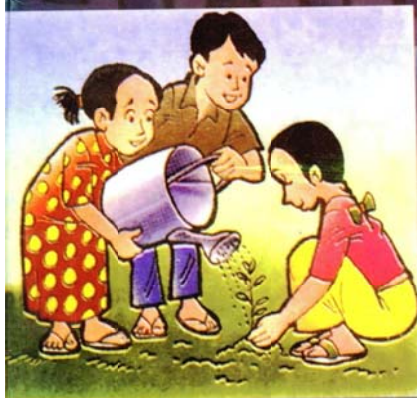


# Strategy Paper For Early Childhood Development in Nepal

बाल बिकास केन्द्र



2004



Government of Nepal



**STRATEGY PAPER  
FOR  
EARLY CHILDHOOD DEVELOPMENT  
IN NEPAL**

2004



Government of Nepal

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# CONTENTS

Preface .....	ii
Acknowledgements.....	iii
List of Acronyms.....	iv
Executive Summary.....	
Introduction .....	1
Preparation of this Paper .....	3
Vision .....	5
An Early Age Child (0-5 years) by 2015 .....	5
An ECD Facilitator by 2015.....	6
An ECD Centre by 2015 .....	6
Parents by 2015 .....	6
Legal and Policy Framework .....	7
Legal Provisions.....	7
Policy Measures .....	7
Recommendations of National Workshop on ECD .....	9
Targets .....	10
Strategies .....	11
Coordination .....	11
Management.....	12
Community Involvement .....	14
Parental Education.....	14
Integration of Health and Nutrition.....	16
Physical Resources .....	17
Curricula and Curricular Materials .....	18
Human Resources .....	20
Monitoring and Evaluation .....	22
Communication & Mass Media .....	23
Financial Management .....	24-
The Way forward .....	27
Action Plan .....	<u>29</u>
Annex 1: Action Plan of EFA/NPA .....	
Annex 2: EFA 2004 - 2009 Vision .....	III
A Child by 2015 .....	III
A School by 2015.....	III
A Classroom by 2015.....	IV
A Teacher by 2015.....	V
A Community/District by 2015.....	V
Annex-3 EFA 2004-2009 Development Budget Breakdown for five years (High and low scenario) .....	VI





Government of Nepal  
Ministry of Education and Sports  
Department of Education

Sanothimi, Bhaktapur  
Nepal

## ACKNOWLEDGEMENTS

This strategy paper attempts to provide conceptual clarity on early childhood development (ECD) programmes in Nepal and suggests guidelines on how the system intends to consolidate and expand services to achieve the EFA goal on ECD. The paper aims at disseminating policy decisions, plans and strategic actions for ECD implementation. It contains information for the frontline providers to bring harmony in ECD activities across the country. More importantly, the paper tries to bring all relevant information together in a user friendly and comprehensive manner.

The paper places emphasis on ensuring coordination among ECD stakeholders, and tries to bring synergy in the planning, management and operational aspects of the ECD programme. The paper recognizes the role of parents, communities and local bodies to ensure children's access to ECD provisions. It emphasizes the role of non-Government and community based organizations for providing service delivery support through partnership processes. In addition, the paper provides an action plan, along with strategies for resourcing in ECD.

The strategic paper has been developed through close consultation with stakeholders and frontline providers at different levels of ECD implementation. In this regard, the financial support and technical inputs provided by the UNESCO/Kathmandu, Nepal proved instrumental in developing ECD materials and transforming them into the strategy paper. While developing this paper, inputs were drawn from users, intellectuals and experts involved in the field of ECD research and educational planning. In this respect, I acknowledge the support we received from Dr. Hridaya Ratna Bajracharya and Dr. Kishor Shrestha from CERID/ TU.

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Finally, I would like to extend my gratitude to Mr Vidyadhar Mallik, Secretary, Ministry of Education and Sports for the support, encouragement and guidance we received from him in course of preparing this paper. I believe that the paper will be an aid to ECD implementation and will help make headway in building capacity of the frontline providers at individual as well as institutional levels, and will open ways for bringing about improvement in service delivery mechanism for ECD programmes in Nepal.

Satya Bahadur Shrestha  
Director General Department of  
Education

## LIST OF ACRONYMS

BPEP	=	Basic & Primary Education Programme .
CBECD	=	Community based Early childhood Development centre.
CBO()	=	Community Based Organizations
CDC	=	Curriculum development Centre
CLC	=	Community Learning Centre
CERID	=	Research Centre for Educational Innovation and Development
CHV	=	Community health Volunteer
DCDB	=	District child Development Board
DDC	=	District Development Committee
DEC	=	Distance Education centre
DEO	=	District Education office
DHO	=	District Health Office
DOE	=	Department of Education
DRC	=	District Resource centre
ECD	=	Early childhood Development
EFA	=	Education for All
FOE	=	Faculty of Education
GO	=	Government organizations
HMG/N	=	His Majesty's Government of Nepal
HRD	=	Human Resource Development
INGO	=	International Non-Governmental organizations
MOLD	=	Ministry of Local Development
MOES	=	Ministry of Education & Sports
MOH	=	Ministry of Health
MEC	=	Municipality Education committee
MOWCSW	=	Ministry of women, children and social welfare
MTOT	=	Master Training of Trainers
NCED	=	National Centre for Educational Development
NECDC	=	National Early childhood Development Council
NFE	=	Non-formal Education
NGO	=	Non-Governmental organizations
NPA	=	National Plan of Action
POA	=	Programme of Action
PPC	=	Pre-primary centre
PTTC	=	Primary teacher training centre
RC	=	Resource Centre
SEDU	=	Secondary Education Development Unit
SMC	=	School Management Committee
TOT	=	Training of Trainers
TU	=	Tribhuvan University
UN	=	United Nations
UNESCO	=	United Nation Educational, Scientific and Cultural Organization
UNICEF	=	United Nations Children's Fund
VDC	=	Village Development Committee
VEC	=	Village Education Committee
VEP	=	Village Education Plan
WFP	=	World Food Programme

## EXECUTIVE SUMMARY

His Majesty's Government of Nepal is committed to achieving Education for All (EFA), goal on "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children". Both the EFA National Plan of Action and the EFA 2004 - 2009 programme include commitments to expand and improve Early Childhood Development (ECD) provisions throughout the country. This paper attempts to present a concept and definition(s) of ECD and delineates the policy initiatives to facilitate coordination in the ECD programme. The paper places emphasis on making an optimal use of expertise, resources and institutional capacity to expand ECD provisions with a focus on disadvantaged and vulnerable communities.

Stating the visions of ECD, the paper illustrates what the ECD children, parents, facilitators and the centres would be by 2015. The paper envisions the quality of all stakeholders and specifies the criteria to be achieved by 2015. The paper also looks at the existing legal framework with particular reference to the Constitution of the Kingdom of Nepal 1990 and the Local Self-governance Act 1999. A review of the existing policy framework is presented in relation to the current Five Year Plan and HMG/N policy documents on ECD. The paper also provides ECD projections and targets to be achieved by 2015.

The paper principally entails a description on the strategies that will be adopted by the Ministry of Education and Sports and the Department of Education to realize the ECD visions in Nepal. In order to make the most of the available resources, emphasis will be placed on coordination among all stakeholders at all levels, and on the formation of effective partnerships with them. Actions will also be taken to throughout the system, and particularly at the community level. This in turn will require efforts to enhance community involvement in the provision of ECD services. Recognizing the role of families in early childhood development, emphasis will be placed on parental education programmes. The holistic nature of children's development will be addressed by integrating health and nutrition in ECD services. Actions will also be taken to ensure that suitable physical resources are made available for all ECD programmes. The quality and coherence of all forms of ECD will be improved by developing curricula and curricular resources, including curriculum guidelines. In order to ensure effective implementation, particular emphasis will be placed on developing human resources throughout the system. Effective monitoring and evaluation arrangements will be put in place at all levels to assess progress and ensure future developments. With a view to reaching all areas of the country, a cost-effective manner will be ensured by appropriate media involvement. Finally, since ECD programmes will be implemented on the basis of cost-sharing, emphasis will be placed on different aspects of financial management.

The final part of the paper considers the way forward in ECD implementation, focusing on the roles that will be played by the Government agencies including the Ministry, Department of Education and District Education Offices, as well as International and National NGOs, private sector agencies and local bodies. A detailed Action Plan is also provided.



## INTRODUCTION

His Majesty's Government of Nepal is committed to achieving the goals of Education for All (EFA) as laid out in the Dakar Framework for Action agreed in the year 2000. To this end, His Majesty's Government of Nepal has developed both an EFA National Plan of Action covering the period 2001 to 2015, and an EFA 2004 - 2009 programme to guide development in education over the next five years.

The first goal under the Dakar Framework is "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children". Both the EFA National Plan of Action and the EFA 2004 - 2009 programme include commitments to expand and improve ECD provisions throughout the country.

There is ample evidence of the crucial role played by ECD in education in Nepal. A recent study on the impact of shown that the promotion rate for children with ECD experience in Grade 1 was 83% compared with only 42% for those without ECD experience. Similarly, the repetition rate for children with ECD experience was only 6% compared to 37% for those without, and the drop-out rate for children with ECD experience was only 11% compared to 22% for those without it (see Evaluation Report of Save the Children, 2003).

Studies of ECD under the Basic and Primary Education Programme have also shown the importance of introducing and expanding these programmes in poverty stricken areas. ECD programmes have a pro-poor effect as they free parents to pursue income-generating activities and help prevent under-age enrolment in schools. Also, as girl children are typically given the responsibility for taking care of their siblings, it is expected that an expansion of ECD programmes will have a positive impact on the attendance and retention of girls in primary education.

The goal of ECD programme is to provide the services through different programme focused to children of under five years in order to develop the child holistically (mental, Physical, social and emotional development) mobilizing the different agencies ,GO, NGOs, INGOs and local organization.

The main purposes of ECD implementation in Nepal are as follows:

1. All round development of child in holistic approach.
2. Planning programming and implementing ECD activities in collaboration with local bodies GOs/ NGOs/ INGOs and CBOs.
3. Expanding community and school based ECD centres with special emphasis on vulnerable and disadvantaged children.
4. Mainstreaming the privately run preprimary classes under a common ECD curricular farm work.
5. Capacity building of the personnel's and different actors working on ECD for quality improvement
6. Strengthening the monitoring and supervision of the program

ECD programmes have to address child development care and education. However many of such programmes in Nepal are focused on education as aspects.

ECD programmes in Nepal are known by various names: Early childhood care (ECC), early childhood care for survival, growth, & development (ECC-SGD), early childhood education (ECE), early childhood care and education (ECCE), early childhood care and development (ECCD), early childhood development (ECD). They are also known as Day Care Centre (DCC), Child Care Centre (CCC), Nursery school, Kindergarten school, Preschool and Pre-primary school.

The Education Act, 2028 (including seventh amendment 2058) distinguishes between two forms of ECD: pre-primary classes and child development centres. Pre-primary classes are school based and are principally aimed at children between the age of four and five. Child development centres are community based and are aimed at children below four years of age. However, there are disparities between the principles and practices. Many programmes, for instance, are not running as per the definition given in the Education Act and Regulations.

Most pre-primary classes are catering to children between three to seven years of age for a duration of two to three years, whereas community based ECD centres are catering to children between three and five years of age for one or two years. The curricula and pedagogical processes employed in these two types of ECD programmes are different from one another although both of them are guided by the common objective of holistic child development and both aim at creating an enjoyable learning environment that will foster physical, mental, social and emotional development of children.

Most Pre-primary classes are currently run by private schools that are not accessible to children from low-income group families. It is estimated that there are around 5,000 preprimary classes in operation throughout the country. Some of them employ Montessori, Kindergarten and other approaches appropriate to their pedagogical needs in pre-primary education. Nonetheless, many such schools are using traditional approaches to cater to the needs of early age children and run pre-primary classes as a downward extension of the primary schools. Child psychologists and ECD specialists are raising serious concerns about the use of heavily loaded cognition based curriculum and content oriented pedagogy in such classes. Most private schools are neither able to hire or develop ECD experts to work in such establishments, nor has the Government been able to cater to the needs of child development.

