglung. Srijana women group donated for toilets and other construction activities of the centre. Water tap was donated by SG Baglung.

Community provided free labour support to the centre during its construction work. Similarly, it also provided support in the management of instruction materials. CMC was found more active in managing the centre more skillfully. Children were found more active in daily activities organized in the centre. For the management of the centre, collection of endowment from the community centre and support of Srijana women centre were found effective. In the monitoring and supervision of the centre, DEO, SG Udayapur, OREK and VDC secretary were involved. SG Udayapur was found more active in the monitoring of the centre.

The present facilitator joined the center when the earlier one had left it because of her personal reason. She was so active that the new facilitator had to work hard to maintain the activities designed earlier. The first facilitator was very active and she had managed the resources to construct the room for the centre. Children were very active, fearless and interactive in their learning activities.

Lessons learnt/ Implications

1. Support and ownership of the centre by community people and local organizations have resulted into effective implementation of the ECD program in the village.
2. NGOs and CBOs like Setogurans and Srijana Women Centre, OREK are actively involved in monitoring and supervision of the ECD center.
3. Replacement of the trained facilitators has been a problem to smoothen the activities in the center as before.

Case three: (PPC of Udayapur)

Sri Janapremi Reshamlal Paramananda School BBK of Udayapur district is situated in Triyuga municipality. Local guardian Resham Lal Chaudhari and Parmananda Chaudhari donated 5,55,555/- for the construction of the building. Similarly, DEO and community had provided financial support for the construction of the room for the centre.

Community has provided raw materials and labour for the construction of the centre. Management committee has played cooperative role for improving its instructional environment. Delivery of the classroom activities is based on child-centers. Child clubs were organized in the schools. Clubs were involved in educational activities and awareness programs. These Clubs had changed local community into alcohol prohibited zone.

The centre had managed mats for the class. DEO had managed facilitator. Bank account was jointly operated by the school and the centre. The ECD centre did not have its separate bank account.

The Facilitator was found very cooperative, child-friendly and regular. She was also able to work as a bi-lingual teacher and understand children's needs and respond them accordingly.

Children had become active and cooperative. They had developed the habit of coming to the centre regularly. The facilitator was found enthusiastic to work for the welfare of the children. All the ECD graduates, however, did not enroll in the school. They used to go to institutional/private schools and join the lower grades i. e. Nursery and Lower KG.

Initially, the ECD graduates did not prefer to sit with the other colleagues of grade one because they had developed the habit of interaction, working and playing of Grade one classroom environment was not suitable to them. However, they were expected to adjust after some days of practice in grade one.

Lessons learnt/ Implications

- a. ECD is regarded as the foundation of school education.
- b. There is need to continue the ECD program in the school because it supports the school to enhance its quality of education.
- c. It is difficult to raise the level of awareness among parents about the importance of education.

Case four: (PPC, Mahottari)

SEM Nepal Namuna Bal Bikas Kendra is a school based ECD center situated in Maisthan VDC of Mahottari district. Ms. Rupa Dumden is the facilitator of the ECD center. Tamang is the dominant caste of the community.

It is a school based ECD program. School has provided separate room for ECD class. However, one room for grade one was being constructed. In such a situation, both the classes ECD class and grade one are kept in the same single room.

Local community forest group (Gadhanta Khola Prakritik Community Forest) has provided Rs.500 to the facilitator as the additional remuneration. Community has managed materials like flooring mats, kitchen materials, racks (2) and some stationery materials.

As ECD class is run in separate room of the school, there is no disturbance in the activities run in the ECD class. Instructional environment of the centre is found good.

There is separate committee for the management of the ECD centre. Some parents engage their children by telling stories. Children were found motivated by the stories told by their parents.

The ECD centers were regularly monitored by CMC and SG supervision. The facilitator was highly committed to work in the ECD centre as her role was found quite contributing excellent to run activities to the tune of the needs of the children and intention of the ECD program.

Children's progress was found satisfactory. Majority of the ECD children used to be enrolled in community school in grade one. Parents gave more emphasis on academic activities (teaching and learning activities). Since the ECD graduates were found weaker than the other children in grade one, their academic aspect was in need of improvement.

However, there was also a practice of these children's enrolment in Nursery grades. Parents looked indifferent in the sense that they did not like to express their satisfaction toward the services provided by the ECD program.

Lessons learnt/ Implications

- a. Since early age children are enrolled in the centre, birth registration should be made compulsory for their enrollment in ECD class.
- b. Early age children should be kept in day care centre and their classes should be managed in a different way than the appropriate and adequate ECD classes.
- c. Lack of physical infrastructure is the main constraint to keep the ECD children in a separate room
- d. CMC and SG supervisor are actively monitoring the ECD center activities.

- e. Since ECD graduates were found weaker than the other children in grade one, their academic aspect demanded improvement.

Case five: (CBECD, Mahottari)

Setogurans Bal Bikas Kendra is a community based ECD center situated in Pipara VDC of Mahottari district. MS. Biva Pandey is the facilitator of the center. Dominant caste of the locality is Bhumihaar (Rajput). The ECD centre was managed by community and VEC.

