

# Baseline Survey of the Knowledge, Attitude and Practice (KAP) of Parents/Guardians on Early Childhood Development and Primary Education in Nepal



Tribhuvan University  
Research Centre for Educational  
Innovation and Development (CERID)



**Baseline Survey of the Knowledge, Attitude and Practice (KAP)  
of Parents/Guardians on Early Childhood Development and  
Primary Education in Nepal**

**UNICEF Nepal Country Office  
Pulchowk, Lalitpur**

**April 2009**

*Research Coordinator*

Dr Kishor Shrestha

*Associates*

Ms Renu Thapa – Associate Researcher

Mr Raju Manandhar – Statistician

Mr Kedar Kilambu – Statistician

Ms Anjana Rajbhandari – Data Management

*Consultants*

Prof. Arbinda Lal Bhomi

Prof. Komal Badan Malla

*Members of Advisory Committee*

Mr Mahashram Sharma

Dr Prakash Man Shrestha

Mr Purushottam Acharya

Ms Myriam Blaser

Ms Devina Pradhanang

Mr Prakash Singh Adhikari

Ms Udaya Lakshmi Pradhanang

Ms Naramaya Thapa

*Field Researchers*

Ms Uttara Bajracharya

Mr Dibesh Shrestha

Mr Ganesh Silwal

Ms Navina Rai

Mr Arjun Pandey

Ms Pratibha Pradhan

Mr Purushottam Acharya

Ms Sabitri Acharya

Mr Kamal Adhikari

Ms Chandra Lakshmi Bajracharya

*Secretarial Services*

Mr Bishnu Bikram Giri

Mr Bhakta Bahadur Shrestha

*Cover Design and Layout*

Mr Gautam Manandhar

Tribhuvan University  
Research Centre for Educational Innovation and Development (CERID)  
Balkhu, Kathmandu, Nepal.

## Acknowledgements

Education is a fundamental right of children. It is the responsibility of parents and guardians and the government to provide educational services. Along with education, appropriate care is also necessary for young children. Therefore, parents and guardians need to have adequate knowledge on providing education and proper care to their children. In addition to knowledge, their attitude towards providing education and taking care of children needs to be favourable. More importantly, knowledge and attitude have to guide behaviour/practice in real life to ensure that children receive the care and education they require to grow up happy and healthy. With these considerations in mind, various organizations including UNICEF Nepal have been involved in awareness-raising and capacity-building programmes for parents/guardians aimed at the holistic development of children, using key messages on the importance of early childhood development and primary education.

The Research Centre for Educational Innovation and Development (CERID) of Tribhuvan University, in consultation with an advisory committee comprising representatives of the Department of Education, UNICEF Nepal, Save the Children Alliance, Tribhuvan University's Faculty of Education, and the Innovative Forum for Community Development, completed a *Baseline Survey of the Knowledge, Attitude and Practice (KAP) of Parents/Guardians on Early Childhood Development and Primary Education in Nepal* for UNICEF Nepal. The survey concentrated on five of UNICEF Nepal education focus districts (Parsa, Dadeldhura, Siraha, Rupandehi, and Bajhang). It is expected that the findings and recommendations of this survey will be useful in fulfilling UNICEF Nepal's aim of increasing the knowledge of 80 per cent of parents and guardians with children aged 3–5 years and 6–10 years in programme districts on key messages regarding the importance of ECD and primary education by 2010.

The study team would like to thank UNICEF Nepal for giving its members the opportunity to conduct the survey. We are grateful to Ms Lieke van de Wiel, Dr Suman Tuladhar, Mr Purushottam Acharya, and Ms Myriam Blaser of UNICEF Nepal for their vital support during the survey. We would also like to thank the Department of Education and the advisory committee for their valuable suggestions on conducting the survey and bringing the report into this shape. Special thanks must go to the parents and guardians of the survey districts for their valuable ideas and time provided during the survey. Last but not least, we would like to thank the field researchers for their efforts during data collection and analysis.

April 2009

Prof. Arbinda Lal Bhomi, Ph.D.  
Executive Director  
CERID, Tribhuvan University

# Contents

<u>Title</u>	<u>Page</u>
<b>Executive Summary</b>	<b>vi</b>
<b>Chapter 1: Introduction</b>	<b>1</b>
1.1 Background	1
1.2 Rationale	1
1.3 Key messages and research questions	1
<b>Chapter 2: Survey Methods</b>	<b>6</b>
2.1 Preparation and finalization of key messages on ECD and primary education	6
2.2 Development of survey tools	6
2.3 Pre-testing of survey tools	9
2.4 Finalization of survey tools	9
2.5 Selection of sample districts, VDCs and parents/guardians	9
2.6 Selection and training of field researchers	11
2.7 Undertaking of fieldwork	11
2.8 Data analysis and interpretation	12
2.9 Limitations of the survey	12
<b>Chapter 3: Parents'/Guardians' KAP on ECD</b>	<b>13</b>
3.1 Parents'/guardians' KAP on child rights and importance of ECD	13
3.2 Parents'/guardians' KAP on physical development	15
3.3 Parents'/guardians' KAP on cognitive development	19
3.4 Parents'/guardians' KAP on social development	21
3.5 Parents'/guardians' KAP on emotional development	24
3.6 Parents'/guardians' KAP on all combined aspects of ECD	26
<b>Chapter 4: Parents'/Guardians' KAP on Primary Education</b>	<b>32</b>
4.1 Parents'/guardians' KAP on child rights	32
4.3 Parents'/guardians' KAP on quality of education in primary education	36
4.4 Parents'/guardians' KAP on parental role in primary education	38
4.5 Parents'/guardians' KAP on education for a brighter future for children	40
4.6 Parents'/guardians' KAP on all combined aspects of primary education	42
<b>Chapter 5: Major Findings and Recommendations</b>	<b>47</b>
5.1 Findings	47
5.2 Recommendations	49
<b>Annexes</b>	<b>i</b>
<b>Annex A: Tables on ECD: Selected key messages</b>	<b>ii</b>
<b>Annex B: Tables on Primary Education: Selected key messages</b>	<b>iv</b>
<b>Annex C: Tables on ECD Mean scores: With and without PE exposure</b>	<b>v</b>
<b>Annex D: Tables on ECD: Distribution of parents/guardians</b>	<b>viii</b>
<b>Annex E: Tables on Primary Education: Distribution of parents/guardians</b>	<b>xxvi</b>