At present more than 5,700 community-based ECD centres are in operation across the country, which are receiving technical support from the Department of Education and District Education Offices through Resource Centres. These centres are not enough to accommodate all children between 3 to 5 years of age. Presently, under BPEP II, the Government is providing support to community based ECD centres for facilitator's salary (Rs 6,500 per year), establishment costs (Rs 1,000 each) and a maximum of Rs 27,000 to match the fund collected by the community. BPEP II also bears the cost of basic and refresher training for facilitator and orientation Programmes for the management committee members. Also, the programme provides a very basic level of education material to the centre as well. However, many centres have not yet been able to raise the fund to match the entire amount provided to them by the Government.

Only a few communities have so far been able to mobilize their resources to raise funds for ECD implementation and carry out income generating activities for its sustainability. Most ECD centres simply deposit their money in a bank for a small amount of money from its interest. Apart from this, they have no other substantial source of income to run ECD programmes.

Yet, in some centres, DDCs, VDCs and Municipalities provide corrugated sheets (tin) and other construction materials. In addition, different agencies offer materials for games (such as swings and slides). UN agencies such as UNICEF, WFP and UNESCO, and I/NGOs, private sector partners and local groups give support for building infrastructure and help raise matching funds. But, in private schools, parents share ECD costs through their children's fees. However, in community based programmes, a clear framework for sharing costs for ECD has not developed yet.

## **PREPARATION OF THIS PAPER**

The EFA National Plan of Action 2001-2015 and EFA Core Document 2004 - 2009 are indicative policy documents for the entire programme. Specific guidelines for ECD implementation are deemed necessary

to provide a framework for operation to the frontline providers.

While preparing the operational guidelines for ECD implementation, DOE carried out document studies and reviews with regard to ECD policies and practices. DOE reviewed existing ECD documents including policy statements, circulars, training guides, source books, seminar and workshop reports, newspaper articles and policy papers published by the Government and other agencies as well as individuals in relation to ECD implementation. The paper underwent through a rigorous preparatory process. The main stages are illustrated below:

- The Ministry of Education and Sports (MOES) and the Department of Education (DOE) organized a National Workshop on Clarifying the Concept and Policy Guidelines on Early Childhood Development from 21<sup>st</sup>, July to 23<sup>rd</sup> July in Nepal.
- National Planning Commission documents, EFA National Plan of Action and EFA Core Document 2004 - 2009 were reviewed. The recommendations of the National Workshop on Clarifying the EFA Concept and Policy Guidelines on ECD were examined. Other documents relevant to ECD were also studied.
- A writing group was convened under the leadership of the Director (responsible for ECD) in DOE. The group members were assigned to look at different issues to prepare the draft outline of the paper. The writing groups with the technical support from the expert of CERID produced a draft on different themes of the ECD strategy paper after intensive discussions and deliberations.
- The draft of the working papers was presented in a workshop attended by the relevant staff from MOES/DOE and other agencies.
- After incorporating the comments and suggestions from participants of the workshop, a second version of the paper was prepared. Another workshop was organized for a wider audience representing ECD stakeholders including UN agencies, I/NGOs and HMG/N offices, and community members, parents and service providers.
- Incorporating the inputs drawn from the workshop, a third draft was prepared and presented to the Main Committee Chaired by the Director General of the DOE. The committee made valuable suggestions for the finalization of the draft.
- This final version of the paper was prepared and presented to a national workshop held in Kathmandu from 2004 Dec. 24.

This Strategy Paper on ECD synthesizes Government's policy guidelines and puts all relevant documents together to help implement ECD programmes. The objectives of the paper are:

- To present a clear concept, definition and vision of early childhood development in the context of Nepal;
- To prepare a functional policy environment for bringing all the early childhood development actors into a coordinated framework;
- To create an atmosphere for optimal use of expertise, resources and institutional capacity of the Government and all potential partners for expanding early childhood development with a focus on disadvantaged and vulnerable communities.

This Paper although Presents details activities in its text and in action plan. It is still an indicative document which allows flexibility for planners and implementers while implementation

## **VISION**

The ultimate aim of an ECD programme is to ensure the well-being of our children and facilitate the process of their holistic development. The programme should embody a developmentally appropriate practice, which caters to health, nutrition, security and learning needs of the child. As children grow, they can move from one programme to another, which may be named differently, located within different ministries, or dealt by public or private or community sector. Regardless of what label is accorded, the programme should be designed to facilitate the child's holistic development and prepare for a transition to formal schooling.

The children between four and five years of age will be enrolled in pre-primary classes, whereas children from three to four years of age will be enrolled in the child development centre. And children below three years will be taken care through parental education and counseling. However, both the pre-primary classes and child development centres will be encouraged to cater to children from three to five years. ECD will be an umbrella terminology covering the whole programme targeted to children from zero to five years of age.

The vision for ECD in Nepal is to "provide stimulating and child friendly learning environment to enable every child to develop their optimum potentials through well managed services by the schools and communities, supported by national policies and backed up by professionals through a rights based approach". Based on the visions specified in the Core Document for EFA 2004 - 2009, the following visions are further emphasized particularly for the purpose of ECD programmes in Nepal. The full text of the EFA vision is given in Annex 2.

### **THE EARLY AGE CHILD (0-5 YEARS) BY 2015**

More than eighty percent of the total of three to five years age children will be attending ECD programme irrespective of their sex, caste, ethnicity and location. The child attending Community based child development centre or school based pre-primary classes anchored to institutional (private) or community school will have an equal standard of curricula and will have access to similar kind of basic physical and instructional facilities.

More than 90 percent of the children attending ECD programmes will transit to primary education. All of them will have basic competencies to study and grasp the primary level curricula. These children will receive the developmentally appropriate environment to fulfill their needs in terms of both care and education for their holistic development.

The children below three years of age will receive enough and appropriate attention from their parents and the communities so that they will be provided with adequate care through the health and nutrition services such as hygienic behaviors, proper immunization and locally available nutritional quality food. Children will be provided with an environment conducive to holistic development at home and in the care centre. Parents and the ECD facilitator will constantly monitor the social, physical, emotional and intellectual growth and development of children based on the set indicators.

### **AN ECD FACILITATOR BY 2015**

The facilitator of the ECD programme (both child development centre and pre-primary class) is competent to take care of the child and provide him or her with educational inputs through activity based learning. The facilitator has a sound pedagogical knowledge and skills that are appropriate to ECD classrooms. She knows to prepare and use locally available educational materials. She has a basic knowledge about health and hygiene and other growth and development related needs of the early age child. She can conduct

lessons for parents and organize different interaction programmes for them.

The ECD facilitator has opportunities to grow professionally. She will have a reasonable academic base (with a minimum qualification of class 8 pass certificate) to get recruited as facilitator. The facilitator will have opportunities for basic and advance courses on ECD care and development. She will receive regular professional and technical support from RC/DEO and NGOs as well as from neighboring community school teachers.

### **AN ECD CENTRE BY 2015**

The ECD centres and pre-primary classes will have well ventilated clean and spacious room/classroom. The ECD room will be maintained with hygienic flooring and enough mattresses or furniture.

The walls of the centre will be decorated with children's creative work and motivating posters, brochures and paintings. There will be separate pigeonholes for each child to keep their individual things and common cupboard or boxes to put common things. The ECD room is equipped with well-managed learning corners with appropriate basic materials. It receives full support from local parents, communities and from the VDC/municipality.

### **PARENTS BY 2015**

The parents of children attending ECD have basic knowledge and skills on learning and developmental needs of children. They attend parents meetings / community programmes at the ECD centre on a regular basis. They receive inputs and instructions from distance learning programmes through television, radio as well as print media.

Parents come to the ECD centre and help facilitator in care-giving and educational activities. They participate in planning processes and help implement and monitor ECD programmes in the centre. They run the ECD centre co-operative and help each other to carry out income generating activities.

### **LEGAL AND POLICY FRAMEWORK**

The commitment by His Majesty's Government of Nepal to expand and improve the provision of Early Childhood Development programmes throughout the country is supported by a number of legal provisions and policy measures.

### **LEGAL PROVISIONS**

The Constitution of the Kingdom of Nepal promulgated after the restoration of democracy in 1990 stresses the proper care and development of children. Article 26 (8) of the Constitution states that "The state shall make necessary arrangements to safeguard the rights and interest of children and shall ensure that they are not exploited, and shall make gradual arrangements for free education."

The Local Self-governance Act 1999 has given the authority to the local bodies - Village Development Committees and Municipalities - to establish pre-primary schools/centres with their own resources, and grant permissions to establish, and run such schools/ centres.

## **POLICY MEASURES**

In response to the commitments made by His Majesty's Government of Nepal in the international forums, World Summit for Children, World Conference on Education for All, and UN Convention on the Rights of the Child, national plans and policies for early childhood care and development have been developed in Nepal. The Government plans and policies are reflected in the Tenth Five Year Plan (2002-07), Ten Year National Programme of Action (POA) for Children and Development (1992), Education for All National Plan of Action (EFA/NPA-2001-2015), Basic and Primary Education Programme (BPEPII Implementation Plan 1999-2004) and Core Document for EFA 2004 - 2009. A review of these plans has revealed the current policies on ECD as follows:

Realization of the need for ECD especially for disadvantaged children living in remote and rural areas, the plans and policies developed so far have indicated the need for expanding ECD for child development. His Majesty's Government of Nepal started taking interest in ECD programmes with the implementation of the country's Seventh Plan (1987-1992). In the seventh plan, the Government recognized the need for appropriate services for children from the time of conception. However, the Government could not be able to develop specific plans and policies other than encouraging families and communities to take initiation in delivering childcare services. In the Eighth Plan (1992-1997), the Government reiterated the statements made in the Seventh Plan. In the Ninth Plan (1997-2002), the Government developed some specific plans and policies for the expansion of ECD in the country. It placed emphasis on implementing appropriate ECD programmes for children below five years of age including for the children from disadvantaged communities living in remote and rural areas. The Tenth Plan (2003-2007) has stated that 13000 ECD centres have to be expanding by 2007 and provide facilitators with training on ECD pedagogy, concept and philosophy. On the basis of Tenth plan the action has to be taken to orient all primary schools teachers and head about ECD and provide parental education to 2,66,000 parents. Beginning from the Seventh Plan to the Tenth Plan emphasis is being placed on mobilizing local communities to make available the resources required for running the ECD Programme. The Government is providing only the technical assistance, such as facilitator's training and minimum educational materials to the ECD centres. The Plan of Action (POA) for Children and Development has stressed securing more resources from donor agencies for the cause of child development and mobilizing international and national NGOs and voluntary organizations. The BPE Master Plan emphasized the need to adopt the policy of establishing ECD centres by providing partial financial support to interested Village Development Committees. The National Plan of Action emphasized the need to authorize the village Development Committee to collect taxes on local production to support the expenses of pre-primary education programmes. In addition, the Plan has created a strategy to assist (technically and financially) the training institutions that prepare human resources required for the pre-primary education programme.

The importance of coordination among different organizations and ECD stakeholders was highlighted in the Seventh Plan. The Eighth Plan recommended to set up the National Child Development Council (NCDC) to coordinate child development activities in the country. As a result NCDC was formed during the Eighth Plan period. The Ninth Plan pointed out the importance of coordination, monitoring and evaluation of child development activities carried out by the Government as well as I/NGOs and other aid agencies. Moreover, the Ninth Plan emphasized the need for institutionalizing the coordination, monitoring and evaluation of the ECD programmes supported by various stakeholders. In order to institutionalize the coordination in ECD activities, the Basic and Primary Education (BPE) Master Plan recommended forming committees and establishing functional units at various levels. The Plan stressed the need for coordination at different levels of ECD implementation. POA for Children and Development pointed out the need for unifying strategy for child development. POA aimed at attaining effective inter-sectorial coordination for effective implementation of ECD.