The centre is in operation in VDC building since 2061. VDC has a plan to make this centre as a community based pioneering ECD centre or Model ECD centre in the district. VDC has donated land (2 Kattha and 3 dhoor) for the construction of ECD centre. VDC has also provided Rs. 25000 to the centre for facilitator's additional remuneration.

Instructional environment of the centre was found child friendly with learning areas developed as per the guidance of Setogurans Branch office Mahottari. Children of the ECD centre were found active in their classroom activities.

The facilitator was found very competent in theme wise discussion with the children. She was also active in managing activities in a child friendly manner. Children very high level of achievement in different aspects of development.

Parents were found satisfied with the program because ECD class was run following ECD philosophy. The centre has adequate materials necessary to run the classes. DEO and Setogurans Mahottari were monitoring the centre regularly.

Lessons learnt/ Implications

1. Very young children are brought to the centre but there is no provision of taking care of them as per their need. These younger children should be separated from the ECD class.
2. Since the centre is near the road, additional helper is needed for the centre.
3. The centre has adequate land to build a new room for the centre. Management committee is seeking financial support for this purpose. Community and VEC, as they are active, can work for managing land and money for the ECD centre.

Case six: (CBECD, Humla)

Bhairab Bal Bikash Kendra is a community based ECD centre started by KIRDARC(NGO), at Nalla, 8, Chipra VDC, Humla. There are children from mixed community including,

Thakuri, Chettri and Dalit. The ECD center is operated in a building specially constructed for ECD children. The centre was constructed with financial support of KIRDARC and DDC, while community has donated land and labour for its construction. The physical environment of the center was satisfactory with respect to safety of the children. There were learning materials developed during the training of the facilitators. Children have opportunity to learn from the kit box materials.

Community support for the ECD program was found remarkable during the initial period of the ECD centre. Slowly, it was decreasing. But parents used to send their children at the centre. Some children used to go to school based PPC because they get scholarship and nutrition facility.

The facilitator involved the children in a classroom was very much child friendly manner. Deep Bdr. Shahi (Male) facilitator was found very much committed to the work. He was trained by the previous facilitator. He received refresher training (7days) organized by KIRDARC. Setogurans trainers provided him the refresher training.

The management of ECD was done by Center Management Committee (CMC) and facilitator. Community had demonstrated ownership of ECD. DEO had supported for incentive and NGO like KIRDARC and Seto Gurans Child Development Services were monitoring and providing technical support to ensure quality ECD.

The ECD graduates were found to have been enrolled at near by primary school in grade one. The children are appreciated by school teachers and satisfied with their performance. Due to inadequate financial support from DEO and parents, the ECD center was however found unable to increase its fund. However, physical infrastructure is found sustainable.

According to Chairperson Dan Bdr. Shahi, regular monitoring supervision, training and materials support is essential to bring quality to ECD program. Facilitator's incentive is low. The management committee has recommended to increase the incentive of the facilitator.

Lessons learnt/ Implications

1. ECD centers can be jointly constructed with the support of local NGO like KIRDARC, DDC and community people.
2. Ownership by the community has been instrumental for effective operation of the centre.
3. ECD center is expected to receive financial support from DEO and parents. As the Financial position is weak, it that may hinder the operation of the center.

4. Low incentive to the facilitator may work as one of the barriers for the effective operation of the center.

Case seven: (PPC, Humla)

Bhimsen Bal Bikash Kendra is a school based ECD center (PPC class) situated in Simikot of Humla district. It was functioning in a room of school specially constructed for ECD age children. There were all together 25 children in the PPC class. The children in the ECD centre were from the mixed community.

The physical environment of the ECD class was found favorable for children with adequate space to conduct different activities for them. Blackboard in easily accessible position to the children. All the play materials were kept in teacher's room. The room however, was without play things.

Community support was not that remarkable except they sent their children to the school. Pedagogical practice was found limited to recite numbers and alphabets. Very few children were involved in self play.

The school had managed nutritional incentives provided by DEO for primary level children in Karnali districts. Thus the number of children was high in this school in comparison to community based ECD center in same community.

According to the Head teacher, the class is sometime suspended by school Head sir, sometime by NGO people and still at other time by ECD focal person. According to Head teacher and facilitator, ECD class is using the instructional practice of teaching reading, and writing under the assumption that children play enough at their homes. The main Challenge of this PPC is to manage learning areas and incentives for the facilitators.

Lessons learnt/ Implications

1. School based ECD center also can manage separate room suitable for ECD activities. But teacher as a facilitator should keep all instruction materials in the class, not in the center.
2. Memorization and recitation have been one of the dominant approaches of instruction in school based ECD center.
3. School based ECD centers are not preparing learning areas/corners to facilitate children's holistic development.

Case eight: (PPC, Siraha)

Bal Bikash Kendra, Belha, Siraha, a school based pre primary class, is attached with the Higher Secondary School. PPC class is specially constructed for ECD age children with the support of late Krishna Chandra Shrestha, the then Minister. The PPC class is separated from school premises. It was established with the vision to provide access to quality education to Dalit children of the community. The Dalit children greatly benefitted from the ECD center. Community is providing support by sending their children to the ECD centre. All management is done by school management committee.