## **Executive Summary**

The Research Centre for Educational Innovation and Development (CERID) of Tribhuvan University, in consultation with an advisory committee comprising representatives of the Department of Education, UNICEF Nepal, Save the Children Alliance, Tribhuvan University's Faculty of Education, and the Innovative Forum for Community Development, undertook a baseline survey for UNICEF Nepal of the knowledge, attitude and practice (KAP) of parents/guardians in five programme districts on the importance of early childhood development (ECD) and primary education. Findings are expected to be useful in assessing changes in the KAP of parents/guardians during UNICEF Nepal's Country Programme for 2008–2010.

### **Key messages and research questions**

A series of research questions was developed on ECD and primary education, based on 15 key messages for ECD and 14 key messages for primary education. These key messages were finalized after conducting a series of meetings with the advisory committee and other experts, and following a consultative workshop.

Both sets of key messages were grouped into five categories. The key messages on ECD included components on child rights and importance of ECD, physical development, cognitive development, social development, and emotional development. Key messages on primary education included components on child rights, inclusion, quality of education, parental role, and education for a brighter future for children.

### **Survey methods**

Two sets of survey tools—one for parents/guardians of ECD children and the other for parents/guardians of primary-school-aged children—were developed, using the research questions and key messages, and including both qualitative and quantitative research tools. They were finalized after revisions based on the results of a pre-test. For knowledge tests and attitude scales, the difficulty level of each item was analysed and the reliability of each test was calculated. Tests were finalized when they reached an acceptable level of reliability.

Five of UNICEF's 15 education focus districts were selected (Parsa, Dadeldhura, Siraha, Rupandehi, and Bajhang), representing all ecological zones, development regions, and types of UNICEF programme district. In each district, three programme VDCs were selected and, within each VDC, one disadvantaged community was selected.

### **Major findings of KAP on ECD**

- The level of knowledge on all aspects of ECD was lower than the levels of attitude and practice.
- Only 0.5 per cent of parents/guardians had a satisfactory level of knowledge, and 22 per cent had a sufficient level of knowledge.
- The level of attitude on all aspects of ECD was higher than the levels of knowledge and practice.
- All parents/guardians have either a satisfactory or highly satisfactory level of attitude.
- No parents/guardians have a satisfactory level of practice; about seven per cent have sufficient level of practice.

- The poor economic condition of families was partly responsible for the low level of practice.
- Parents/guardians in Bajhang had the highest level of knowledge, and parents/guardians in Siraha have the highest levels of attitude and practice.
- Parents/guardians with exposure to parenting education (PE) had a slightly higher level of knowledge and practice than parents/guardians without PE exposure. No difference was found in the levels of attitude.
- Parents'/guardians' level of knowledge was higher in the area of emotional development (43 per cent) than in other aspects of ECD.
- Parents'/guardians' level of attitude was higher in the area of child rights and importance of ECD (90 per cent) than in other aspects of ECD.
- Parents'/guardians' level of practice was higher in the area of child rights and importance of ECD (36 per cent) than in other aspects of ECD.

### **Major findings of KAP on primary education**

- Overall, the level of knowledge for all aspects of primary education was much lower (25 per cent) than the levels of attitude (84 per cent) and practice (50 per cent).
- Most parents/guardians had an insufficient (67 per cent) or highly insufficient (28 per cent) level of knowledge.
- The level of attitude was either highly satisfactory (64 per cent) or satisfactory (36 per cent).
- Some 77 per cent of parents/guardians were practicing at a sufficient or satisfactory level.
- Male parents/guardians had a slightly higher level of knowledge than female parents/guardians on child rights, parental role, and education for a brighter future of the children. Female parents/guardians had a slightly higher level of knowledge than male parents/guardians on inclusion and quality of education.
- Male parents/guardians had slightly higher levels of attitude than female parents/guardians on all aspects of primary education, except inclusion.
- Male parents/guardians had a slightly higher level of practice than female parents/guardians on inclusion and parental role. Female parents/guardians had a slightly higher level of practice than male parents/guardians on child rights, quality of education, and education for a brighter future of children.

### **Recommendations**

- There is a need to undertake a comprehensive study of the effectiveness and impact of PE programmes being implemented, with the possible need for revising PE packages.
- PE packages need enhancing to boost levels of knowledge on all aspects of ECD, with special emphasis on child rights and importance of ECD, and physical development.
- Parents/guardians with PE exposure would benefit from a refresher programme after a defined period of time.
- PE programmes should include components on development of skills for parents/guardians on the construction of low-cost toilets and children's play materials.

- Strategies aimed at equal participation of males and females in PE programmes should be designed and implemented.
- Key messages developed for the survey should be used for wider advocacy and communication efforts, and in adult education programmes.
- The level of knowledge on child rights, parental role, and education for a brighter future for children should be promoted by revising existing advocacy and awareness-raising programmes.