Since 1991, MOES has adopted a policy of promoting the right based approach for the survival, development and protection of children. MOES recognizes the role of parents as primary caregivers and teachers. The 7th Amendment of the Education Act has emphasized the need for ECD centres for children below four years of age. ECD embraces the service delivery for children from birth to five. To ensure this, there is a need for encouraging and educating parents, families, communities and caregivers for their active involvement in care as well as development activities for the improvement of quality in children's life.

The Government has made commitments to providing support for the establishment and development of the ECD programme. ECD programmes are crucial, particularly in the context of Nepal's geo-physical conditions and socio-economic as well as diverse ethno linguistic contexts. Different areas of Nepal are different in terms of accessibility and availability of resources. More importantly, there are sharp shortages of resources in poverty-ridden areas in the country. This calls for providing subsidies and support in remote areas and disadvantaged communities. The government is committed to providing basic support in all areas and additional support to disadvantaged communities.

Two different modalities of support will be adopted for urban and rural areas: demand driven approach with partial Government support for urban and accessible areas; and special support for establishment and operation of ECD centres in the areas of deprived and disadvantaged communities. Approximately twenty five percent of ECD centres will be established in the disadvantaged and poverty-ridden pockets of the country and the Government will provide the major portion of the cost to these centres. The committees will establish about fifty percent of the centre by encouraging them to be involved in these activities through incentive schemes. Such scheme will include construction materials, matching funds and training of local youths to be recruited as facilitators. These centres will receive only the partial amount for facilitators' salary and all the remaining cost will be borne by the communities. While providing financial support from the Government, special attention will be made to the children from high risk groups such as street children, orphans, children with disabilities, child laborers and children from Dalit, disadvantaged and Kamaiya families.

## **RECOMMENDATIONS OF NATIONAL WORKSHOP ON ECD**

The national workshop on clarifying the EFA concept and policy guidelines on ECD held in Kathmandu from 21 to 23 July 2003 made the following recommendations on ECD concepts and policy measures to implement the ECD programme in Nepal.

- Regardless of the variation in the use of the terms and labels, ECD programmes should focus on children's holistic development and should prepare children for formal schooling. The programme should embody a developmentally appropriate practice, and address children's needs for health, nutrition, security and learning.
- Irrespective of the label, all the early childhood development programmes in the district should require to follow the basic principles of children's holistic development, and services should be delivered through child-focused and child-friendly strategies.
- The type and quality of ECD services offered by the implementing agencies are more important than the name of the programme. Flexibility is key to ECD operation. Based on this, the programme in the district may include CB/ECD, Preschool and Day Care Centre. These programmes can be implemented by different agencies at village, community and municipal levels.

Present policies on ECD suggest that there are needs for:

- Strengthening ECD programmes initiated by private entrepreneurs and schools;
- A special provision to make ECD services available to socially and economically disadvantaged communities and ethnic groups;
- Synchronizing existing ECD programmes through specification of curriculum, methods and materials;
- Encouraging play-way activities in ECD centres.



## TARGETS

The Ninth Plan set targets to establish 10,000 pre-primary school and/or ECD centres. More than 5,700 Community based ECD centres are in operation and have been receiving support from Government under BPEP II, about 2,000 centres are receiving support from INGOs and NGOs, and about 5,000 pre-primary classes are in operation in private and boarding schools. The POA for Children and Development has emphasized the need for providing pre-primary education to all under-aged children enrolled in Grade I in Government -aided schools. It aims at providing universal access to basic and primary education including pre-primary education.

The following table presents the current status of ECD provisions together with the targets set for the year 2015. by both EFA/NPA and the EFA core document 2004-2009

Table 1: EFA indicator-wise Targets:

Indicators related to ECD	2000	2005	End of 10 <sup>th</sup> Plan, 2007	End of 11 <sup>th</sup> plan, 2012	2015
1. Gross enrolment rate, GER for ECD	13	20	32	60	80
2. % of new entrants at Grade 1 with ECD	10.5	30	40	65	80

(Source: EFA National Plan of Action, MOES)

The National Plan of Action has recognized ECD as a major component and has made cost estimates of Rs 6,099 million for ECD implementation. The action plan on ECD prepared by EFA/NPA including the budget estimation for it is Presented in Annex-1 Similarly, the EFA 2004 - 2009 Core Document has proposed a budget of Rs 1,053 million for five years.

The estimated targets and the budget for ECD in EFA 2004-2009 (high and low scenarios) are presented Annex-3.

## STRATEGIES

Based on the existing legal provisions and policy measures, the Ministry of Education and Sports and Department of Education will adopt a number of strategies to realize the vision for ECD in Nepal. These strategies and their related activities are summarized below.

### COORDINATION

Both the National Plan of Action and the Core Document for EFA 2004 - 2009 emphasize the need for coordination, networking and partnership with communities for ECD implementation. Coordination of the programmes will be sought to minimize the duplication of services and make optimal use of resources. Coordination in ECD programmes is aimed at adopting an integrated approach to child development in terms of programme contents and in terms of delivery and harmony in the programme. ECD training packages, curricula and learning materials will be developed to cater to local needs and address children's diversity.

Networking of the relevant institutions will be created to facilitate sharing of programme materials, knowledge and experience for optimum benefit to each other. At the central level, the ECD Resource Centre established at the Department of Education will provide a forum for networking of institutions and individuals dedicated to ECD. All the organizations working at the national level will be encouraged to become members of the ECD National Network. Similarly, at the district and VDC/municipality levels, a network of ECD service providers will be established at the District Education Office. All organizations working at the district and VDC/Municipality levels will be encouraged to join the ECD Network. ECD programmes undertaken or supported by local bodies, UN agencies, INGOs, NGOs and CBOs will be harmonized through local as well as national level networks. At the same time, ECD training programmes carried out under the aegis of the university campuses will also be harmonized.

Partnerships with various stakeholders and relevant organizations will be sought in the implementation of the programme. For its actualization, partnership will begin from the planning stage and will continue in the monitoring implementation and evaluation of the programmes. MOES will play a key role and will authority coordinate the activities of other organizations. It is important to develop partnership policy and guidelines for the partner organizations to implement and monitor the programme and use of funds which should be mobilized from all possible sources.

At the national level, the BPE Master Plan emphasized the need for forming the National Committee on Early Childhood Care and Education involving members of the National Planning Commission and the Ministries of Education and Sports, Local Development, Women, Children and Social Welfare; Health, and Communication. The Committee is expected bear the responsibility for formulating policies and programmes for ECD. The Master Plan also recommended forming the Programme Implementation and Coordination Committee, which would be responsible for preparing annual plans of operation and ensuring the implementation of the plans by all the responsible agencies.

At the national level a National Early Childhood Development Council will be formed under the chairpersonship of secretary, MOES, Constituting members from HOH, MOLD, MOWCSW and also the representatives of UN agencies, INGOs and NGOs. The Director General of the Department of Education will work as the Member Secretary of the Council. This council will function under the broader principles set by the Central child welfare committee chaired by minister MOWCSW. The proposed NECDC will provide a broad base to harmonize ECD activities and help establish network of local and national level stakeholders including Government agencies, NGOs, INGOs and development partner. NCDL will ensure

coordination among national and local level programmes and will help to gain momentum for the consolidation and expansion of ECD services across the country.

At the district level, the District Child Development Board (DCDB) has been constituted in some districts under the Chairpersonship of the District Development Committee President. The Board consists of members from the concerned line agencies. It is envisaged that this Board will be formed in all districts in the country. DCDB will be responsible to ensure community participation and coordinate with local GOs, I/NGOs and local authorities. DCDB will also contribute to raising funds and providing support to construct ECD centres. Besides, it will also promote advocacy programmes, and monitor and evaluate the programmes in operation in the respective district.

At the village and municipality levels, the Village or Municipal Education Committee will be responsible to coordinate the child development activities at the local level. The Committee will also look at pre-primary classes carried out in public and private schools. The proposed legal framework will delineate the role and responsibility of VDCs and municipalities regarding ECD implementation. Local bodies will bear the responsibility for the management and coordination of ECD programme at the local level.

## **MANAGEMENT**

As indicated in the EFA/NPA 2001-15 and EFA Core Document 2004-09, the focus of the programme will be on gradual expansion of ECD programmes depending upon the availability of resources. The Core Document has explored the financial provisions for 57,00 plus 13,000 ECD / PPC centres. Other potential resources of local bodies, communities, NGOs and private sector will be mobilized to meet the targets set by EFA/NPA.

Decentralization of authority to local bodies is a key strategy to enhance efficiency in ECD implementation and ensure sustainability of the ECD programme. Local bodies will be authorized to run ECD centres through partnerships with NGOs, CBOs and local groups. Guidelines will be developed to facilitate the process of decentralization and empower local bodies to run ECD programmes. VDCs and Municipalities can open and/or give approval to ECD centres as per the local need. VDCs and municipalities will take responsibility to establish and operate ECD centres. The Government will provide technical inputs and support through block grants and will encourage communities to mobilize resources at the local level. VDCs and Municipalities will collaborate with INGOs/ NGOs / CBOs and other community level organizations.

A mapping of services provided by different actors in ECD will be conducted. An inventory of ECD service providers including their expertise, resources and capacities will be prepared. Different activities will be identified and assigned to ECD actors based on their expertise. A joint planning process will be emphasized for the consolidation and expansion of ECD services by involving all relevant stakeholders and partners.

Measures will be taken to follow a policy that encourages parents to enroll children below five years of age in ECD centres/ pre-primary classes. Head teachers and SMC members will make sure that no children under five are enrolled in grade one.

At the VDC and Municipality its levels, the Village Education Committee and Municipality Education Committee will be formed according to the Education Act. VEC/ MEC will contribute to coordinating ECD activities at the village and municipal levels. VEC/ MEC will develop their own strategies to mobilize communities and involve stakeholders to implement ECD programmes.

VDC/Municipalities will be the statistical base for ECD. All VDC and municipalities will be requested to map out the need of ECD centres and pre-primary classes in their respective areas. VDCs/ Municipalities will provide an updated record on ECD aged children. Such records will be pooled in the District Education Office. In addition, the Department of Education will keep records on ECD facilitators, trainers, development partners and local agencies involved in ECD and resource materials etc. This information will be in easy reach and access to all ECD partners.

Management of community based ECD centres will be shouldered by the Management Committee of the centre. However, since it is a very small entity, the fund flow to such centres has been difficult to manage. As there is only one facilitator to carry out all ECD activities, she usually feels lonely and technical backstopping to her is virtually nonexistent. Therefore, all these ECD centres will be encouraged to affiliate themselves with a neighboring community school.

All community based ECD centres are run by local management committees. ECD centre management committee will be constituted on the chairpersonship of a parent of the centre attending child including the VDC/ Municipalities ward chairperson and the representatives of local CBO's youth club, the head teacher of nearby school and the parents as members. The ECD Management Committee will be solely responsible for the designing, implementation and monitoring of the centre. The capacity of the ECD Management Committees and local communities will be raised to mobilize resources in cash, kind and the labor to operate the ECD centres. It will be the responsibility of the concerned management committees to properly utilize the available resources. The ECD management committee or the organization responsible of the management of the centre will also have authority to recruit, train, support and monitor the performance of the ECD workers (facilitator and helper) under transparent criteria. One of the major functions of the committee will be to ensure community participation in the operation of ECD centre and take ownership of the centre from management and financial perspectives. The community members will be trained in order to build their capacity. The proposed management system of ECD will take into account and enhance the traditional, home, family and community based child development programmes.

Since a network of community-managed schools is in place in the country, this network will be encouraged and mobilized to run pre-primary classes or child development centre wherever feasible. The management responsibility of pre-primary classes in community schools will be borne by a separate sub-committee of parents working under the overall supervision of the School Management Committee. A separate facilitator or teacher will be assigned to look after the PPC/ ECD.

Government will continue present level of grant to the existing ECD/PPCs and it will provide some special support to ECD/PPCs running in the poverty ridden areas. The new approaches and activities initiated regarding ECD will be piloted and extra lessons learned from them will be incorporated in the process of implementation.