Facilitator, Jyoti Das (SLC pass) is trained by NGO (Bhawani) for nine days with technical support of Seto Gurans trainers. The Facilitator was found committed to his work. The room was decorated with locally available learning materials developed during the training. The classroom walls were painted with pictures, numbers, alphabets and different themes. The center was found to be child friendly. Head teacher and NGOs (Setogurans) were involved in the monitoring and supervision of the center. Children were found confident and learning happily. The ECD graduates were found to be enrolled in the school in grade one.

Lessons learnt/ Implications

1. ECD center can be run effectively even if it is attached with the Higher Secondary School. The important thing is that it should be located in a place from the school.
2. School based ECD can be run without the provision of CMC. SMC can work as a substitute for the proper management of the ECD activities.
3. An active and trained facilitator can collect and use locally available materials. But need is there to develop their positive attitudes towards providing services to the children.
4. School based ECD centers have the benefit of admitting the ECD graduates in grade one of the school.

Case nine: (CBECD, Siraha)

Suryadoya Bal Bikas Kendra, situated in Fulkaha Katti VDC of Siraha, is a community based ECD centre. This centre is providing learning opportunity to children from Chaudhary community since 2054.

The physical infrastructure of this centre is excellent in the sense that it is built for ECD purpose. There are two separate buildings constructed by the community. The indoor environment of the ECD class was found in excellent condition with enough learning materials, both locally made and Kit box materials. Learning corners were also prepared as per the instruction mentioned in the ECDs national curriculum. The outdoor environment of the centre included slides and wings, seesaw and enough safe space for play and learning.

The facilitator (SLC pass) with frequent trainings and exposure demonstrated commitment and quality instructional activities for the children. Children were found confident and learning in a child friendly environment.

Community involvement in the ECD class operation was found excellent. Community has owned the centre and sustainability in financial, infrastructural and pedagogical aspects is unsecured

The ECD MC and community had managed a cooperative with the involvement of ECD children's parents. This saving and credit programme of ECD has collected cash of Rs. 2 lakhs 85 thousand. The CMC is lending money for different purposes including the rent. Out of the collected money, 2 lakhs and 25 thousand was already lent as loan to the community people at an interest rate of 25% per annum. The interest of the loan money was used for running the center.

Both the facilitators and parents were found committed for the development of the ECD center. Management committee, parents, I/NGOs and DEO focal persons were involved in monitoring of ECD activities and management of the resources.

The ECD graduates from the centre were enrolled in grade one of the community school. Parents of this ECD centre are satisfied. As a result of this dedication and commitment of the ECD center, it was provided an award of Rs. 32000 including learning materials by the ECEC.

Lessons learnt/ Implications

1. Involvement of community for the management of infrastructural facilities and collecting materials and resources for its proper management are the evidences of taking its ownership by the community.
2. Lending money as a loan can be an effective strategy for making the ECD center sustainable.
3. Monitoring mechanism made with the involvement of DEO personnel, local NGOs, VDCs and community members can be more effective.

References!!!!!!!!!!!!!!

Annex II

Table: Types of room used for ECD centers

District		ECD/PPC Run In									
		In a room of sch		sep room		outside sch		comm sk building		Design for ECD	
		N	%	N	%	N	%	N	%	N	%
		O		O		O		O		O	
Siraha	EC D	0	.0%	0	.0%	1	14.3%	0	.0%	6	85.7%
	PPC	1	33.3%	2	66.7%	0	.0%	0	.0%	0	.0%
Kailali	EC D	0	.0%	0	.0%	0	.0%	0	.0%	5	100.0%
	PPC	3	60.0%	1	20.0%	1	20.0%	0	.0%	0	.0%
Kanchanpur	EC D	0	.0%	0	.0%	1	20.0%	0	.0%	4	80.0%
	PPC	5	100.0%	0	.0%	0	.0%	0	.0%	0	.0%
Mahottari	EC D	1	20.0%	0	.0%	0	.0%	3	60.0%	1	20.0%
	PPC	1	20.0%	4	80.0%	0	.0%	0	.0%	0	.0%
Humla	EC D	0	.0%	0	.0%	0	.0%	1	25.0%	3	75.0%
	PPC	2	100.0%	0	.0%	0	.0%	0	.0%	0	.0%
Baglung	EC D	1	20.0%	0	.0%	1	20.0%	3	60.0%	0	.0%
	PPC	3	60.0%	0	.0%	1	20.0%	1	20.0%	0	.0%

Udayapur	ECD	1	20.0%	0	.0%	0	.0%	1	20.0%	3	60.0%
	PPC	4	80.0%	0	.0%	0	.0%	0	.0%	1	20.0%
Total	ECD	3	8.3%	0	.0%	3	8.3%	8	22.2%	22	61.1%
	PPC	19	63.3%	7	23.3%	2	6.7%	1	3.3%	1	3.3%
Total of ECD and PPC		22	33.3%	7	10.6%	5	7.6%	9	13.6%	23	34.8%