# Chapter 1: Introduction

## 1.1 Background

The responsibility for providing appropriate care and educational services to young children rests with parents, guardians,<sup>1</sup> and the government at large. Knowledge on the importance of proper care and education for children helps to form correct attitudes and practices of parents and guardians towards appropriate healthcare, nutrition, education, early learning and development, and protection from harm, abuse and discrimination for children. This knowledge plays a contributory role in providing the facilities and environment necessary for the holistic development of children. However, the capacity of parents and guardians to provide necessary support depends to a large extent on their socio-economic background. Bearing these considerations in mind, UNICEF Nepal and many other organizations in Nepal are involved in diverse awareness-raising and capacity-building activities that target parents/guardians with, for example, parenting education (PE) programmes. One goal within UNICEF Nepal's Country Programme for 2008–2010 is to increase to 80 per cent the number of parents/guardians with children aged 3–5 years and 6–10 years in disadvantaged communities of project districts having precise knowledge of a number of key messages regarding the importance of ECD and primary education.

In this context, UNICEF Nepal contracted the Research Centre for Educational Innovation and Development (CERID) to undertake a baseline survey of parents'/guardians' knowledge, attitude and practice (KAP) in relation to the importance of ECD services and primary education for their children.

## 1.2 Rationale

The purpose of the survey is to establish a baseline of parents'/guardians' KAP on ECD and primary education in UNICEF Nepal's education focus districts in order to assess the changes in KAP during UNICEF Nepal's Country Programme for 2008–2010. Moreover, community-level data collected through this survey are expected to be useful in planning awareness creation, communication and advocacy activities for parents, caregivers and communities.

## 1.3 Key messages and research questions

Series of research questions to be covered by the survey were developed for ECD and primary education. Research questions were based on a set of key messages developed by the research team after rigorous consultations with various stakeholders.

### 1.3.1 Key messages and research questions on ECD

#### *Child rights and importance of ECD*

##### *Key messages*

- Every child has a right to survive, grow and develop to his or her full potential.
- Since the first five years of life are crucial, parents and the government are responsible for providing necessary support for the all-round development of children.

---

<sup>1</sup> The immediate family members who are involved in taking care of the child such as grandparents, uncles, aunts, brothers, and sisters are considered to be guardians.

### *Research questions*

- Are parents/guardians aware that the early (first five) years of life of a child are important?
- Are parents/guardians aware of the responsibilities of parents and the government for providing necessary support for the all-round development of a child?

### ***Physical development***

#### *Key messages*

- Infants need to be exclusively breastfed from soon after birth for at least six months. Starting at the age of six months, children should be fed freshly prepared energy- and nutrient-rich complementary foods, while continuing to be breastfed till at least two years of age.
- Children should continue to be fed and offered more fluids during sickness.
- Children should be taken for a full course of immunizations (BCG, DPT, OPV, and measles) within one year of birth.
- Faeces should be disposed of safely, and hands should be washed with soap after defecation, and before preparing meals and feeding children.
- Sick children should be taken to trained healthcare providers, when necessary.
- Children should be protected from accidents, corporal punishment, and other threats.
- Children need to be involved in physical activities such as running, climbing, jumping, throwing, cutting, painting, pasting, etc. for their gross and fine motor development.

### *Research questions*

- What is the understanding of parents/guardians about the importance of breastfeeding, feeding nutritious food, and supplementary feeding during illness?
- Are parents/guardians aware of the importance of providing a full course of immunization for their children?
- What do parents/guardians do (dispose faeces, wash hands) in connection with children's health and hygiene?
- Do parents/guardians take their children for appropriate treatment during illness?

### ***Cognitive development***

#### *Key messages*

- Parents/guardians should encourage their children's independent learning, problem-solving and creative activities through games, songs/rhymes, stories and interactions.
- Parents/guardians should accept, appreciate and recognize the individual differences among children (pace of learning, developing different abilities, etc.).

### *Research questions*

- How are parents/guardians supporting children's learning?
- What is the attitude of parents/guardians towards children of different learning abilities?

## ***Social development***

### *Key messages*

- Parents/guardians should encourage children to ask questions, express ideas and feelings, and participate in social activities.
- Parents/guardians should encourage children to interact with their peer group, family and neighbours.

### *Research questions*

- How do parents/guardians encourage children to explore and ask questions, and express their ideas and feelings?
- How do parents/guardians encourage children to interact with different family and community members?

## ***Emotional development***

### *Key messages*

- Children should receive love, affection and positive encouragement, and opportunities to express and balance their emotions.
- Parents/guardians should answer children's questions, listen patiently to what they say, and observe what they do.

### *Research questions*

- Do parents/guardians provide opportunities to children for expressing their feelings and emotions?
- What is the practice of giving attention to children's queries?

## **1.3.2 Key messages and research questions on primary education**

### ***Child rights***

#### *Key messages*

- Education is a basic human right, and hence every child has the right to quality education.
- Each child has the right to basic education in their mother tongue, as provided for in law.
- Every child has the right to participate in decision-making that affects his or her life.

#### *Research questions*

- What is the understanding of parents/guardians about the right to education?
- What do parents/guardians think about the importance of providing basic education in the mother tongue?

### ***Inclusion***

#### *Key messages*

- No discrimination should be made against children in providing an opportunity to quality education in terms of caste, gender, ethnicity, geographic location, and socio-economic and political background of the family.
- Physically and mentally disabled children should also have an equal opportunity to quality education.

### *Research questions*

- What do parents/guardians think about the importance of providing equal opportunities to girls and boys in education?
- What do parents/guardians think about the importance of providing equal opportunities to physically and mentally disabled children?