## **COMMUNITY INVOLVEMENT**

Community participation is crucial for efficiency in ECD implementation and sustainability in the programmes. It provides a basis for the implementation of community-based as well as school-based ECD programmes. The community participation is fundamental for the entire process: from programme initiation to programme evaluation. Since all ECD centres are established as community based units, communities play a key role in the implementation and monitoring of ECD programmes.

The responsibility to manage and operate ECD centres rests on the local bodies, whereas pre-primary classes will be the responsibility of the schools with extensive community support and participation. Both

programmes will be designed and implemented on the principle of cost sharing. Schools will have to identify ways of sharing the cost if stakeholders perceive a local demand for pre-school classes. Partnership between schools and CBOs/NGOs will be encouraged. Local stakeholders will be empowered to manage community-based ECD centres and generate resources for the sustenance of the programme.

The existing mothers' groups in the community will be mobilized to involve them in ECD activities. And, where such groups are not formed, mothers will be encouraged to be organized to form mothers' groups. Children in the community will be encouraged to form child clubs so that they can be involved in ECD activities and help their siblings to obtain such services. Mothers' groups will be encouraged to become an integral part of ECD implementation by collecting locally available ECD materials and by helping the facilitator to run the class.

At the VDC and Municipal levels, the Village Education Committee and Municipal Education Committee formed in line with the Education Act will be instrumental in coordinating ECD activities at the local level. The committee will develop its own community mobilization strategy to involve stakeholders in the implementation of ECD programmes.

## **PARENTAL EDUCATION**

Child development can be ensured only if the families are aware about its importance from the very beginning, because the family circle is the natural place where early childhood development activities take place. Especially, parents and parent substitutes (in some cases) have to play a key role in rearing and caring of children. Parenting education is crucial for a self-sustained ECD programme. However, owing to poverty and deprivation, parents, particularly mothers, have limited time for nurturing their children. Moreover, the immature motherhood along with ignorance about child development and social disintegration makes parents unable to give proper attention to the development process of children. The limited numbers of ECD centres and the distance to travel from children's homes have showed the need for parental education.

The Tenth Plan encourages non-Governmental and social organizations to launch parental education programmes. The BPE Master Plan has stated as one of its goals the task of creating awareness among parents towards the need for providing facilities to help children develop their innate capacities before entering primary schools.

To this end, an Effective Parent Service Programme (EPSP) will be developed to extend the knowledge base and skills of fathers and mothers, surrogate parents, guardians, and caretakers of 0-5 years age children particularly to the low income, illiterate groups: High-income groups and literate parents, who recognize and indicate their needs to increase appropriate parenting knowledge and skills, may also join this programme. The focus of this programme will be on health care, behavior management, family relationship, parenting rights and duties. Culturally accepted structures, methods and materials need to be selected while adopting universally accepted systems and adequate balance will be sought between the open and structured systems.

All ECD centers will act as Parental Education Center and Parental Meeting Venue. Similarly the CLCs scattered throughout the country will also function for this purpose.

The programme will embrace the following aspects of parenting education:

- To educate parents about the child rights as well as their roles and duties towards their children.

- To involve the parents on identifying developmental and learning needs of their children.
  - To help the parents in creating the environment that helps the development of the child in a holistic manner in order to provide adequate affection, proper nutrition, healthy environment, attentive physical care and sound educational atmosphere.
  - To develop skills of communication/interaction with children and help learn proper mediating and stimulating activities as well as knowledge of immunization, safety, nutrition and caring so that they can use accordingly.
  - To involve the parents on monitoring of child's growth and development by increasing their skill and awareness.
  - To expand ECD centres by creating environment to involve parents in every stage from planning to evaluation of ECD programme.
  - To create legal provision for involving parents in ECD management and ECD activities.
  - To educate parents on health care, behaviour management, family relationship, parenting rights and duties and consolidating good indigenous practices so that they can assume the major educational roles on child's development.
  - To help in establishing Resource Centres/Community Learning Centres for parents by coordinating the child development related ministries, non= • Governmental and civil society organizations. The centres will be equipped with ECD related materials and locally made toys. Lead facilitators, who are capable of working as Resource Persons, will operate these centres.
- To develop and implement different types of parenting education programmes by the DOE and also through the INGO, NGO and CBO partners as per the need.
  - To encourage parents in forming Neighborhood 'Parent Associations and assemble the parents for parental awareness sessions. Adolescent girls and women of reproductive age and expectant mothers and fathers will be encouraged to join such sessions.
  - To encourage parents in forming parent groups to look after the young children on a rotational basis.
  - To help the Ministry of Health, MOWCSW and other agencies in making the health, hygiene and HIV Aids related programmes effective by incorporating such contents in parental education. Lessons on parental education will include the provision to describe in mother tongues to the extent possible.

Other important steps to be taken under this programme include organization of home-based training programmes, establishment of Counseling Centres, mobilization of Mass Media, formation of volunteer Parents and development of Special training packages. Parent's forum such as 'Effective Neighborhood Parent Association' will also be encouraged to form voluntarily.

## **INTEGRATION OF HEALTH AND NUTRITION**

Although the integration of health and nutrition in ECD programmes was envisaged under BPEP, it is yet to be materialized. Even though there is a decline in the infant and child mortality rates, no significant reduction in the prevalence of malnutrition is noticed.

A strategy to integrate the health, nutrition, sanitation and education activities in the curriculum will be adopted. Community based ECD centres will receive support from all concerned ministries and other agencies. MOES will coordinate with other line ministries and agencies at the national level. Coordination at the local level will be ensured through District Education Offices and Resource Centres.

The Ministry of Health and its line agencies play a central role in implementing health and nutrition

programmes in the country. MOES will explore the possibilities for involving different agencies working in nutrition programme supported by WFP, I/NGOs to integrate nutrition and health related issues and elements in the ECD package. This approach will be applicable to all ECD programmes run by community, public and private sector partners.

ECD facilitators will coordinate local level activities to deliver health and nutrition services through ECD centres. ECD facilitators will make efforts to develop working relations with health workers by establishing a local level coordination framework.

The health and nutrition programme package for ECD centres will be developed at the local level in consultation with potential partners and local stakeholders including health clubs, user groups, schools, community user groups. Local people will be trained as ECD facilitators and resource persons to follow an integrated approach that includes health and nutrition.

The integrated package recognizes the role of communities in improving children's status of health and nutrition. This will help increase community awareness about nutrition, critical cases of malnutrition related to childcare, household food security, and health and sanitation. It will also help to promote appropriate behavioral changes and stimulate active community involvement, which is essential for sustainable nutritional improvement programme.

The ECD integrated package will focus on the issues such as personal hygiene sanitation, safety measures, preservation, weaning and lactation, importance of breast feeding, safe drinking water, healthy food habits, preventing contamination in food and protection from adulterated food. Likewise, the package will also emphasize literacy, income generating activities, family management skills, communication skills as well as gender and social equity.

This integration programme will be included in facilitators training package, parental education package and other awareness programmes. The packages will consist of the issues such as Protein Energy Malnutrition, Micronutrient Deficiency disorders, Communicable diseases, and Immunization.

Health awareness and publicity materials will be developed and disseminated (through electronic media like radio, TV, cultural programme, guidebooks and pamphlets, street drama and documentary, parental gathering and interaction, home visit, conventional means of communication and through other channels of mass media).

## **PHYSICAL RESOURCES**

The National Plan of Action has targeted to establish 74,000 ECD centres by 2015 and EFA 2004 - 09 expects to establish 13,000 ECD centres in the programme period. A rapid expansion of ECD centres will be required to meet this target.

The physical infrastructure required for an ECD centre includes indoor and outdoor facilities. A spacious and well-ventilated room having enough light for undertaking various indoor activities. The indoor space will be used for sitting, resting, arranging the learning corners and engaging children in various learning activities. It is suggested to construct a hall/room for ECD centre with standard size of 72 Square meters (approximately 6 meters width by 12 meters length). The ECD rooms should have proper flooring, adequate number of child-friendly furniture or mattresses, learning corners, cupboard and display boards. It is also important to have adequate number of games, play materials and protocol materials. Such materials need to be developed by using locally available and low cost raw materials to the extent

possible.

ECD centres also need to have proper outdoor facilities for the holistic development of children. Every ECD centre should have playground with different outdoor play materials such as seesaw, swing, slide jigsaw, climber etc. In addition, child-friendly latrines and safe drinking water facilities are equally important.

The communities are expected to provide the physical infrastructures required for running these centres. Operation, protection and management of the ECD centre will be the responsibility of the ECD Centre Management Committee. The assets and the funds of the centre are its own property. The assets should not be misused and demolished. Nevertheless, the funds could be mobilized without reducing the initial amount. In case of non-operating stage all the assets and funds need to be looked after by VDC or municipalities or the school under which the centre was operated. The DEO will have authority to provide such assets and funds to another ECD Centre or a school at the recommendation of respective VDC/municipality.

Construction of building and providing other physical facilities are expected from the community and the schools running ECD programme. These facilities should be fulfilled within 5 years of getting approval of running ECD centres. However, in the case of vulnerable and disadvantaged communities, the Government may request the development partners and INGO to provide minimal support for construction of building and other indoor and outdoor materials. Legal provisions will be made for naming ECD centre on the name of donor who donates in cash or kind equivalent to the amount of not less than Rs 1,50,000. The fund raising provision in the legal framework will include naming the ECD centre in private individual group of individuals' name, naming the ECD room, organizing ceremony in the name or in memory of a person deceased. It is expected that this provision will encourage the local people in the neighborhood to contribute to the development of infrastructure required for the centre.

A national ECD Resource centre will be established under the ECD section, DOE. This centre will serve as a centre for collection and dissemination of information relevant to ECD. The centre will collect information and materials on ECD from different sources and institutions. It will have sample materials needed to operate various forms of ECD programmes targeted to children at different age levels. Networking of GOs, NGOs, INGOs and private sector will be one of the primary functions of the resource centre.

The resource centre will have all the data information's and documentation of materials, which can be used by anyone interested to visit the centre or by browsing its website. The centre will have its own website or a separate section in the website of DOE, which will be updated on a regular basis.

The resource centre will be used as a training hall to give exposure to a model ECD centre/ classroom for the district staff and ECD personnel. Some of the best operating ECD centres will be recognized as 'model ECD centres'. For this, a set of criteria will be developed. The model ECD centres should have adequate and well-furnished physical infrastructure and necessary materials. The ECD room of the model centres will have well managed learning corners. The model centre will be an ideal place for the ECD workers working in neighboring centres to visit and learn. General ECD centres will be encouraged to meet the criteria of becoming model ECD centres and get recognition. By the year 2005, 10 model ECD centres will be established at 10 different districts with the support from UNESCO. The number of model ECD centres will be expanded in other districts with the support of different partners.

## **CURRICULA AND CURRICULAR MATERIALS**

A core national ECD curriculum guideline will be a reference document for all the organizations running



ECD programmes to carry out the activities in the ECD centres. The curriculum of ECD will be designed to prepare the child for proceeding to primary schooling. The pedagogical continuity between the last year of early childhood programme and the first year of formal schooling will be properly considered. The curriculum will have basic competencies covering all aspects of development (including physical, social, emotional and mental). On the basis of the competencies, the content will be prepared which has to be used by all the ECD centres as a guiding document. However, depending on the nature of the programme and need of the children, the content could be modified.

In order to implement the curriculum guidelines, training packages will be developed separately for master trainers, trainers and facilitators. Training programmes will be conducted based on these packages. The curricular focus for all forms of ECD programmes including school based ECD centres and pre-primary classes will be the same. The curriculum will emphasize both caring and developmental aspects, although the weightage given to these two will vary according to the age level of the children.

A flexible curricular framework will be employed to facilitate ECD programmes in private schools. Emphasis will be placed on adopting child centered philosophy to promote activity based creative learning in these schools.

Curricular guidelines will be updated on a regular basis with a view to making the curriculum corresponding to local realities and compatible with global practices. The curricular guidelines will be revised between an interval of five and ten years' time based on the feedback from the stakeholders.