Table: Modern sanitary fittings and drinking water in ECD center

District		Modern Sanitary Fitting and Drinking Water			
		Yes		No	
		No	%	No	%
Siraha	ECD	2	28.6%	5	71.4%
	PPC	1	33.3%	2	66.7%
Kailali	ECD	5	100.0%	0	.0%
	PPC	4	80.0%	1	20.0%
Kanchanpur	ECD	4	80.0%	1	20.0%
	PPC	4	80.0%	1	20.0%
Mahottari	ECD	4	80.0%	1	20.0%
	PPC	4	80.0%	1	20.0%
Humla	ECD	0	.0%	4	100.0%
	PPC	2	100.0%	0	.0%
Baglung	ECD	4	80.0%	1	20.0%
	PPC	3	60.0%	2	40.0%
Udayapur	ECD	3	60.0%	2	40.0%
	PPC	5	100.0%	0	.0%

Total	45	68.2%	21	31.8%
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Table: Children's access to play learning materials

District		Children Access to Play/Learning Materials					
		Good		Satisfactory		Need Improvement	
		NO	%	NO	%	NO	%
Siraha	ECD	2	28.6%	3	42.9%	2	28.6%
	PPC	0	.0%	1	33.3%	2	66.7%
Kailali	ECD	2	40.0%	2	40.0%	1	20.0%
	PPC	0	.0%	0	.0%	5	100.0%
Kanchanpur	ECD	3	60.0%	1	20.0%	1	20.0%
	PPC	0	.0%	0	.0%	5	100.0%
Mahottari	ECD	1	20.0%	2	40.0%	2	40.0%
	PPC	0	.0%	0	.0%	5	100.0%
Humla	ECD	1	25.0%	0	.0%	3	75.0%
	PPC	0	.0%	0	.0%	2	100.0%
Baglung	ECD	0	.0%	2	40.0%	3	60.0%
	PPC	0	.0%	3	60.0%	2	40.0%
Udayapur	ECD	2	40.0%	1	20.0%	2	40.0%
	PPC	0	.0%	1	20.0%	4	80.0%
Total	ECD	11		11		14	
	PPC	0		5		25	
Total (ECD and PPC)		11	16.7%	16	24.2%	39	59.1%

Total: Use of locally available materials at ECD/PPC centre

District		Use of Locally Available Materials					
		Good		Satisfactory		Need Improvement	
		NO	%	NO	%	NO	%
Siraha	ECD	2	28.6%	3	42.9%	2	28.6%
	PPC	0	.0%	1	33.3%	2	66.7%
Kailali	ECD	0	.0%	2	40.0%	3	60.0%
	PPC	0	.0%	0	.0%	5	100.0%
Kanchanpur	ECD	1	20.0%	1	20.0%	3	60.0%
	PPC	0	.0%	0	.0%	5	100.0%
Mahottari	ECD	0	.0%	3	60.0%	2	40.0%
	PPC	0	.0%	0	.0%	5	100.0%
Humla	ECD	1	25.0%	1	25.0%	2	50.0%
	PPC	0	.0%	0	.0%	2	100.0%
Baglung	ECD	1	20.0%	0	.0%	4	80.0%
	PPC	0	.0%	2	40.0%	3	60.0%
Udayapur	ECD	2	40.0%	2	40.0%	1	20.0%
	PPC	0	.0%	0	.0%	5	100.0%
Total	ECD	7	19.4%	12	33.3%	17	47.2%
	PPC	0	.0%	3	10.0%	27	90.0%
Total of ECD and PPC		7	10.6%	15	22.7%	44	66.7%

Total: Adequacy of learning materials at ECD/PPC centre

Adequacy of Learning Materials

District		Good		Satisfactory		Need Improvement	
		NO	%	NO	%	NO	%
Siraha	ECD	2	28.6%	3	42.9%	2	28.6%
	PPC	0	.0%	0	.0%	3	100.0%
Kailali	ECD	3	60.0%	0	.0%	2	40.0%
	PPC	0	.0%	0	.0%	5	100.0%
Kanchanpur	ECD	1	20.0%	2	40.0%	2	40.0%
	PPC	0	.0%	0	.0%	5	100.0%
Mahottari	ECD	0	.0%	2	40.0%	3	60.0%
	PPC	0	.0%	0	.0%	5	100.0%
Humla	ECD	0	.0%	2	50.0%	2	50.0%
	PPC	0	.0%	0	.0%	2	100.0%
Baglung	ECD	0	.0%	1	20.0%	4	80.0%
	PPC	0	.0%	1	20.0%	4	80.0%
Udayapur	ECD	0	.0%	2	40.0%	3	60.0%
	PPC	0	.0%	0	.0%	5	100.0%
Total	ECD	6		12		18	
	PPC	0		1		29	
Total of ECD and PPC		6	9.2%	13	20.0%	47	

Table: Provision of health check up by Doctor/health worker

District		Provision of health check up			
		Yes		No	
		NO	%	NO	%
Siraha	ECD	2	28.6	5	71.4
	PPC	1	33.3	2	66.7
Kailali	ECD	0	.0	5	100.0
	PPC	0	.0	5	100.0
Kanchanpur	ECD	2	40.0	3	60.0
	PPC	1	20.0	4	80.0
Mahottari	ECD	2	40.0	3	60.0
	PPC	1	20.0	4	80.0
Humla	ECD	0	.0	4	100.0
	PPC	1	50.0	1	50.0
Baglung	ECD	1	20.0	4	80.0
	PPC	1	20.0	4	80.0
Udayapur	ECD	0	.0	5	100.0
	PPC	0	.0	5	100.0
Total		12	18.2	54	81.8