### ***Quality of education***

#### *Key messages*

- Education is necessary for promoting life skills.
- Schools need to be child-centred/child-friendly. Schools should consider children's needs, interests and capacities. Children's learning process should be free from fear of failure. Schools should be hazard-free, and have appropriate physical facilities, teacher-learning materials, spacious classrooms, and outdoor space.
- Classes should be conducted regularly, and parents should make sure that their child attends school regularly, maintains punctuality, and is retained in school until he or she completes the primary school cycle.

### *Research questions*

- What is the understanding of parents/guardians about the importance of life skills?
- What is the understanding of parents/guardians regarding child-friendly schools?
- How do parents/guardians ensure that children attend school regularly and complete the primary school cycle?
- What do parents/guardians know about the school enrolment age of their children?

### ***Parental roles***

#### *Key messages*

- Parents/guardians should enrol their child in Grade 1 when the child completes four years of age (enters at five years of age).
- Parents/guardians should create an appropriate learning environment at home, provide necessary support for children's learning, and interact with children regarding school matters.
- Parents/guardians should ensure that children are provided with necessary basic learning materials (paper, pens/pencils, and textbooks), school uniforms (if applicable), and school bags. Parents/guardians should ensure that children are clean and tidy.
- Parents/guardians should visit school regularly, keep in contact with concerned teachers, and review the progress of their children. Parents/guardians should provide support for the development of the school (infrastructure and management).
- Parents/guardians should interact with children regarding school matters and help them in their learning at home.

### *Research questions*

- How do parents/guardians support their children in providing basic learning materials?
- How do parents/guardians review the progress of their children?

- Do parents/guardians interact with their children regarding school matters and support them in their learning at home?

***Education for a brighter future for children***

*Key message*

- Primary education is the foundation of education as well as a gateway to further education. It unfolds opportunities for a better future life (health and environment, good citizen, cultural values, group socialization, and dignity of labour), enables children to better adjust in society, and helps them to be independent.

*Research question*

- What is the understanding of parents/guardians about the importance of primary education for children's futures?

## Chapter 2: Survey Methods

The survey proceeded through a series of processes and activities that included the following.

- (i) Preparation and finalization of key messages on ECD and primary education
- (ii) Development of survey tools
- (iii) Piloting of survey tools
- (iv) Finalization of survey tools
- (v) Selection of sample districts
- (vi) Selection and training of field researchers
- (vii) Undertaking of fieldwork
- (viii) Data analysis and interpretation

### 2.1 Preparation and finalization of key messages on ECD and primary education

Key messages on ECD and primary education were developed after a review of relevant documents related to PE programmes and consultation with the advisory committee.

A consultative workshop to finalize the key messages was held on 11 July 2008, and attended by 32 participants, representing ECD, health and primary education from various government offices, UN agencies and I/NGOs (UNICEF, Innovative Forum for Community Development (IFCD), Save the Children Alliance, Department of Education, Tribhuvan University's Faculty of Education, Dibya Ankur, Early Childhood Education Centre (ECEC), Early Childhood Development Innovative Forum (CEDIF), Educate the Children (ETC) and CERID. Key messages were presented to participants, who reviewed the messages in groups and provided suggestions for finalizing them. The final version of key messages is given in Chapter 1.

### 2.2 Development of survey tools

Two sets of survey tools—one for parents/guardians of ECD children and the other for parents/guardians of primary-school-aged children—were developed and used to collect primary information from the field. Quantitative as well as qualitative survey tools were used. Each set included five types of survey tool, as listed below.

- *Structured knowledge test/questionnaire items*—to assess the knowledge level of parents/guardians on ECD and primary education.
- *Attitude scale*—to identify the attitude level of parents/guardians towards ECD and primary education.
- *Observation form and checklist*—to identify and assess practices related to ECD and primary education as specified in the key messages.
- *Structured and semi-structured interview schedules*—to supplement the quantitative data on knowledge and practices.
- *Focus group discussion (FGD)*—to collect group views of parents/guardians on ECD and primary education.

An overview of the tools is presented below. Knowledge tests on ECD and primary education are given in Tables 2.2.1 and 2.2.2.

**Table 2.2.1: Knowledge test on ECD**

<b>Aspects /categories tested</b>	<b>Subjects covered in questions</b>	<b>Total marks allotted</b>
Child rights and importance of ECD	<ul style="list-style-type: none"><li>• Child rights</li><li>• Bodies responsible for ensuring child rights</li><li>• Importance of first five years of life</li><li>• Parents’/guardians’ role in the development of children</li></ul>	19
Physical development	<ul style="list-style-type: none"><li>• Breastfeeding in the early years</li><li>• Importance and types of immunization</li><li>• Health, hygiene and treatment during sickness</li><li>• Protecting the child from accidents</li><li>• Corporal punishment</li><li>• Ways of supporting children for their physical development</li></ul>	43
Cognitive development	<ul style="list-style-type: none"><li>• Importance of providing encouragement for children’s independent learning</li><li>• Problem-solving and creative activities through games, songs, rhymes, stories and interactions</li><li>• Recognizing individual differences in children</li></ul>	19
Social development	<ul style="list-style-type: none"><li>• Encouraging children to ask questions and express ideas/feelings</li><li>• Encouraging children to participate in social activities and to interact with peer group, family members and neighbours</li></ul>	26
Emotional development	<ul style="list-style-type: none"><li>• Importance of love, affection, and positive encouragement</li><li>• Providing children with the opportunity to express and balance emotions</li><li>• Listening and responding to children’s questions and observing them</li></ul>	22

