



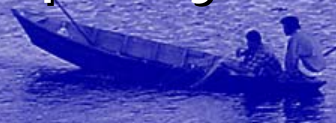
# ECCE in Nepal: Key Issues and Implications for Policy Development

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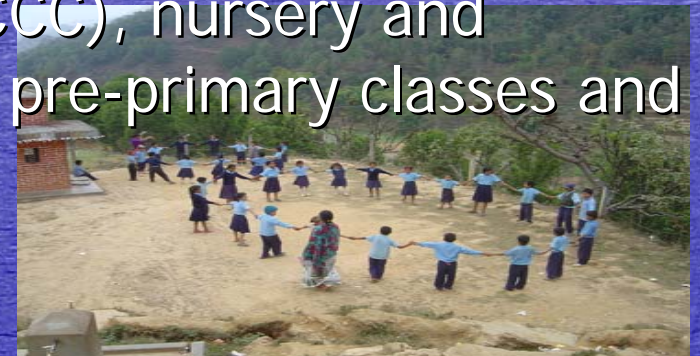
# This presentation includes . . .

- A brief overview of ECCE in Nepal
- Major issues and challenges
- Implications for policy development



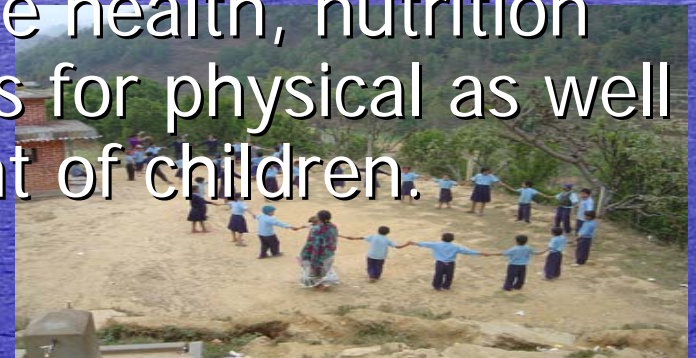
# ECCE in Nepal . . .

- Early childhood care and education programs in Nepal are known by various names: Early child care (ECC), early childhood education (ECE), early childhood care and education (ECCE), early childhood care and development (ECCD), early childhood development (ECD). ECD is further divided into community based early childhood development (CBECD) and school-based early childhood development centers. They are also known as day care center (DCC), child care center (CCC), nursery and kindergarten schools, pre-school, pre-primary classes and home-based child care programs.



# ECCE in Nepal . . .

- Strategic paper developed in 2004 has mentioned that 'ECD will be an umbrella terminology covering the whole program targetted to children from zero to five years of age.
- In principle, it is agreed that irrespective of the various terminologies used the ECCE programs should focus on holistic development of children and, therefore, should include health, nutrition and early stimulation services for physical as well as psycho-social development of children.



# ECCE in Nepal . . .

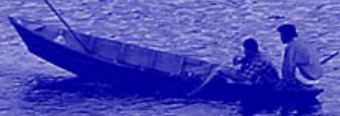
Education For All National Plan of Action (2002) has underlined three types of ECCE programs:

- (a) School-based program including pre-primary classes,
- (b) Community-based program, and
- (c) Home-based child development program for children under three years of age.

# ECCE in Nepal . . .

- School-based ECCE programs include Nursery, Kindergarten, Day Care Centers and pre-primary classes. These programs are mostly run by private organizations.
- Community-based ECD program known as early childhood development centers are mostly run by I/NGOs on their own or in partnership with DEOs.
- Home-based child development program is a new initiative undertaken by some I/NGOs. It focuses on supporting parents to develop their capacity to provide health, nutrition and early stimulation services for young children at home.

# ECCE in legal documents and existing plans . . .

- The Interim Constitution of Nepal (2006) has made the provisions to safeguard the rights of the child.
- Child rights are guaranteed in Nepal by the Child Rights Act (1991). 
- The Education Regulation and Education Act (seventh amendment) has clarified the structure, modalities, and community involvement in managing ECCE programs.