Table: Children-facilitator relation at ECD/PPC center

District		Children-Facilitator Relation					
		Close		Medium		Far Distance	
		NO	%	NO	%	NO	%
Siraha	ECD	5	71.4	2	28.6	0	.0
	PPC	1	33.3	1	33.3	1	33.3
	ECD	2	40.0	2	40.0	1	20.0

Kailali	PPC	0	.0	1	20.0	4	80.0
Kanchanpur	ECD	3	60.0	2	40.0	0	.0
	PPC	0	.0	1	20.0	4	80.0
Mahottari	ECD	3	60.0	0	.0	2	40.0
	PPC	2	40.0	0	.0	3	60.0
Humla	ECD	0	.0	1	25.0	3	75.0
	PPC	0	.0	0	.0	2	100.0
Baglung	ECD	3	60.0	2	40.0	0	.0
	PPC	3	60.0	2	40.0	0	.0
Udayapur	ECD	2	40.0	2	40.0	1	20.0
	PPC	2	40.0	3	60.0	0	.0
Total	ECD	18	50.0	11	30.5	7	19.5
	PPC	8	26.7	8	26.7	14	46.7
Total of ECD and PPC		26	39.4	19	28.8	21	31.8

Table: Management of snacks at the day time

District		Management of Snacks/Refreshment					
		children bring		Managed by school		No need felt	
		NO	%	NO	%	NO	%
Siraha	ECD	4	57.1%	2	28.6%	1	14.3%
	PPC	2	66.7%	0	.0%	1	33.3%
Kailali	ECD	5	100.0%	0	.0%	0	.0%
	PPC	3	60.0%	1	20.0%	1	20.0%
Kanchanpur	ECD	3	60.0%	0	.0%	2	40.0%
	PPC	3	60.0%	0	.0%	2	40.0%

Mahottari	ECD	1	20.0%	1	20.0%	3	60.0%
	PPC	2	40.0%	0	.0%	3	60.0%
Humla	ECD	3	75.0%	0	.0%	1	25.0%
	PPC	2	100.0%	0	.0%	0	.0%
Baglung	ECD	1	20.0%	4	80.0%	0	.0%
	PPC	3	60.0%	2	40.0%	0	.0%
Udayapur	ECD	4	80.0%	1	20.0%	0	.0%
	PPC	5	100.0%	0	.0%	0	.0%
Total		41	62.1%	11	16.7%	14	21.2%

Table: Provision of keeping children's health record

District		Children's health Record			
		Yes		No	
		NO	%	NO	%
Siraha	ECD	0	.0%	7	100.0%
	PPC	0	.0%	3	100.0%
Kailali	ECD	0	.0%	5	100.0%
	PPC	0	.0%	5	100.0%
Kanchanpur	ECD	2	40.0%	3	60.0%
	PPC	0	.0%	5	100.0%
Mahottari	ECD	0	.0%	5	100.0%
	PPC	0	.0%	5	100.0%

Humla	ECD	0	.0%	4	100.0%
	PPC	0	.0%	2	100.0%
Baglung	ECD	1	20.0%	4	80.0%
	PPC	0	.0%	5	100.0%
Udayapur	ECD	1	20.0%	4	80.0%
	PPC	0	.0%	5	100.0%
Total		4	6.1%	62	93.9%

Table: Provision of First Aid Kits at ECD centre

District		Provision of First Aid Kits			
		Yes		No	
		NO	%	NO	%
Siraha	ECD	0	.0%	7	100.0%
	PPC	3	100.0%	0	.0%
Kailali	ECD	1	20.0%	4	80.0%
	PPC	2	40.0%	3	60.0%
Kanchanpur	ECD	0	.0%	5	100.0%
	PPC	2	40.0%	3	60.0%
Mahottari	ECD	1	20.0%	4	80.0%
	PPC	1	20.0%	4	80.0%
Humla	ECD	0	.0%	4	100.0%
	PPC	1	50.0%	1	50.0%
Baglung	ECD	3	60.0%	2	40.0%
	PPC	1	20.0%	4	80.0%
	ECD	1	20.0%	4	80.0%

Udayapur	PPC	2	40.0%	3	60.0%
Total		18	27.3%	48	72.7%

Table No of working days per week

District		No of Working Days/Week			
		5	%	6	%
Siraha	ECD	0	0.0	7	100
	PPC	0	0.0	3	100
Kailali	ECD	1	20	4	80
	PPC	2	40	3	60
Kanchanpur	ECD	0	0.0	5	100
	PPC	1	20	4	80
Mahottari	ECD	0	0.0	5	100
	PPC	1	20	4	80
Humla	ECD	2	50	2	50
	PPC	2	100	0	0.0
Baglung	ECD	0	0.0	5	100
	PPC	0	0.0	5	100
Udayapur	ECD	0	0.0	5	100
	PPC	0	0	5	100
Total	ECD	3	8.3	33	91.7