**Table 2.2.2: Knowledge test on primary education**

Aspects /categories tested	Subjects covered in questions	Total marks allotted
Child rights	<ul style="list-style-type: none"> <li>• Right to quality education</li> <li>• Right to basic education in mother tongue</li> <li>• Participation in decision-making</li> </ul>	10
Inclusion	<ul style="list-style-type: none"> <li>• No discrimination based on caste, gender, ethnicity, geographical location, socio-economic and political background of family in providing education</li> <li>• Equal opportunity to physically and mentally disabled children</li> </ul>	12
Quality of education	<ul style="list-style-type: none"> <li>• Education for promoting life skills</li> <li>• Child-friendly school environment</li> <li>• Consideration of children’s needs, interests and capacities</li> <li>• Hazard-free and appropriate physical facilities</li> <li>• Spacious indoor and outdoor spaces</li> <li>• Regular school operation</li> <li>• Children attend school regularly</li> <li>• Children complete primary school cycle</li> </ul>	20
Parental role	<ul style="list-style-type: none"> <li>• Children enrolled in school at appropriate age</li> <li>• Appropriate learning environment at home and continued support</li> <li>• Children are provided with basic learning materials</li> <li>• Children are kept clean and tidy</li> <li>• Parents visit school regularly, contact class teachers and review progress of children</li> <li>• Parents support school in management and development of infrastructure</li> <li>• Parents help children in their learning and school matters</li> </ul>	15
Education for a brighter future for children	<ul style="list-style-type: none"> <li>• Primary education is a gateway to further education</li> <li>• Primary education unfolds opportunities for better future</li> <li>• Primary education helps children to better adjust in society and be independent</li> </ul>	10

The attitude scale uses a five-point measurement from ‘fully agree’ to ‘fully disagree’ (see Table 2.2.3). During administration of the tool, the field researcher read statements (translated into local language where necessary) one by one and ticked appropriate columns in the scale based on the respondent’s responses. The information collected was first checked, then entered into a computer, and analysed using the SPSS package.

**Table 2.2.3: Attitude scale**

	Fully disagree	Disagree	Undecided	Agree	Fully agree
<b>For positive statement</b>	1	2	3	4	5
<b>For negative statement</b>	5	4	3	2	1

A brief description of tools used for collection of data related to parents’/guardians’ practices on various aspects of ECD and primary education is given in Table 2.2.4.

**Table 2.2.4: Observation tools**

<p><b>Part I: Household survey</b> of respondents involved in FGD</p> <ul style="list-style-type: none"> <li>• Information on parents and children</li> <li>• Family background</li> <li>• Facilities available at home</li> </ul>	<p><b>Part II: Observation checklist</b> for selected FGD participants and observation</p>	<p><b>Part III: Observations</b> noted by researchers on the following:</p> <ul style="list-style-type: none"> <li>• Child rights and importance of ECD</li> <li>• Physical development</li> <li>• Cognitive development</li> <li>• Social development</li> <li>• Emotional development</li> <li>• Child rights</li> <li>• Inclusion</li> <li>• Parental role</li> <li>• Education for a brighter future for children</li> </ul>
--	--	--

FGD guidelines for parents/guardians of ECD children and primary-school-aged children included: (a) background information of participating parents/guardians, and (b) topics for discussion. Background information included general information on participants such as name, address, information about having and not having PE exposure, and relationship with children. Topics for discussion in ECD FGDs included child rights and importance of ECD, and physical, cognitive, social and emotional development of children. Topics for discussion in primary education FGDs included child rights, inclusion, quality of education, parental role, and education for a brighter future for children. Under each topic, a list of probing points and further questions were included for FGD facilitators to use while conducting FGDs.

### 2.3 Pre-testing of survey tools

Survey tools were pre-tested in the districts of Makwanpur (Shikharkot VDC) and Kavre (Methinkot VDC) in order to assess their relevancy and reliability. These VDCs represent rural communities similar to communities in the sample districts. Of the five tools, the knowledge test and attitude scales were administered to 37 parents/guardians of ECD children and 31 parents/guardians of primary-school-aged children for assessing reliability. Other tools were also tested with some parents/guardians in both districts.

### 2.4 Finalization of survey tools

Based on results of the pre-test, all tools were improved. Most of the qualitative tools were simplified to make them easier for local people to understand. For the knowledge tests and attitude scale, the difficulty level of each item was analysed and the reliability of each test was calculated. The attitude scale was considered to be highly reliable because the reliability coefficient measured after pre-testing the tool was at an acceptable level. Kuder–Richardson method of determining reliability was used for this purpose.<sup>2</sup> The r value for the ECD knowledge test of was 0.998 and the r value for the primary education knowledge test was 0.993. For the attitude scale, Pearson’s raw score formula for the split-half method and Spearman–Brown’s formula were used to estimate the reliability of the scale. The r value for the ECD attitude scale was 0.917, and the r value for the primary education attitude scale was 0.766.

### 2.5 Selection of sample districts, VDCs and parents/guardians

The survey adopted a multi-stage sampling technique.

Five districts of UNICEF’s 15 education focus districts were selected for the survey, representing the three ecological zones (*terai*, hills and mountain) and including different

<sup>2</sup> Garrett, H.E. (1981). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Ltd.

UNICEF Nepal programmes such as DACAW districts, Girls' Education Stand-Alone districts and Quick Impact Programme districts (Table 2.5.1).

**Table 2.5.1: Sample districts included in the survey**

District	Region	Programme
Parsa	Central region, <i>terai</i>	DACAW
Dadeldhura	Far-Western region, hills	DACAW
Siraha	Eastern region, <i>terai</i>	Girls' Education Stand-Alone
Rupandehi	Western region, <i>terai</i>	Girls' Education Stand-Alone
Bajhang	Far-Western region, mountain	Quick Impact Programme

In each district, three VDCs were selected and, within each VDC, one disadvantaged community was selected (Table 2.5.2). Thus, the present survey represents the KAP of parents/guardians from disadvantaged communities only.