## ECCE in legal documents and existing plans . . .

The Local Self-Governance Act (1999) has given the rights to local government bodies—Village Development Committees in the case of villages and Municipalities in the case of urban localities—to establish pre-primary schools/centers with their own resources and to grant permission to establish, implement and organize such schools/centers

- The tenth five year plan (2002 - 2007) has mentioned ECD as the main focus to prepare children for enrolment to the primary level of education and holistic development.

# ECCE in legal documents and existing plans . . .

Strategic Paper for Early Childhood Development in Nepal (2004) has made following provisions:

- By 2007, each VDC and municipalities ward will have at least one and four ECD centers respectively.
- VDCs and Municipalities will take full responsibility to establish and operate these centers with government support as well as with the resources mobilization at the local level.
- VDCs and Municipalities will collaborate with NGOs/INGOs, CBOs and other community level organizations as required.
- Private enterprises will be encouraged to run and support ECD centers.
- Community based ECD centers will receive support from all concerned ministries and other agencies. MOES with the support of ECD council will work as a coordinating body.

# ECCE in legal documents and existing plans . . .

*Strategic Paper for Early Childhood Development in Nepal (2004) has made provision for the following :*

- The major areas of the focus with respect to the implementation will be as the following:
  - Development of policies and programs
  - Integrated approach to ECD
  - Adoption of community-based approach
  - Delegation of authority to local bodies
  - Implementation of low cost programs
  - Implementation of parental education program
  - Capacity building

# Issues and Challenges . . .

## *Expanding ECD services to children living in rural, remote, vulnerable and disadvantaged communities*

- Special incentives and support schemes for vulnerable and disadvantaged communities as mentioned in the Strategic paper have not been enforced.
- Children receive less priority in family matters in those communities.

# Issues and Challenges . . .

## *Ensuring Quality of ECD Services*

The quality of most of the ECD services are low due to: high caregiver-child ratio 1:25, substandard and inadequate physical facilities and children's learning materials, inadequate training and academic background of the caregivers and their low motivation.

# Issues and Challenges . . .

## *Control of Detrimental Practices*

Introduction of the Three R's, practice of taking paper and pencil tests, formal methods of teaching and coercive means of disciplining children are still prevailing.

# Issues and Challenges . . .

## *Integration of Program Components and Development of Institutional Linkages*

Health, nutrition and education-related services are being implemented by different ministries and sectors; no concerted effort has been made to integrate the programs being run by various GOs, NGOs and INGOs.

# Issues and Challenges . . .

## *Sustainability of the operation of the program/centers*

- Most of the centers run only for few years.
- Collection of matching funds for sustenance of the program is not viable.
- There is lack of mass awareness and capacity to run ECD programs at the local level.
- No fund has been allotted for ECD in national budget.

# Implications for policy development . . .

*Increment of the access of ECD services/programs is dependent on :*

- Development of legal provisions to make ECD services as a right of every child.
- Advocacy of right based approach in the provision of ECD program
- Mandatory ECD program where there are adequate number of young children.

## Implications for policy development . . .

### *Ensuring the quality of services demands:*

- Development of minimum standards of physical facilities, training and academic background of the care-givers.
- Joyful learning environment



# Implications for policy development . . .

*Detrimental practices /services can be controlled:*

- Developing legal provisions for the protection of ECD programs
- Developing a code of conduct for the care-givers and program managers.
- Creating massive public awareness about the need and importance of ECD services.

## Implications for policy development . . .

### *Holistic development of children and program effectiveness demands:*

- Involvement of all the relevant ministries in the implementation of ECD programs.
- Ensuring inter-sectoral coordination.
- Creating a common forum to learn and share the experience and expertise of the grassroots level organizations

# Implications for policy development . . .

*Sustainability of the program calls for:*

- Regular budget allocation for ECD program in the national budget.
- Mobilization of the funds from various sources.
- Development of capacity of the program implementers.
- Launching of comprehensive awareness campaign.

Thanks