	PPC	6	20	24	80
Total of ECD and PPC		9	13.6	57	86.4

Table: Working hour per day in ECD centre

District		Working Hour Per Day							
		3		4		5		6	
		N	%	NO	%	NO	%	NO	%
		O							
Siraha	ECD	5	71.4	2	28.6	0	.0	0	.0
	PPC	2	66.6	0	.0	1	33.3	0	.0
Kailali	ECD	4	80.0	1	20.0	0	.0	0	.0
	PPC	4	80.0	1	20.0	0	.0	0	.0
Kanchanpur	ECD	5	100.0	0	.0	0	.0	0	.0
	PPC	4	80.0	0	.0	0	.0	1	20.0
Mahottari	ECD	0	.0	4	80.0	0	.0	1	20.0
	PPC	1	20.0	3	60.0	0	.0	1	20.0
Humla	ECD	3	75.0	1	25.0	0	.0	0	.0
	PPC	2	100.0	0	.0	0	.0	0	.0
Baglung	ECD	0	.0	2	40.0	2	40.0	1	20.0
	PPC	0	.0	4	80.0	1	20.0	0	.0
Udayapur	ECD	2	40.0	3	60.0	0	.0	0	.0
	PPC	2	40.0	3	60.0	0	.0	0	.0
Total	ECD	19	52.8	13	36.1	2	5.6	2	5.6
	PPC	15	50.0	11	36.7	2	6.7	2	6.7
Total of ECD and PPC		34	51.4	24	36.4	4	6.1	4	6.1

Table Nature of working schedule

District		Nature of Schedule			
		Fixed		Flexible	
		NO	%	NO	%
Siraha	ECD	2	28.6%	5	71.4%
	PPC	2	66.7%	1	33.3%
Kailali	ECD	1	20.0%	4	80.0%
	PPC	2	40.0%	3	60.0%
Kanchanpur	ECD	2	40.0%	3	60.0%
	PPC	3	60.0%	2	40.0%
Mahottari	ECD	2	40.0%	3	60.0%
	PPC	0	.0%	5	100.0%
Humla	ECD	0	.0%	4	100.0%
	PPC	0	.0%	2	100.0%
Baglung	ECD	1	20.0%	4	80.0%
	PPC	0	.0%	5	100.0%
Udayapur	ECD	4	80.0%	1	20.0%
	PPC	3	60.0%	2	40.0%
Total	ECD	12	33.3	24	66.7
	PPC	10	33.3	20	66.7

Table: Use of daily routine by the facilitator at ECD/PPC centre

Use of Daily Routine			
	Good	Satisfactory	Need

District						Improvement	
		NO	%	NO	%	NO	%
Siraha	ECD	4	57.1	2	28.6	1	14.3
	PPC	1	33.3	0	0.0	2	66.7
Kailali	ECD	1	20.0	0	0.0	4	80.0
	PPC	0	0.0	0	0.0	5	100.0
Kanchanpur	ECD	0	0.0	1	20.0	4	80.0
	PPC	0	0.0	0	0.0	5	100.0
Mahottari	ECD	2	40.0	0	0.0	3	60.0
	PPC	1	20.0	0	0.0	4	80.0
Humla	ECD	0	0.0	1	25.0	3	75.0
	PPC	0	0.0	0	0.0	2	100.0
Baglung	ECD	1	20.0	3	60.0	1	20.0
	PPC	0	0.0	5	100.0	0	0.0
Udayapur	ECD	1	20.0	3	60.0	1	20.0
	PPC	0	0.0	1	20.0	4	80.0
Total	ECD	9		10		17	
	PPC	2		6		22	
Total of ECD and PPC		11	16.7	16	24.2	39	59.1

Table 1: Sample plan of the study

S N	District (methods)	ECD Centr e	Facilita tors/ Teacher s	CMC/S MC membe rs	Paren ts	Stude nts (1 st Test)	Stude nts (2 nd Test)	DEO/F P/SS/R P	I/NGO Repres entative	Train er
		Surve y	Intervie w	FGD No	FGD No	Test	Test	Intervie w	Intervie w	
1	Mahottar i	10	10	4x5=20	4x5=20	4x10=40	4x10=40	3	2	
2	Baglung	10	10	4x5=20	4x5=20	4x10=40		3	2	
3	Udyapur	10	10	4x5=20	4x5=20	4x10=40	4x10=40	3	2	
4	Humla	6	6	4x5=20	2x5=20	4x6=20		3	2	
5	Kailali	10	10	4x5=20	4x5=20	4x10=40		3	2	
6	Kanchan pur	10	10	4x5=20	4x5=20	4x10=40		3	2	
7	Siraha	10	10	4x5=20	4x5=20	4x10=40		3	2	
	Total	66	66	28(80)	28 (80)	260	80	21	14	

Table 2: Study Tools Matrix

S.N.	Name of the tools	Contents covered	Respondent
1	Centre Survey Form	<ul style="list-style-type: none"> physical facilities availability and use of instructional materials teaching learning activities management of the centre 	Facilitators