**Table 2.5.2: Sample VDCs, communities and the major ethnic/caste groups**

Districts	VDCs	Disadvantaged communities	Major ethnic/caste groups
Parsa	Bagahi	Bagahi	Ram (Chamar), Kuswa, Patel
	Bisrampur	Bisrampur	Muslim, Yadav
	Vauratar	Vauratar Ramtole	Chamar, Yadav, Patel
Dadeldhura	Nawadurga	Nawadurga	Dalit
	Kaipalamandau	Kaipalamandau	Damai, Sarki
	Alital	Alital	Magar
Siraha	Madar	Madar	Paswan
	Sarswar	Gamahariya	Yadav
	Hanumannagar	Bhalabahi	Kamati
Rupandehi	Tenuhawa	Tenuhawa	Muslim, Yadav
	Patkhauri	Patkhauri	Harijan, Dhobi
	Hatipharsatkar	Hatipharsatkar	Chaudhary, Harijan
Bajhang	Kadel	Munali Mandi	Mandal
	Sainpasela	Sainpasela	Chamar, Nepali
	Lakhgau	Nawada	Budha, Kami, Damai

In each community, parents/guardians with children aged 3–5 years (for ECD) and 6–10 years (for primary education) were stratified as follows.

- Parents/guardians of ECD children who have received exposure to PE
- Parents/guardians of ECD children who have not received exposure to PE
- Parents/guardians of primary-school-aged children

A summary of the number of parents/guardians included in the survey is given in Tables 2.5.3 and 2.5.4.

**Table 2.5.3: Sample parents/guardians of ECD children included in survey**

Tools	Parents/guardians with PE			Parents/guardian without PE			Grand total
	Male	Female	Total	Male	Female	Total	
Focus group discussion	51	97	148	122	137	288	397
Knowledge test and attitude scale	31	48	79	67	64	131	210
Home observation form	7	11	18	18	20	38	56

**Table 2.5.4: Sample parents/guardians of primary-school-aged children included in survey**

Tools	Male	Female	Total
Focus group discussions	108	116	234
Knowledge test and attitude scale	55	57	112
Home observation form	14	16	30

In each sample community, six FGDs—four with parents/guardians of ECD children and two with parents/guardians of primary-school-aged children—were held. Only one parent/guardian (either male or female) was selected from each family. The four groups of parents/guardians in the first category included: (i) male group with exposure to PE; (ii) male group without exposure to PE; (iii) female group with exposure to PE; and (iv) female group without exposure to PE. The two groups in the second category included one male group and one female group. The male group included fathers and guardians who took part in PE programmes and/or those who are involved in taking care of children at home. It was similar for the female group. Each FGD included at least six participants. FGDs were held separately for different groups of parents/guardians.

About 50 per cent of parents/guardians from each of three groups—two ECD groups and one primary group—were randomly selected for administering the knowledge and test attitude scale.

In order to collect first-hand information on practices related to parent–child interactions with regard to early stimulation and parents/guardians involvement and support in children’s psychosocial development and their education, at least five parents/guardians were randomly selected from among sample parents. The home observation form was used to collect information in this regard.

## 2.6 Selection and training of field researchers

Ten field researchers were selected for the field survey. Most of the field researchers had a Master’s degree with at least two years of experience in conducting research in the area of ECD and/or primary education. Five teams were formed to undertake fieldwork simultaneously in all five sample districts. Each team was composed of a male and a female, acquainted with the survey, its importance, methods, and use of the survey tools. The field researchers were also involved in pre-testing the survey tools, which gave them first-hand experience of using the tools before their actual administration.

## 2.7 Undertaking of fieldwork

Fieldwork was undertaken in September 2008. Each team spent about three weeks in their district. The teams spent about a week in each VDC covered by the study.

The language difference between the researchers and the local people was a barrier in administering the tools in *terai* districts, especially in Rupandehi where researchers were not able to communicate in the local Bhojpuri language. However, the team managed to hire a local teacher who was able to communicate in the local language and provide support in administering the survey tools. In the other districts, at least one of the researchers was fluent in the local language.

The teams faced a number of unanticipated problems. In Siraha, for example, the highway was closed during the whole duration of fieldwork. The team had to travel to this district via India. They were disrupted at many points on their visits to sample communities by activists who had called the strike. In Bajhang, sample VDCs were far from the road-head at the district headquarters, and researchers had to walk for two days to reach the locations. A landslide in Dadeldhura made it hard for researchers to complete their assignments. In the

same district, the planned monitoring visit of the survey coordinator and associate had to be abandoned due to floods.

Despite these unfavourable circumstances, the survey was conducted successfully and as planned.

## **2.8 Data analysis and interpretation**

The data and information collected through the use of the various survey tools were analysed by using statistical devices as well as qualitative measures, and disaggregated by gender, district, and ethnic/caste group. Information on knowledge and attitude were analysed quantitatively, using the SPSS package. Quantitative and qualitative data and information were cross-examined, using triangulation. Analysis tables linked to the research questions had been developed before data collection.

## **2.9 Limitations of the survey**

The survey has the following limitations.

- Key messages included in the survey may not fully cover all the areas of information (KAP) of parents/guardians.
- The survey tools such as structured knowledge tests, attitude scale and observation checklists may not fully cover the KAP of respondents (parents/guardians).
- The three disadvantaged communities sampled for the survey in each district may not be fully representative of the district.

## Chapter 3: Parents’/Guardians’ KAP on ECD

This chapter presents an analysis and interpretation of the KAP of parents/guardians pertaining to various aspects of ECD. The information and data collected through the use of knowledge test and attitude scale were used to obtain the quantitative status of parents’/guardians’ knowledge and attitude. Similarly, the information and data collected through household observation were analysed to find out the practice or behaviour of parents/guardians on various aspects of child development. The data collected through the administration of interviews were used to supplement the knowledge and practice of parents/guardians on various aspects of ECD. The information collected through FGD presents group views on the knowledge and practice of various groups of parents/guardians.