The training packages will also be modified and revised accordingly. The basic competencies for developing the course of the training for different levels will be developed. These competencies will be incorporated in the training course for basic and refresher training. The existing training scheme will be revisited in order to produce competent facilitators. A ten-month modular course for ECD facilitators will be developed to address the needs for preparing competent workforce for ECD implementation. Arrangements will also be made for accreditation of different modules leading to an ECD certificate course with a focus on both caring and teaching aspects of ECD. Besides, the curriculum for SLC students with option for ECD as a subject will be introduced to cover the basic level of ECD competencies. This will provide a broad base to meet ECD related HRD needs in the programme.

Duration of training is often considered inadequate to prepare the facilitator to take different responsibilities for ECD implementation. It is proposed that that the duration of training for facilitators should be for ten months including 16 days for centre based training, 12 days for face to face contact session and 9 months for distance support programme. This course will eventually lead the facilitator to obtaining the Certificate of ECD caring and teaching. The leave allowances and other service conditions of the facilitators will be similar to the service conditions that of primary school teachers.

ECD and pre-primary curricula and learning materials including reading texts and handbooks will be developed and updated on a regular basis emphasizing flexibility in view of diversity in the country. Facilitators' training package and resource materials will be developed. Trainers' training, training for facilitators and *ayahs* (female care-taker for babies) will be undertaken. ECD workers will also be trained to develop locally available no-cost materials that entail play-way methods to enrich child-learning processes.

In order to produce competent ECD facilitators with minimum costs, the package will be developed and implemented in collaboration with the concern agencies. The focus of the package will be to prepare the feeder hostel graduates, NFE graduates and interested youths to take up responsibility for ECD implementation. In addition, elements of child development will also be incorporated in the Non-Formal Education (NFE) programme and Community Health Volunteer (CHV) scheme.

## HUMAN RESOURCES

Human Resource Development (HRD) is crucial for ECD implementation. Existing workforce in the MOES system is not enough to cater to the needs for ECD expansion and quality improvement. The available workforce in the country is not adequate to carry out implementation, co-ordination and monitoring functions for ECD. To fulfill the local and national level needs, there is a need for preparing competent workforce for the management as well as service delivery support in ECD. All stakeholders including facilitators, parents, caretakers, teachers, trainers, coordinators, curriculum designers and developers and managers need to be empowered through resources and technical backstopping.

Facilitators are the main actors in the service delivery system for ECD. They therefore should know about the centrality of the child in the whole process of learning, and should know how to devise activities based on the principles of discovery learning. Education materials and play-way methods in this respect contribute to child-centered learning processes. In order to ensure the delivery of materials and methods in the ECD programme, the emphasis needs to be placed on the training of the facilitator.

A person willing to become a facilitator will be required to receive basic training before becoming a facilitator. Organizations and training institutions willing to organize facilitator's training will be required to obtain a desired level of competencies. The facilitators/teachers working in pre-primary establishments under public and private sectors will also be required to receive basic training and meet the basic competencies.

Candidates having school leaving certificates or attended in it may not be difficult to find in accessible areas. However in poverty ridden areas it will be difficult and in some places even impossible to find such candidates. Therefore, an in-built mechanism of face-to-face training during the leisure time and distance support from media and printed materials will be developed in order to train facilitator and the other stakeholders too.

The closest community school will be involved in ECD/HRD programmes in order to facilitate continuous learning of the facilitators. Self-learning is equally important for professional development. Therefore, materials containing self-learning contents for facilitators and other stakeholders will be developed and made available in an adequate number in the resource centre at the national level centre as well as in the model ECD centres in the district. These facilities will be available for the borrowers from all ECD centre.

The Department of Education, PTTCs/ NCED, RED, DEO, RCs FOE/TU, I/NGOs and CBOs will be involved in providing training, orientation and awareness building programmes as part of HRD implementation in the country. PTTCs will be used to provide modular training. Considering the future needs for ECD implementation, efforts will be made to establish ECD training centres at different levels of programme implementation.

There are limited trainers in the system (including both from Government and non-Government), who will be able to deliver long-term training for the facilitators within the existing system. Master Training of Trainers (MTOTs) and training of Trainers will be organized to prepare Master Trainers and Trainers. In this regard the DOE will determine the competency levels of the master trainers and trainers. Any organization/ trainer institute willing to organize the MTOT or TOT training programmes will be required to follow the competencies. To become a Master Trainer or a Trainer he/she will be required to meet the basic level of competencies. Similar to that of the Master trainers and trainers, a list of competencies will be determined for the facilitators of the ECD centres. Refresher training programmes will be organized for Master trainers, trainers and facilitators.

VDC and municipalities are empowered to approve and implement the ECD programmes. But there is a need to develop the capacity of the local bodies. Therefore human resource development programme in ECD will also include the capacity building activities for local bodies. Training, workshop and orientation programmes on management of ECD programmes will be organized for the community people, ECD centre Management Committee members and parents for developing their capacity in the management of ECD programmes. Workshop and orientation programmes will be organized for the DCDB members for increasing their understanding and development of coordination skills. The contents of the workshop and orientation programmes will also include monitoring and supervision of ECD programmes. Various training institutions such as PTTCs under NCED, NGOs and private sector will be encouraged to organize different training programmes. The DOE will mobilize RED, DEO and RC personnel for development of human resources at regional, district and resource centre level. They will be encouraged to organize training, orientation and awareness programmes.

HRD is a broader programme to enhance capacity, which is more than training. All stakeholders will be encouraged to participate in planning, and in organizing and monitoring ECD activities. The more the stakeholders participate in these processes, the more they feel empowered and take ownership of the programme. Therefore, HRD strategy of ECD will concentrate on making parents aware and capacitate them by employing mass media and through face-to-face contact sessions. An assessment of HRD needs will be carried out for all concerned stakeholders involved in the ECD programme, which will be guided by MOES's HRD plan.

HRD strategies will help communities establish and manage ECD programmes and empower parents at the local level. Local bodies and institutions particularly VDCs and municipalities have an important role to play for ECD resourcing and management in the community. Emphasis will be placed on building capacities of local level institutions within the framework of HRD. MOES/DOE will consolidate and develop HRD strategies to reflect the needs of ECD stakeholders, partners and communities. MOES's HRD package will harmonize training as well as capacity building needs of all ECD programme partners.

It is recognized that facilitator's knowledge and skills need to be enhanced to cope with new challenge and improve service delivery systems in the ECD centre. Therefore formative research on ECD will be anchored simultaneously to identify HRD needs and enrich quality of ECD services. The expertise gained by any partner in HRD related aspects will be duly recognized and incorporated in national HRD programme. The expertise and wisdom available in universities, NGOs, civil societies and communities will be considered as an asset to the national resource and will be used to the extent possible for ECD implementation. An assessment of ECD related NGOs' capacity in terms of resources, organizational capacity and scope of work, resourcing and sustainability will be made in order to assign different tasks and also for the capacity building of local institutions. Human resources of training institutions such as NCED, DEC, PTTC and SEDUs will be fully utilized to meet the HRD needs for ECD implementation..

In order to develop required human resources for launching ECD programmes, provisions will be made to offer ECD as an optional subject in Secondary and Higher Secondary schools. Similarly, ECD package programme will be developed for feeder hostel students, neo-literate of NFE programmes and members of youth clubs. Since the existing HRD strength in terms of ECD expertise is limited, there is a need for utilizing internal and external resources to supply competent workforce in the country. Emphasis will therefore be placed on preparing required number of competent workforce through institutions of higher studies both from Nepal and abroad. Also, provisions will be made to fully utilize services of ECD experts working in the NGO and private sector.

## **MONITORING AND EVALUATION**

The facilitators of the respective ECD centres will monitor the progress of the children on a regular basis by using portfolios and other appropriate record keeping mechanisms. The local health authority such as health workers working in health posts and sub-health posts will monitor the health and nutrition status of children in collaboration with the ECD facilitator and ECD parents.

The parents of the respective ECD centre will be encouraged to monitor the activities of the ECD centre. At the community level, the respective ECD Management Committees will be responsible to monitor the daily activities of the ECD Programme and centres. The members of the management committee will visit and observe the activities of the centre in a regular manner. The management committee will ensure the regular and timely operation of the programme. During the observation the committee members will observe the regularity and punctuality of the ECD workers and children, proper use of physical facilities, safety of children, and children activities in the centre. The committee will evaluate the progress of the centre on a periodic basis. The committee will organize parental meetings as and when necessary. The ECD Management Committee will inform the progress of the programme to the Focal Person at the DEO. The Focal Person will collect the monitoring report once from all the ECD centre management committees of the district in every six months and will prepare a report. S/he will forward the report to the District Child Development Board and to the DOE.

The Government in collaboration with INGOs and NGOs will continue to provide technical support and ensure the quality of service through continuous monitoring and supervision. A monitoring forms and reporting guidelines, which will be provided to all ECD centres and DEOs will be developed in consultation with the relevant stakeholders and ECD partners. At the district level, the DCDB and ECD Focal Person will also make visit to the selected ECD centres and monitor and evaluate the activities of ECD centres. The DOE will review the reports submitted by DCDB/ DEO and ECD focal person, and provide feedback on them.

At the central level, the activities of different GOs, NGOs and INGOs will be reviewed by organizing review meetings of the concerned stakeholders. Monitoring of the district, VDC and municipality level activities will be carried out by the ECD council.

The information generated by the formative research will be employed as inputs to monitor the progress of the ECD programme. The evaluation of the ECD programme will also be undertaken through formative research. Independent research organizations and interested individuals will also be invited to carry out the evaluation. Besides, VCDs and municipalities will monitor the use of resources in ECD centres in their respective areas.

## **COMMUNICATION AND MASS MEDIA**

With a view to providing frontline providers and stakeholders with on-the-spot support and updating their knowledge and skills for the operation of ECD programmes, there is a need for employing communication and mass media as effective means of capacity building and service delivery support. Since the key actors of the ECD centre including facilitators have limited exposure to ECD activities. Their training is inadequate to meet the challenge they face in the ECD centre. Facilitators are expected to perform various roles as caregiver, teacher, coordinator, facilitator and manager. They therefore feel the need for technical backstopping to carry out ECD activities in the community. The support they receive from the neighboring Resource Centre does not suffice their needs. Therefore, it is desirable as well as appropriate to employ communication and mass media as a means of disseminating information to build capacity of the ECD actors such as facilitators, parents, civil society members and community as a whole.

The EFA/ NPA and EFA Core Document have stressed the need for using mass media to pass on the information on ECD to stakeholders, particularly parents, in rural, remote and disadvantaged areas of the country. These plans have also stated that awareness building is one of the fundamental aspects of partnerships with VDCs, municipalities and other local level partners for ECD implementation. A comprehensive advocacy programme for ECD implementation including awareness building programme for parents will be designed and implemented.

Radio will be used as a principal means of mass media to facilitate the ECD process at the community level. Radio broadcast will be made targeting children during the daytime and targeting parents in the evening. On holidays, the lessons will be targeted to other stakeholders. Facilitators are expected to organize sessions for listening to radio lessons and interactive radio programmes on ECD. Facilitators will also organize the post-radio sessions to enhance understanding of the audience. DOE/NCED/DEC will prepare radio-training lessons for facilitators, awareness building lessons for parents, and capacity building lessons for stakeholders including DEO personnel and Resource Persons. A partnership arrangement will be made with the local FM radio stations to broadcast such lessons on various aspects of ECD implementation. Radio lessons will also include programmes for children as well as other audiences to the extent possible.

To complement the lessons on radio broadcasts, cassettes will also be made available to the ECD centres at subsidized rates. In the areas where radio lessons are not received properly, DEO will help the facilitator to make arrangements to record radio lessons and provide them to the ECD centre. MOES/DOE will explore the possibility of requesting one or more development partners and I/NGOs to provide radio-cassette-recorders with alternative chargers i.e. solar or battery operator. Possibility of using television and computer technology will also be explored in the places where such facilities are available.