2	Interview Schedule for facilitators/teachers	<ul style="list-style-type: none"> • profile of facilitators/teachers • concept of ECD • community support • relation with parents • support provided by DEO/NGO • resource management • operation of the centre • problems faced for effective implementation of ECD activities • students' achievement 	Facilitators/teachers
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3	Interview Schedule for I/NGO representatives	<ul style="list-style-type: none"> • Support provided by I/NGO • operation modality • supervision and monitoring mechanism • community support • community awareness • facilitators' training • performance of the centre 	I/NGO Representatives
4	Interview Schedule for DEO personnel	<ul style="list-style-type: none"> • Support provided by DEO • operation modality • supervision and monitoring mechanism • community support • community awareness • facilitators' training • performance of the centre 	DEO/FP/SS/RP
5	Achievement and progress test	<ul style="list-style-type: none"> • academic achievement • overall progress of the children 	With ECD experience children
6	Focus Group Discussion Guidelines (CMC/SMC)	<ul style="list-style-type: none"> • contribution by CMC/SMC • performance of the facilitator • management of resources • community awareness • supervision and monitoring • support by I/NGO 	CMC/SMC members
7	Focus Group Discussion Guidelines (Parents)	<ul style="list-style-type: none"> • contribution by parents to the centre • performance of the facilitator • management of resources • awareness towards education • supervision and monitoring • children's performance in the centre 	Parents
8	Case Study Guidelines	<ul style="list-style-type: none"> • success cases of ECD centres with respect to capacity in management, resource mobilization, community support, support by I/NGO, parental awareness, facilitators performance and holistic development on the 	Facilitators/Parents/SMC/CMC members

		children	
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Table: Age-wise number of children

District	2 Years		3 Years		4 Years		5 Years	
	Count	%	Count	%	Count	%	Count	%
Udaypur			5	13	15	39	18	47
Siraha			11	22	22	44	17	34
Mahotari			3	8	30	75	7	18
Baglung			5	13	30	77	4	10
Kailali	1	2	6	14	25	60	10	24
Kanchanpur			3	8	20	51	16	41
Humla					19	95	1	5
Total	1		33	12	161	60	73	27

Table: Adequacy of classroom space

District	Classroom space					
	Enough		Satisfactory		Inadequate	
	NO	%	NO	%	NO	%

Siraha	ECD	2	28.6%	2	28.6%	3	42.9%
	PPC	2	66.7%	0	.0%	1	33.3%
Kailali	ECD	1	20.0%	4	80.0%	0	.0%
	PPC	0	.0%	5	100.0%	0	.0%
Kanchanpur	ECD	2	40.0%	3	60.0%	0	.0%
	PPC	0	.0%	4	80.0%	1	20.0%
Mahottari	ECD	0	.0%	4	80.0%	1	20.0%
	PPC	2	40.0%	3	60.0%	0	.0%
Humla	ECD	0	.0%	4	100.0%	0	.0%
	PPC	0	.0%	2	100.0%	0	.0%
Baglung	ECD	2	40.0%	2	40.0%	1	20.0%
	PPC	2	40.0%	2	40.0%	1	20.0%
Udayapur	ECD	2	40.0%	3	60.0%	0	.0%
	PPC	3	60.0%	1	20.0%	1	20.0%
Total	ECD	9	25.0%	22	61.1%	5	13.9%
	PPC	9	30.0%	17	56.7%	4	13.3%
Total of ECD and PPC		18	27.3%	39	59.1%	9	13.6%

Table: Space for outdoor activities in ECD centre

District		Space for Outdoor Activities			
		Yes		No	
		NO	%	NO	%
Siraha	ECD	5	71.4%	2	28.6%
	PPC	2	66.7%	1	33.3%
	ECD	2	40.0%	3	60.0%

Kailali	PPC	2	40.0%	3	60.0%
Kanchanpur	ECD	4	80.0%	1	20.0%
	PPC	4	80.0%	1	20.0%
Mahottari	ECD	5	100.0%	0	.0%
	PPC	2	40.0%	3	60.0%
Humla	ECD	4	100.0%	0	.0%
	PPC	2	100.0%	0	.0%
Baglung	ECD	5	100.0%	0	.0%
	PPC	5	100.0%	0	.0%
Udayapur	ECD	3	60.0%	2	40.0%
	PPC	4	80.0%	1	20.0%
Total	ECD	28	77.8%	8	22.2%
	PPC	21	70.0%	9	30.0%

Table: Use of concrete and semi-concrete objects as learning materials at ECD/PPC centre

District		Use of concrete/Semi-concrete Objects					
		Good		Satisfactory		Need Improvement	
		NO	%	NO	%	NO	%
Siraha	ECD	0	.0%	1	14.3%	6	85.7%
	PPC	0	.0%	0	.0%	3	100.0%
Kailali	ECD	0	.0%	2	40.0%	3	60.0%
	PPC	0	.0%	0	.0%	5	100.0%
	ECD	0	.0%	3	60.0%	2	40.0%

Kanchanpur	PPC	0	.0%	0	.0%	5	100.0%
Mahottari	ECD	2	40.0%	1	20.0%	2	40.0%
	PPC	0	.0%	1	20.0%	4	80.0%
Humla	ECD	0	.0%	1	25.0%	3	75.0%
	PPC	0	.0%	0	.0%	2	100.0%
Baglung	ECD	0	.0%	0	.0%	5	100.0%
	PPC	0	.0%	2	40.0%	3	60.0%
Udayapur	ECD	0	.0%	4	80.0%	1	20.0%
	PPC	0	.0%	1	20.0%	4	80.0%
Total	ECD	2	5.6%	12	33.3%	22	61.1%
	PPC	0	.0%	4	13.3%	26	86.7%
Total of ECD and PPC		2	3.0%	16	24.2%	48	72.7%