The five aspects covered by the survey were as follows.

- Child rights and importance of ECD
- Physical development
- Cognitive development
- Social development
- Emotional development

In order to produce a complete picture of the KAP of parents/guardians, each aspect was analysed separately as well as combined together. Data were disaggregated by district, gender, and exposure to PE (except for Rupandehi District where the PE programme had not yet started). The analysis of parents’/guardians’ KAP was made in two ways. Firstly, the parents’/guardians’ levels of KAP were analysed by calculating the total mean scores in each aspect of ECD. Secondly, the levels of parents’/guardians’ KAP were categorized into the following five subdivisions.

- 20 per cent and below: highly insufficient (HI)
- 21–40 per cent: insufficient (I)
- 41–60 per cent: sufficient (Suff)
- 61–80 per cent: satisfactory (Sat)
- Above 80 per cent: highly satisfactory (HS)

### 3.1 Parents’/guardians’ KAP on child rights and importance of ECD

The following key messages were examined for KAP on child rights and importance of ECD.

- Every child has a right to survive, grow and develop to his or her full potential.
- Since the first five years of life are crucial, parents and the government are responsible for providing necessary support for the all-round development of children.

#### 3.1.1 Mean scores of parents’/guardians’ KAP on child rights and importance of ECD

Table 3.1.1 presents the mean scores of parents’/guardians’ KAP on child rights and importance of ECD.

**Table 3.1.1: Mean score of parents/guardians by their level of KAP on child rights and importance of ECD (percentage)**

District	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	17.8	83.4	49.2	13.0	81.9	44.9	15.5	82.7	46.9
Dadeldhura	16.3	93.0	17.3	19.5	88.6	14.4	18.1	90.9	15.4
Siraha	22.6	99.9	35.9	17.3	95.7	42.3	19.9	97.9	40.6
Rupandehi	23.4	86.6	46.2	22.1	91.5	44.0	22.7	89.4	44.8
Bajhang	25.7	83.0	43.6	29.2	80.3	30.8	28.1	81.2	35.6
<b>Total</b>	<b>20.8</b>	<b>91.2</b>	<b>38.9</b>	<b>19.8</b>	<b>88.4</b>	<b>34.8</b>	<b>20.3</b>	<b>89.7</b>	<b>36.3</b>

Notes: K = knowledge, A = attitude, P = practice

The level of knowledge of parents/guardians on child rights and importance of ECD at 20 per cent was lower than the levels of attitude and practice. The level of attitude of parents/guardians was highest (90 per cent). The level of practice at 36 per cent was higher than the level of knowledge. This pattern applies to parents/guardians of all districts except Dadeldhura. In Dadeldhura, the level of knowledge of parents/guardians (18 per cent) was higher than the level of practice (15 per cent).

The level of knowledge was highest in Bajhang (28 per cent) and lowest in Parsa (15.5 per cent). The level of attitude was highest in Siraha (98 per cent) and lowest in Bajhang (81 per cent). The level of practice was highest in Parsa (47 per cent) and lowest in Dadeldhura (15 per cent).

A comparison of male and female KAP showed that in all areas males had a slightly higher level than females.

A comparison of parents'/guardians' KAP based on exposure to PE revealed no difference in the levels of knowledge and attitude between parents/guardians with and without exposure to PE. However, parents/guardians with exposure to PE were practicing child rights and ECD-related activities at a slightly higher level (38 per cent) than parents/guardians without exposure to PE (36 per cent) (see Annex 'C' Table 3.1.1.a and 3.1.1.b).

### 3.1.2 Distribution of parents'/guardians' KAP on child rights and importance of ECD

Table 3.1.2 presents the distribution of parents'/guardians' KAP on child rights and importance of ECD services (categorized into five levels).

**Table 3.1.2: Distribution of parents'/guardians' KAP on child rights and importance of ECD (percentage)**

District	Knowledge				Attitude		Practice				
	HI	I	Suff	Sat	Sat	HS	HI	I	Suff	Sat	HS
Parsa	82.5	12.5	5		35	65	18.2	9.1	54.5	9.1	9.1
Dadeldhura	46.5	51.2	2.3		14	86	58.3	41.7			
Siraha	52.5	39.3	8.2			100	18.2		81.8		
Rupandehi	28.2	66.7	5.1		15.4	84.6	8.3	25	58.3	8.3	
Bajhang	18.5	74.1	3.7	3.7	57.1	42.9	33.3	11.1	55.6		
<b>Total</b>	<b>48.1</b>	<b>46.2</b>	<b>5.2</b>	<b>0.5</b>	<b>20</b>	<b>80</b>	<b>27.3</b>	<b>18.2</b>	<b>49.1</b>	<b>3.6</b>	<b>1.8</b>

Notes: HI = highly insufficient, I = insufficient, Suff = sufficient, Sat = satisfactory, HS = highly satisfactory

The level of knowledge of parents/guardians on child rights and importance of ECD was low compared to the level of knowledge in other ECD areas (physical, cognitive, social, and emotional development), with 48 per cent of parents/guardians having a highly insufficient level of knowledge. However, all parents/guardians had a satisfactory or highly satisfactory level of attitude on child rights and importance of ECD. Moreover, with 80 per cent of parents/guardians having a highly satisfactory level of attitude, this ECD area of the survey has the highest level of attitude. About 50 per cent of parents/guardians had a sufficient level

of practice on child rights and importance of ECD. However, the number of parents/guardians having a satisfactory or highly satisfactory level of practice was very low (five per cent).