Apart from radio lessons, facilitators and parents will be provided with printed materials to supplement radio lessons. Distance learning lesson through radio or television will also be developed to train facilitators leading to the certificated training on ECD as part of credit accumulation scheme. Posters, pamphlets, brochures published and distributed by different line agencies related to education, agriculture, social welfare and health including nutrition, personal hygiene, HIV AIDS etc. can be used as source materials for training and awareness building purposes. Print media journalists are expected to cover and contribute to disseminating information on ECD activities. They will be approached to write feature articles on the importance of ECD programmes, and highlight success stories and critical issues on ECD implementation. Award schemes will be introduced to encourage journalists and authors who contribute to development and dissemination ECD processes in the country.

Mass meetings, rallies, street dramas, exhibitions will be organized in the community. Interaction programmes and symposiums will also be organized at different levels to illuminate the use and importance of ECD programmes. Mass media will have a key role to play to complement these programmes and disseminate the message. Conventional advocacy campaigns including dramas, plays, songs, cultural programmes will be organized by parents and local communities who are equally useful. Facilitators are also expected to organize social events and activities to interact with parents, local communities and civil society members.

## **FINANCIAL MANAGEMENT**

Schools will be encouraged to establish and run the ECD programme. They will be provided with some establishment costs and technical support to implement the ECD class.

ECD programmes will be implemented on a cost-sharing basis. The ECD working guidelines will provide a basis for resource sharing in ECD implementation. Voluntary organizations including private and non-government organizations will be encouraged to participate in the programme and contribute to ECD resourcing and management. Special incentives and support schemes will be introduced to establish, strengthen and sustain ECD programmes in vulnerable and disadvantaged communities.

Mother groups, community forest groups, dairy farmers groups and user groups and saving credit cooperatives are being emerged as the potential civil society partners to work with for the ECD programmes. Therefore, the possibilities of establishing and running of ECD centres in collaboration with these self-help groups will be explored and materialized to the extent possible. Industrialists and business people will be encouraged to invest in ECD programmes in support of children of their employees. Likewise, the business communities will be encouraged to invest in ECD as a social obligation.

Some partners have collaborated in training programmes; others have helped in providing grants for books and other materials. Such good practices for raising funds and utilizing local resources in different ECD centres will be recognized and appreciated in public, and will be replicated in other centres in different districts.

I/NGO and other partners will be encouraged to share costs for ECD implementation in poverty ridden communities. The possibility for allocating resources for ECD activities from other line ministries and agencies other than the MOES will be explored. If ECD centres are running income generation activities, these partners are expected to help the community in this regard. The Government intends to implement low-cost ECD programmes by encouraging the use of locally available no-cost educational materials wherever possible. The Government has also emphasized to recruit teachers/ facilitators from the local community and has given preference to women in ECD programmes.

Funds to the ECD centres affiliated to schools will be channeled through the same school. Different channels for the flow of funds in ECD programmes are as follows:

Centre	→	DEO	→	ECD Centre
INGO	→	DDC	→	ECD Centre
INGO	→	NGO/CBOs	→	ECD Centre
DDC	→	VDC	→	ECD Centre
DEO	→	DCDB	→	ECD Centre
NGO	→		→	ECD Centre
DOE	→	DEO	→	ECD running self-help civil society group
DOE	→	DEO	→	School having ECD Programme

Besides these, other appropriate channels could also be used according to the modality adopted for funding.

Recurrent expenditure such as operating and management costs for the centre will be borne by the community by utilizing the seed money provided by the Government for matching fund and supported on fees raised from parents. The Government support may also be available through collaboration with ECD partners for development costs and innovative programmes. Resources may also be provided to VDC / Municipalities to prepare updated record of ECD age children. The Government will also allocate necessary funds for monitoring and supervision of ECD centres. Some indicative Government will provide some subsidy for the salary of facilitator specially for the ECD centers running on vulnerable and disadvantages communities additional incentive will be provided to encourage the recognized model ECD centres. The ECD Management Committee will have full authority to mobilize the fund of the ECD centre. In the centres

where cooperative is established the ECD centre funds will be mobilized with the decision and advice of the cooperative /ECD advisory committee.

Community based child development centres will be encouraged to establish and run their ECD centre as cooperative. The management of such cooperatives will be in line with the following:

Members of the ECD cooperative will be provided with an opportunity to obtain loan under the support scheme and will be able to participate in different income generating activities. The borrower will decide income-generating activities by herself or himself. In order to facilitate the process of income generating activity, the ECD centre can be operated under a cooperative framework. All the members of the ECD centre advisory committee will be the members of the ECD centre co-operative. The members can prepare the constitution of the ECD centre co-operative, and register it with the Office of the District Co-operatives. The District Education Office will provide support for the registration of the Co-operative.

The fund provided by the Government and the fund collected locally for the establishment of the ECD centre will be the seed money for the operation of the ECD Cooperative. The members of the cooperative can sell their share to the members of the ECD co-operative /advisory committee with an optimum number of 25 shares worth Rs 100. The selling of shares will be open to all the family members of the children attending ECD centres. Respective RP/school supervisor can also be the member of the ECD Cooperative. For the membership of ECD Cooperative the ECD Management Committee will decide on the membership of those who do not have their children in the ECD centre. Any member of the co-operative can open his/her account in this co-operative. The cooperative will give interest on such account as per the rule of the Cooperative. The ECD Management Committee will also be responsible for the day-to-day management of the centre.

The Co-operative can open its account with a bank and can do its transaction by cheques or coupons to the extent possible. Minimum cash transaction may be possible in case of urgency. The management will decide about the upper limit of the cash transaction. The bank account will be operated jointly with the signature of the Chairperson of the ECD centre and/or a member designated by the Committee or and the facilitator.

In all cases, there will be a provision for the audit of the account and funds channeled for ECD activities. Social audit for the ECD accounts will be mandatory.

## THE WAY FORWARD

The EFA National Plan of Action stipulates three types of ECD programme in Nepal: (a) school-based programmes including pre-primary classes (b) community-based programmes for 3-5 years age group and (c) parental programmes for children under 3 years of age.

The Ministry of Education and Sports, Ministry of Health, Ministry of Women, Children and Social Welfare, and Ministry of Local Development are involved in ECD implementation. However, different ministries have their own operational modalities that reflect their programme priorities. The National Planning Commission and Ministry of Finance provide overarching framework for the resurging of ECD programme in the country.

The Ministry of Education and Sports will continue to work as the focal point to initiate educational reform policies and implement programmes including ECD activities through pre-primary classes and child development centres to cater to children between 3 and 5 year of age. MOES will also work for building awareness on the holistic development of children covering 0-3 years of age. Awareness building programmes will be carried out through parenting education processes with special focus on ensuring all round development of the children.

The Ministry of Health will continue to play a key role to raise people's level of awareness about health. It will place emphasis on preventive aspects of children's health such as immunization and nutrition, and provide services to ensure basic curative treatment for children. MOES will work closely with MOH to supplement its initiatives to improve children's health.

The Ministry of Local Development has been playing a key role in the overall local development activities through coordination with local bodies including VDC/ Municipalities. MLD will provide support to local bodies and institutions to generate resources i.e. local taxes, and utilize these resources to implement and sustain ECD activities. The Ministry of Women, Children and Social Welfare will continue to play a lead role in capacity building of women and mothers by helping them form their groups and empower them through training and income generating programmes and by harmonizing I/NGOs activities. Likewise, the Ministry of Home Affairs and the Ministry of Labor will continue to protect the rights of children and secure children's life and liberty.

The National Planning Commission will help maintain inter-ministerial coordination and the Ministry of Finance will co-ordinate with sectorial ministries and development partners for resourcing ECD programme monitoring. The Ministry of Education and Sports as the focal point for ECD implementation will co-ordinate and liaison with relevant stakeholders and partners for the effectiveness of the programme.

As stated in the EFA National Plan of Action 2001-15, Tenth plan 2002-07, and the EFA 2004 - 2009 Core Document, development partners will provide financial and technical assistance for ECD implementation. MOES will report on the progress of ECD programmes on a regular and periodic basis. The Foreign Aid Coordination Section in MOES will act as the contact point for the development partners.

The Department of Education will work as a focal point for coordinating the ECD related activities of all the departments and the agencies concerned. Department of Education, Department of Health, and Department of women development are the main Government departments working on ECD. An ECD Action Committee will be established at the DOE to coordinate such activities. At the national level the Children Development Council will be formed under the Chairmanship of the Secretary, MOES comprising the members from all concerned ministries, departments and agencies. This Council will function as the



co-coordinating forum for all ECD service providers.

ECD programmes are in operation with external resources mainly through I/NGO support. Programmes run by I/NGO and CBOs will be an integral part of the ECD national programme. The organizational and functional networking will be established between the Government and partner organizations to harmonize the programme and consolidate ECD service delivery mechanism in the country. However, a flexible approach will be adopted to continue with the existing funding and financing modalities being practiced by the partners. The major focus of the partnership and networking will be to bring optimum possible outcome through joint efforts. Some members representing the partner organizations will be co-opted in the Children Development Council. They will also play active roles in the different working groups formed at different levels of ECD implementation.

A Working Group comprising members from private school organizations and the Department of Education will create environment conducive for partnership and collaboration. All private schools through the respective professional organizations and individual institutions will be encouraged to work for achieving the EFA goal on ECD.

At the district level, the DEO office will coordinate with all ECD partners and develop a plan of action highlighting district level resources, and showing strength, capacity and expertise of individual ECD partners. Further, if an organization has expertise on training, such organization will be entrusted with the responsibility for conducting training programmes. Similarly, a mapping of ECD resources will be carried out in the district and expertise of a particular organization will be identified. The capacity of the local level partners will be utilized as per the HRD needs and resource gaps in the district. Similarly, the District Health Office and its local health posts and sub-health posts will be utilized to ensure health services for all children in the district. Likewise, the efforts will be made to train ECD workers (facilitators and helpers) for providing preventive health care services and treatment to all children.

Further, strategic actions for ECD implementation are presented in the attached action plan which provides details on the expansion and consolidation of ECD activities.

## Action Plan

### System Indicators

- Gross Enrollment Ratio in ECD/PPCs
- Percentage of children in grade 1 with ECD/PPCs experiences

Program activities	Time frame	Target	Responsible agency	Est. Budget million	Source	Program indicators
<b>A. ECD Policy Formulation and Policy Guideline Development</b>						
Workshop on policy formulation and development	2003	1 pkg	MOES/DOE	1.08	UNESCO	Policy paper developed
ECD strategy paper development and dissemination	2004	1 pkg	MOES/DOE			Strategy paper developed and disseminated
ECD working guideline development and approval	2004	1 pkg	MOES/DOE			Working guideline prepared and approved
<b>B. Strategy for Coordination and Partnership</b>						
Formation of ECD Council and related committees	2004	Council/Committee	MOES/DOE, line ministries, UN agencies, I/NGOs	-	-	Council and committee formed
Formation of DCDBs	2004	75 districts	DOE, DDCs, I/NGOs	-	-	Number of DCDBs formed
Establishment of networking group at DOE	2004	1	DOE, line agencies, I/NGOs	-	-	Network established
<b>C. Strategy for Management</b>						
Assessment of expertise and capacity of different partners	2004-05	1 time	ECD council, UN agencies, I/NGOs	-	-	Expertise and capacities of different partners assessed
Preparation of an inventory of different partners and stakeholders	2004	1 set	MOES/DOE, I/NGOs, VDCs/Municipality	-	-	Inventory prepared
Assigning different activities to different partners and stakeholders	2004-06	1 time	MOES/DOE, UN agencies, I/NGOs	-	-	Coordination with each other and different activities conducted on the led of the different partners
Formation of VEC/MEC	2004-05		DEO, VDC/Municipality	-	-	Number of. VEC/MEC formed

Joint planning for ECD by all partners	2004 onward	ASIP	MOES/DOE, line agencies, UN agencies, I/NGOs, DEOs, CBOs	-	-	ASIP prepared
Mapping of ECD program needs	2005-06	75 dis	DOE, DEO, VDC/Municipality,	**	***	Need identified in no. of VDCs
Establishing and updating statistical base of ECD at VDCs/Municipalities	2005 onward	VDCs/ Muni.	VDCs and Municipalities	**	***	VDCs/Muni wise ECD statistical profile prepared
Providing grants to existing ECDs	2004 onward	5750		**	***	No of ECDs received grants
Providing special support to ECD/PPC in poverty ridden areas	2004 onward	*	MOES/DOE	**	***	Number of ECDs received grants
Affiliation or anchoring of CBECD /centers with neighboring community schools	2004 -05	*	MOES/DOE	-	-	Number of CBECDs affiliated with schools
Formation of ECD management sub-committees of parents for pre-primary class run in community schools	2004-06	*	DEOs and community schools	-	-	Number of CBECD sub committee formed and PPC sub committee formed in community schools
Establishing and operating ECD/PPCs in partnership with local bodies, schools and other perspective partners	2004-09	13000 ECDs/PPCs	VDCs, Municipalities, private schools	**	Pooled	Number of ECD/PPCs established and operationalized.
Establishing and operating ECD/PPCs in partnership with local bodies, schools and other perspective partners	2004-15	56250 ECDs/PPCs	VDCs, Municipalities, private schools	**	***	Number of ECD/PPCs established and operationalized.
Piloting of newly initiated activities: (curriculum guideline, parental education, ECD centers cooperatives etc.)	2004-08	Districts	DEOs, Community schools, ECD centers	**	***	Number of alternatives piloted
<b>Strategy for Community Involvement</b>						
Formation and mobilizing the mother's groups to support ECD centers	2004 onward	75 districts	VEC/MEC	-	-	Number of mothers groups formed and mobilized.
Formation of ECD material collection and development group	2004 onward	75 districts	VEC/MEC	-	-	Number of groups formed and mobilized.