Table: Provision of rest and sleep in ECD centre

District		Provision for rest and sleep			
		Yes		No	
		NO	%	NO	%
Siraha	ECD	5	71.4%	2	28.6%
	PPC	2	66.7%	1	33.3%
Kailali	ECD	1	20.0%	4	80.0%
	PPC	2	40.0%	3	60.0%
Kanchanpur	ECD	3	60.0%	2	40.0%
	PPC	1	20.0%	4	80.0%
Mahottari	ECD	1	20.0%	4	80.0%
	PPC	1	20.0%	4	80.0%
	ECD	0	.0%	4	100.0%

Humla	PPC	0	.0%	2	100.0%
Baglung	ECD	5	100.0%	0	.0%
	PPC	4	80.0%	1	20.0%
Udayapur	ECD	2	40.0%	3	60.0%
	PPC	3	60.0%	2	40.0%
Total	ECD	17	47.2%	19	52.8%
	PPC	13	43.3%	17	56.7%
Total of ECD and PPC		30	45.5%	36	54.5%

Table Rest time managed for the children

Minutes	Rest Time in Minute			
	ECD		PPC	
	No	%	No	%
0	16	44.4%	18	60.0%
5	3	8.3%	0	.0%
10	1	2.8%	4	13.3%
15	4	11.1%	1	3.3%
16	1	2.8%	0	.0%
20	1	2.8%	2	6.7%
30	7	19.4%	3	10.0%
45	1	2.8%	0	.0%
60	2	5.6%	2	6.7%
	36	100%	30	100%

Table:

Provision of home visit program

	Provision of Home Visit
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District		Yes		No	
		NO	%	NO	%
Siraha	ECD	7	100.0%	0	.0%
	PPC	1	33.3%	2	66.7%
Kailali	ECD	2	40.0%	3	60.0%
	PPC	1	20.0%	4	80.0%
Kanchanpur	ECD	5	100.0%	0	.0%
	PPC	0	.0%	5	100.0%
Mahottari	ECD	3	60.0%	2	40.0%
	PPC	3	60.0%	2	40.0%
Humla	ECD	2	50.0%	2	50.0%
	PPC	1	50.0%	1	50.0%
Baglung	ECD	4	80.0%	1	20.0%
	PPC	4	80.0%	1	20.0%
Udayapur	ECD	4	80.0%	1	20.0%
	PPC	2	40.0%	3	60.0%
Total		39	59.1%	27	40.9%

Table: Children facilitator interaction in ECD centers

District		Children_ Facilitator Interaction					
		Good		Satisfactory		Need Improvement	
		NO	%	NO	%	NO	%
Siraha	ECD	2	28.6	5	71.4	0	.0
	PPC	2	66.7	0	.0	1	33.3
Kailali	ECD	3	60.0	1	20.0	1	20.0
	PPC	0	.0	0	.0	5	100.0
Kanchanpur	ECD	2	40.0	1	20.0	2	40.0
	PPC	0	.0	1	20.0	4	80.0
Mahottari	ECD	3	60.0	0	.0	2	40.0
	PPC	1	20.0	0	.0	4	80.0
Humla	ECD	0	.0	1	25.0	3	75.0
	PPC	0	.0	0	.0	2	100.0
Baglung	ECD	1	20.0	4	80.0	0	.0
	PPC	1	20.0	4	80.0	0	.0
Udayapur	ECD	2	40.0	2	40.0	1	20.0
	PPC	1	20.0	3	60.0	1	20.0
Total	ECD	13	36.1	14	38.9	9	25.0
	PPC	5	16.7	8	26.7	17	56.7
Total of ECD and PPC		18	27.3	22	33.3	26	39.4

Table Suggestions by the facilitators to making the ECD centers sustainable

SN	suggestions	ECD(N=36)		PPC(N=30)	
		No	%	No	%
1	raising awareness of the people, making the community	28	77.8	12	40.0

	people more active				
2	following ECD guidelines to run the centre	26	69.4	12	40.0
3	additional training to the teachers/facilitators	24	66.7	25	83.3
4	Inclusion of some contents of English language	15	41.7	19	63.3
5	raising the salary of facilitators and helpers	29	80.6	25	83.3
6	giving CMC exposure visit to model centers	14	38.9	10	33.3
7	orientation training for CMC members	5	13.9	14	46.7
8	Orientation training to head teachers	3	8.3	18	60.0
9	making CMC more inclusive and active	14	38.9	7	23.3
10	raising funds for ECD activities	25	69.4	13	43.3
11	collecting more child friendly toys and play materials	18	50.0	10	33.3
12	More support from the organizations, SG and others	12	33.3	6	20.0
13	More emphasis on teaching and learning	4	11.1	9	30.0
14	More adequate physical facilities and infrastructure	20	55.6	9	30.0
15	provision of toilets, drinking water	18	50.0	19	63.3
16	Provision of assistant facilitator or helper in the centre	23	63.9	2	6.7
17	Provision of supplying educational materials, toys in the centre	13	36.1	20	66.7
18	Provision of tiffin for the children	4	11.1	12	40.0