Mobilizing existing self-help group to support ECD program	2004 onward	75 districts	VEC/MEC	-	-	Number of groups formed and mobilized.
Organization of advocacy program	2004-15	75 districts	MOES/DOE, line agencies, UN agencies, I/NGOs, DEOs, CBOs		***	Number of advocacy program organized, number of participants
Formation of child clubs	2004-15	75 districts	DEOs, NGOs, VDCs/Municipality, CBOs	**	***	Number of child club formed
<b>Strategy for Parental Education</b>						
Preparation of parental education package	2004-05	1 set	MOES/DOE, UNGOs, UN agencies	0.9	UNES CO	Package developed
Development of interactive radio program for parents	2004-05	1 set	MOES/DOE, I/NGOs, UN agencies			Interactive program developed
Identification of indigenous practices	2004-05	*	DEO, NGO, CBO, VDC, Muni.	**	***	Both (+ and -) practices identified.
Enhance institutional support system for growth and development of children through RCs and CLCs	2004-15	*	MOES/DOE, I/NGOs, UN agencies	**	***	Number of RCs & CLCs provided guidance to parents and children
Awareing parents to form neighborhood parents groups	2004-15	*	DEO/NGOs,	**	***	Service provided to the parents, Number of parents received integrated services
<b>Strategy for Integration of Health and Nutrition in ECD</b>						
Orientation training about health and nutrition to ECD facilitators	2005-15	*	MOES/DOE, DHO, REDS, UNGOs, DEOs	**	***	ECD facilitators oriented in health and nutrition, Number of children receiving services
<b>Strategy for Management of Physical Resources</b>						
Construction of ECD classrooms/building	2004-15	*	VDC, Municipality, local communities, NGOs, CBOs	**	***	Number of ECD/PPC building/classrooms constructed
Establishment and development of indoor and outdoor facilities (including child friendly latrine)	2005-15	*	DEOs, CBOs, NGOs, VDCs, Municipalities and local communities	**	***	Indoor and outdoor facilities developed in ECD centers/ PP schools

Establishment of national ECD resource centers	2004-05	1 RC	MOES/DOE,, UNGOs UN agencies	133	UNESCO	National ECD resource center established
Establishment of district ECD resource centers	2004-05	10 RCs	MOES/DOE, DEO, DCDB, UNGOs	37.5		10 RCs established
Establishment of district ECD resource centers	2004-15	65 RCs	MOES/DOE, DEO, DCDB, UNGOs	**	***	65 RCs established
Promoting ECD/PP centers to model ECD/PPC centers	2004-15		DOE, DEO, VDC/Municipality, communities and schools	**	***	Number of ECD/PPC promoted into model ECD/PPCs
<b>H. Strategy for Development of ECD Curriculum Guidelines and Learning Materials</b>						
Identification of growths and development indicators of ECD/PPCs	2004-15	*	MOES/DOE, CDC, UNGOs, UN agencies	5	UNESCO	Growth and development indicators of ECD children identified.
Development of core national ECD curriculum guidelines	2004-05	1 set	MOES/DOE, CDC, UNGOs, UN agencies	4		ECD curricular guidelines developed
Preparation of training packages based on identified competencies	2004-05	1 set	MOES/DOE, NCED, UNESCO	4		ECD training package prepared
Identification of competencies for master trainers, trainee-s 4nd facilitators	2004-05	1 set	MOES/DOE, NCED, UNESCO	**	***	List of competencies.
Development of secondary curriculum to include ECD as an optional subject	2005-09	1 set	MOES/DOE, CDC	**	***	Secondary level ECD curriculum developed
Development of training package for feeder hostellers	2005-07	1 set	DOE, NCED	**	***	Training package developed
Development of training package for NFE graduates and volunteers	2005-06	1 set	DOE, NCED			Training package developed
Supporting ECD centers to use locally available educational materials	2004-15	*	DOE, DEO, UNGOs	**	***	Number of ECD centers supported
Development and distribution of self learning materials to facilitators, parents and other stakeholders	2004-15	*	MOES/DOE, UNGOs	**	***	Number of learning materials developed and disseminated.
<b>I. Strategy for Human Resource Development</b>						
Basic training (face to face and distance mode) for facilitators	2004-15	*	MOES/DOE, NCED, DEO, UNGOs	**	HMGN & donors	Number of facilitators trained

Refresher training (face to face and distance mode)	2004-15	*	MOES/DOE, NCED, DEO, UNGOs	**	***	Number of facilitators trained
Modular training for facilitators to lead to ECD teaching/carrying certificate	2005-15	*	DOE, NCED	**	***	Number of facilitators trained
Upgrading training for facilitators recruited from lower than the SLC qualification	2005-15	*	DOE, NCED	**	***	Number of facilitators received upgrading training
Basic training to feeder hostellers, NFE graduates, volunteer youths	2004-15	NFE graduates , volunteer youths	MOES/DOE	**	***	Number of hostellers, NFE graduates and volunteer youths trained
Linking facilitators training with training institutions for regular professional supports	2004-15	ECD centers	MOES/DOE	**	***	Number of ECD centers' trainers linked with the professional institutions Number of members oriented
Orientation to ECD management committee	2004 onward	All members	DEO, NGOs, CBOs, VDCs and Muni.	**	***	
Orientation to ECD advisory committee	2004 onward	All members	DEO, NGOs, CBOs, VDCs and Muni	**	***	Number of members oriented
Orientation to different level MOES officials	2004-05	MOES officials	MOES/DOE	**	***	Number of officials oriented
Orientation to the VDC, Muni, and DCDB members	2004-05	Members	DEO, I/NGOs, VDC, Muni	**	***	Number of participants oriented
Orientation to health workers, women development workers and other field level workers	2004 onward	Workers	DEO, UNGOs, VDC, Muni	**	***	Number of participants oriented
Offering higher education courses to develop ECD experts	2004 onwards	ECD working personnel	MOES/DOE, INGO	**	***	Number of experts developed
Running of other HRD activities	2004-15	Master trainers	MOES/DOE, INGOs	**	***	Number of activities completed
<b>J. Strategy for Monitoring and Evaluation</b>						
Development of monitoring and evaluation framework for overall program	2004-05 i	1 set	MOES/DOE, I/NGOs and DEOs	**	***	Monitoring and evaluation framework developed

Monitoring of ECD programs	2004-15	*	DCDBs, SMC	**	***	Number of monitoring report prepared and received.
Monitoring of child growth and development	2004-15	*	Facilitators, health workers	**	***	Number of children monitored
Monitoring of health and nutritional status of children by health workers	2004-15	*	DHHO, Health workers	**	***	Number of children monitored and number of report prepared
Monitoring of ECD by focal persons and DEOs	2004-15	*	DEO, focal person	**	***	Number of ECD center monitored, number of visit accord
ECD program monitoring by DCDBs	2004-15	*	DCDB	**	***	Number of ECD center monitored, number of visit accord
ECD program monitoring by RED, DOE and MOES	2004-15	*	RED, DOE and MOES	**	***	Number of ECD center monitored, number of visit accord
ECD program monitoring by UN agencies and I/NGOs	2004-15	*	. UN agencies, I/NGOs	**	***	Number of ECD center monitored, number of visit accord
Independent assessment research through formative research and other	2004-15	*	MOES, DOE, DEO	**	***	Number of research report prepared.
<b>K. Strategy for Use of Media</b>						
Formation of working groups for working with radios, television, print medias and partnership arrangements	2004-06	3 groups.	ECD council, DOE and INGOs	**	***	Number of ECD media group formed
Providing radio cassette recorders to ECD centers in poverty ridden areas	2006-15	*	ECD council, DOE and INGOs	**	***	Number of radio and cassette recorders provided
Broadcasting radio lessons for facilitators and parents	2005-15	1 pkg	MOES, DOE, UNGOs, FMs and Radio Nepal	**	***	Number of radio interaction lessons broadcasted

Radio orientation programs for different stakeholders	2005-15	1 set		**	***	Number of radio lessons broadcasted
Providing audio video cassettes to ECD centers	2006-15	1 set	ECD council, UNGOs, DCDBs	**	***	Number of audio video cassettes distributed
Organization of interactive audio video program to children and parents	2006-15	1 set	ECD council, Radio Nepal, FMs	**	***	Number of 1R and video showed
Preparation and distribution of posters, pamphlets and brochures	2004-15	1 set	ECD, DEO council, UNGOs	**	***	Number of posters, pamphlets and brochures prepared and distributed.
Organization of conventional advocacy programs, ie. Street drama, songs, interactions etc.	2004-15	1 set	ECD, DEO council, UNGOs	**	***	Number of advocacy programs organized
Organization of social activities for parents	2004-15	*	ECD, DEO council, UNGOs	**	***	Number of social activities organized
Preparation and dissemination of supplementary reading materials for facilitators and parents	2004-15	*	ECD, DEO council, UNGOs	**	***	Supplementary reading materials prepared and disseminated
<b>L. Strategy for Financial Management</b>						
Development of cost sharing modalities among partners	2004-15	*	DOE, I/NGOs, DEOs, VDCs/Municipalities, CBOs	**	***	Cost sharing modalities developed
Support to ECD programs run by and for vulnerable and disadvantaged communities	2004-15	*	DOE, UNGOs, DEOs, UN agencies	**	***	Number of ECD centers supported
Development of partnership modalities among mother groups, community forest groups and other potential grassroots level NGOs, CBOs and self help groups	2004-15	*	DOE, I/NGOs, DEOs, VDCs/Municipalities, CBOs and other community level user groups	**	***	Partnership modalities developed
Working with potential partners for developing low cost educational materials	2004-15	*	DOE, I/NGOs, DEOs, VDCs/Municipalities, CBOs and other community level user	**	***	Number of low cost materials developed
Grants to ECD	2004-15	*	DOE, UNGOs, DEOs,	**	***	Number of ECD centers



centers NDCs/Municipalities (initial and recurrent)		–	VDCs/Municipalities, CBOs and other community level user			received grants
Additional grants to model ECD centers	2004-15	*	DOE, I/NGOs, DEOs, VDCs/Municipalities, CBOs and	**	***	Number of ECD centers supported
Providing fund to match locally collected resources	2004-15	*	DEOs, VDCs/ Municipalities, CBOs and other community level user groups	**	***	Number of ECD centers supported
Facilitating to establish ECD centers co-operatives	2004-15	*	DEOs, VDCs/ Municipalities, CBOs and other community level user groups	**	***	Number of ECD cooperatives established
Funding for technical support and institutional linkage	2004-15	*	DOE, I/NGOs, DEOs, VDCs/Municipalities, CBOs and	**	***	Number of ECD centers funded
Social audit of ECD programs	2004-15	*	VDCs/ Municipalities, CBOs and other community level user	–	-	Number of ECD centers audited socially

\* Target will be set during the plan period

\*\* Resources will be explored during plan period

\*\*\*The potential source will also be set after finalizing the resource allocation.

#### The way forward

- Formation of networking group at DOE
- Annexing the ECD programs of other partners in DOE's ASIP
- Formation of working groups to work with I/NGOs partners
- Formation of working groups to work with private sectors

**ANNEX 1: EFA/NPA ACTIVITIES**

**Early Childhood Development**

Task Objectives: Expansion of Learning opportunities			
Programme Activities	Time Frame	Actors	Monitoring Indicators
Develop curriculum and material.	2003-04	<b>Main:</b> Council, I/NGO, DECDB board.  <b>Cooperating:</b> Council, I/NGO ECD Centre VDC Parent, facilitator, Community SMC	No. of developed Curriculum, # of published books training package, linked programme, No of enrolled children. No of centres established and operated.
Develop resource book.	2003-05		
Develop training package. Link ECD programme with teacher training, literacy, and women education.	2003-15		
Enroll all children below 6 years of age. Establish ECD centre	2003-15		
Task objectives: Development and implementation of parental education programme			
Programme Activities	Time Frame	Actors	Monitoring Indicators
Establish parental counseling centre.	2003-07	<b>Main:</b> Council, DECDB, LINGO Community, Parents  <b>Cooperating :</b> VDC SMC	No. of centre established Times of published and broadcast. No. of developed package and module. No. of volume and items of materials and information.
Conduct parental service programme through mass media.	2003-05		
Develop a comprehensive package and module for parental education.	2003-05		
Develop materials and information about ECD for parents.	2003-04		
Capacity building programme			
Programme Activities	Time Frame	Actors	Monitoring Indicators
Provide technical inputs to the ECD activities.	2003-15	<b>Main:</b> Council, I/NGO, DECDB, VDC  <b>Cooperating:</b> MOES, training, institutions	No. of trained people  No of research and .
Provide training of key trainers.	2003-07		
Provide training of district level trainers.	2003-07		
Research, monitoring and evaluation.	2003-07		

Table 3: Estimated Cost of The Programme Activities REFER TO

**EFA CORE DOCUMENT, 2004-09**

(Rs in Million)						
SN	Expenditure Heading	Unit Cost	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
1	ECD Establishment		4014.0	3909.0	2362.0	10285.0
2	ECD Operation		10966.0	21554.0	18058.0	50578.0
3	District RC Establishment		13.5	15.0	9.0	37.5
4	DRC Operation		7.6	22.5	20.7	50.8
5	Advocacy		5.0	5.0	3.0	13.0
6	Capacity Building		2.5	2.5	1.5	6.5
7	Curricular Management		1.0	1.0	0.5	2.5
8	Parental Education		0.5	0.5	0.5	1.5
9	Health and Nutrition		1.0	2.0	2.0	5.0
	Total		15011.1	25511.5	20457.2	60979.8
	HMG/N		2007.0	1954.5	1181.0	5142.5
	Donor		4045.1	3957.5	2399.2	10401.8
	Local Community/Parents		8959.0	19599.5	16877.0	45435.5

Below is the description of the cost estimate for ECD.

Table 4: Estimated cost by themes and regular budget

Total estimated cost by themes and regular budget (Rs in Million)					
SN	Expenditure Heading	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
	ECD	15011.1	25511.5	20457.2	60979.8

Theme-wise expenditure of the Government is anticipated as follows: Table 5:

Theme-wise expenditure of HMG/N

Theme-wise expenditure of HMG/N (Rs in Million)					
SN	Expenditure Heading	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
1	ECD	2007.0	1954.5	1181.0	5142.5

Below is an estimation of the budget expenditure by the community and the parents.

Table 6: Total Expenditure by Community and Parents

Total Expenditure by Community and Parents (Rs in Million)					
SN	Expenditure Heading	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
1	ECD	8959.0	19599.5	16877.0	45435.5

## **ANNEX 2: EFA 2004 - 2009 VISION**

The Core Document for Education for All (EFA) 2004 - 2009 sets out the following vision for education by 2015.

### **A CHILD BY 2015**

A child in 2015 is inquisitive to learn and has command over a level of knowledge comparable to children of the same age group in the global context.

Every child has a right to receive education of good quality, which is ensured by legal Provisions. Each child between the age group of 6-10 in Nepal has access to and completion of free and good quality basic and primary education irrespective of gender, ethnicity, religion, disability, and geographic location.

Most children join grade one with ECD experiences. Two third of the children enrolled in grade one complete the primary cycle within 5 years. All children learn to become democratic citizens through a relevant curriculum with elements of life skills fulfilling the individual as well as the nation's requirements. The achievement and completion rate of children is high, which are measured and evidenced by the school-based information. All children in grade 1 and 2 are promoted, and therefore a child has no friend who repeats those classes.

### **A SCHOOL BY 2015**

Well-functioning primary schools provide safe, conducive and challenging environment for child learning and development. Schools are equally safe and friendly to girls, children with disabilities and children of disadvantaged groups. They always strive to inculcate the notion of mutual understanding, co-operation and respect to each other's feelings and values.

Learning materials, laboratories, libraries and computer facilities of the schools are always stimulating to the innovative, creative and inquisitive minds of the students. Spacious playground and availability of sufficient play materials attract the children and their parents. Child friendly environment of the schools always inspires the children and teachers for full participation and regularity in school. Students and teachers are seldom absent.

Both public and private schools are efficient and deliver quality education. They complement each other, and there is no difference in the education delivered by private and public schools.

Schools are centres for cross-cultural integration of different cultural groups living together in the society enhancing tolerance, peace and co-existence. The cultural activities carried out in schools represent the cultural values and practices of different groups inculcating mutual respect for cultural diversity in the community.

Schools have full control over resources and have the authority to utilize it in order to materialize its vision. Schools are responsible for efficiency and are accountable for their intended results or lack thereof. They regularly organize interaction programmes with

parents including other community stakeholders in order to secure synergy in the teaching learning process, to strengthen the sense of community ownership of schools, and to ensure that the aspirations of parents and community stakeholders are met by the school as much as possible. Community stakeholders' meetings are regularly organized to not only diagnose the problems a school is facing, but also to generate new perspectives and plans to develop the school as an inclusive learning centre of excellence that responds to the learning needs of all children including child laborers, street children, children from disadvantaged communities, children with disabilities, girls, and children living in difficult circumstances. These meetings also generate the community's vision for its school, which is the foundation upon which the School Improvement Plan (SIP) is based. The SIP takes into account national policies and aspirations together with district and community expectations.

## A CLASSROOM BY 2015

The classroom is a stimulating learning environment, designed to meet the learning needs of all students, thus ensuring that each student develops to their full potential. This recognizes that children learn in different ways at different rates and will achieve different levels of attainment. It is a caring environment, in which there is mutual respect between teacher and students and from student to student. It is a safe and happy environment, to which students look forward to coming each day.

The room is spacious (0.75 sq. meters per child), clean, bright, well ventilated and adequately furnished. Furniture is well maintained and flexibly designed so as to allow for a variety of organizational layouts. A wide range of teaching aids are on display, and are used by both teacher and students as a regular part of the teaching-learning process. The classroom contains a range of reading and reference books, which are used by students both as part of their lessons and informally at other times. Sections of the room may be given over to specialized activities, such as a mathematics corner or a reading corner. Examples of all students' work are prominently displayed; these displays are updated frequently.

The curriculum and educational materials are designed so as to ensure active, child-centered learning delivered through a wide range of teaching-learning methodologies. Teachers evaluate students through a range of formal and informal techniques, using these assessments to identify each student's strengths and weaknesses so that they may adapt their teaching methodology to cater for the needs of students as individuals, and so improve the quality of each student's learning. A key element is the development of life skills, including experience in problem solving.

Much of the students' learning takes place in small, flexible groups or individually. Practical activities are common, frequently requiring students to work outside the classroom environment, sometimes interacting with other members of the community.

## **A TEACHER BY 2015**

Each teacher is academically sound and qualified, adequately trained, committed to the profession and devoted to create a stimulating and challenging environment for children's learning. She is always exploring and using new and innovative methodologies to enhance her students' learning and understanding of the curriculum.

Likewise, she is knowledgeable on the subjects she teaches and keeps herself updated with new information. She is also capable of self-reflection and is responsive to students' learning and other needs. She facilitates and encourages children to develop critical thinking and helps them to understand different aspects of the issues they are interested in. In addition, she is not only capable of organizing and managing classrooms for both single grade and multi-grade settings, but is also efficient in individualized and group instruction using both structured and open learning techniques.

A teacher has adequate professional support internally from peers, colleagues and senior teachers, and externally from mentor teachers, resource persons and experts. The community with whom they collaborate closely in the process of improving children's learning in the school also supports teachers.

## **A COMMUNITY/DISTRICT BY 2015**

Each district prepares a District Education Plan (DEP) based on Village Education Plans (VEPs) prepared by the VDCs, which in turn are based on School Improvement Plans (SIPs) of each school within the VDC. Each community is actively involved in monitoring and assessing the implementation of SIPs, VEPs, and the DEP so as to institutionalize participatory bottom up planning. The performance of the schools, preparation of school budgets and auditing their accounts, the employment and deployment of teachers, maintenance of school environment, the delivery of learning materials and use of the curriculum are supported by the District Education Committee (DEC), Village Education Committees (VEC) and the School Management Committees (SMC). The District Education Office together with Resource Centre (RC), Secondary Education Development Unit (SEDU) and Primary Teacher Training Centre (PTTC) provides technical backstopping to the genuine efforts of the community within the national policy framework.

The SMCs, VECs and the DEC work amicably with Village Development Committees (VDCs)/ Municipalities and District Development Committees (DDCs), and are answerable for ensuring access to all children not yet attending schools and quality to the children already in schools. Every endeavor of the districts/communities is directed towards providing an educational infrastructure that allows children's learning to flourish. Community stakeholders are the driving forces in education programmes through SMCs, Parent Teacher Associations (PTAs), Community-based Organization (CBOs) and Non-Governmental Organization (NGOs) working in education.

Annex -3 EFA 2004-2009 Development Budget Breakdowns for Five Years with Targets and Unit Costs (High and Low scenario)

Activities	Unit	Unit cost (NRs. 000)	2004/05		2005/06		2006/07		2007/08		2008/09		Total Target	Total in NRs.
			Target	Budget	Target	Budget	Target	Budget	Target	Budget	Target	Budget		
High scenario														
1. Expanding Early Childhood Development				68025		133775		215775		289275		346150		1053000
New EC D/PPCs	Centre	49.5	1(X)0	495(X)	2000	990(X)	3000	148500	3500	173250	35(X)	173250	13000	643500
Recurrent ECD/PPCs	Center	16.25		0	1000	16250	3000	48750	6000	975(X)	9500	154375	9500	316875
Development cost of existing ECD/PPCs	Center	3.25	5700	18525	5700	18525	5700	18525	5700	18525	5700	18525	5700	92625
Low scenario														
1. Expanding Early Childhood Development				43275		76150		141900		248650		330275		840250
New EC1)	Centre	49.5	500	24750	1((X)	49500	2(X)0	990(X)	3500	173250	40(X)	198000	1000	54455(X)
Old EC1)	Centre	16.25		0	500	8125	150(1	24375	3500	56875	7000	113750	7000	203125
Development cost for existing ECD/PPCs	Center	3.25	5700	18525	5700	18525	5700	18525	5700	18525	5700	18525	57(X)	92625

Source- Education for all 2004-2009, Core Document