A district-wise comparison revealed that almost all parents/guardians in Parsa had a poor (highly insufficient and insufficient) level of knowledge of child rights and importance of ECD. The number of parents/guardians having sufficient level of knowledge was higher in Siraha than other districts although this was still small at eight per cent. The level of attitude of parents/guardians was highest in Siraha with all parents/guardians being highly satisfactory, and lowest in Bajhang with 43 per cent of parents/guardians being highly satisfactory and the remainder satisfactory. The level of practice was highest in Siraha with 82 per cent of parents/guardians being sufficient, satisfactory or highly satisfactory, and lowest in Dadeldhura with all parents/guardians being highly insufficient or insufficient.

A comparison of male and female parents/guardians showed no significant difference in level of knowledge. The number of males having a highly satisfactory level of attitude was a little higher than the number of females. The number of males having a sufficient level of practice was slightly higher than the number of females (see Annex 'D' Tables 3.1.2.a, 3.1.2.b and 3.1.2.c).

A comparison of parents'/guardians' KAP based on their exposure to PE revealed statistically no significant difference between parents/guardians with and without PE exposure. However, a higher proportion of parents/guardians with PE exposure (65 per cent) were found to have a sufficient level of practice compared to parents/guardians without PE exposure (42 per cent) (see Annex 'D' Tables 3.1.d - 3.1.i).

These findings suggest that parents/guardians had a highly positive attitude towards child rights and importance of ECD even though they do not have adequate knowledge in this area. In addition, a fairly high number of parents/guardians (about 50 per cent) were knowingly or unknowingly supporting their children in matters of child rights and ECD-related services.

*Female FGD participants of Dadeldhura with PE exposure were aware that children have the right to good education and good food but were unable to help their children in these areas because of poverty.*

### **3.2 Parents'/guardians' KAP on physical development**

The following key messages were examined for KAP on physical development of young children.

- Infants need to be exclusively breastfed from soon after birth for at least six months. Starting at the age of six months, children should be fed freshly prepared energy- and nutrient-rich complementary foods, while continuing to be breastfed till at least two years of age.
- Children should continue to be fed and offered more fluids during sickness.
- Children should be taken for a full course of immunizations (BCG, DPT, OPV, and measles) within one year of birth.
- Faeces should be disposed of safely, and hands should be washed with soap after defecation, and before preparing meals and feeding children.
- Sick children should be taken to trained healthcare providers, when necessary.
- Children should be protected from accidents, corporal punishment, and other threats.

- Children need to be involved in physical activities such as running, climbing, jumping, throwing, cutting, painting, pasting, etc. for their gross and fine motor development.

### 3.2.1 Mean scores of parents'/guardians' KAP on physical development

Table 3.2.1 presents the mean scores of parents'/guardians' KAP on physical development of young children.

**Table 3.2.1: Mean score of parents/guardians by their level of KAP on physical development (percentage)**

District	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	33.6	80.5	33.8	36.8	83.0	28.9	35.1	81.8	31.1
Dadeldhura	34.8	86.4	27.8	33.1	86.4	24.7	33.9	86.4	25.7
Siraha	32.1	89.8	40.7	32.6	90.4	47.5	32.4	90.1	45.7
Rupandehi	31.9	78.9	37.2	34.1	79.8	35.6	33.1	79.4	36.2
Bajhang	38.0	81.4	38.5	40.8	75.7	27.6	39.9	77.5	31.7
<b>Total</b>	<b>33.5</b>	<b>84.5</b>	<b>35.1</b>	<b>35.0</b>	<b>83.7</b>	<b>33.5</b>	<b>34.3</b>	<b>84.1</b>	<b>34.1</b>

Notes: K = knowledge, A = attitude, P = practice

The level of knowledge and the level of practice of parents/guardians on physical development of young children were each about 34 per cent. The level of attitude was higher at 84 per cent.

A district-wise comparison showed that parents/guardians of Bajhang had the highest level of knowledge (40 per cent), and parents/guardians of Siraha had the lowest level of knowledge (32 per cent). The level of attitude was highest in Siraha (90 per cent) and lowest in Bajhang (77.5 per cent). The level of practice was highest in Siraha (46 per cent) and lowest in Dadeldhura (26 per cent).

There was no significant difference between male and female KAP with regard to physical development of children.

*Males of Bajhang without PE exposure said, "Children should be given cereal, juice, yellow fruits and vegetables. But we are not able to provide such foods to our children. We will provide such foods to our children if we can afford them." This statement relates to the key message '...children should be fed freshly prepared energy- and nutrient-rich complementary foods...'. It provides an example of parents not being able to put knowledge into practice because of economic limitations (poverty).*

*Another example of the same phenomenon is an FGD in Parsa with males having PE exposure and females not having PE exposure where parents/guardians had the knowledge that toilets should be constructed to keep children away from diseases. However, they took their children outside for defecation because they did not have toilets at home. Toilets were not constructed because of lack of money. Therefore, the key message 'Faeces should be disposed of safely...' could not be practiced.*

A comparison of parents'/guardians' KAP based on exposure to PE revealed parents/guardians with PE exposure had a slightly higher level of knowledge (36 per cent) than parents/guardians without PE exposure (34 per cent). No significant difference was found in level of attitude. Parents/guardians with parents/guardians with PE exposure had a slightly higher level of practice (35 per cent) than parents/guardians without PE exposure (33 per cent) (see Annex 'C' Table 3.2.1.a and 3.2.1.b).

### 3.2.2 Distribution of parents'/guardians' KAP on physical development

Table 3.2.2 presents the distribution of parents'/guardians' KAP on physical development of young children (categorized into five levels).

**Table 3.2.2: D Distribution of parents'/guardians' KAP on physical development (percentage)**

District	Knowledge				Attitude		Practice		
	HI	I	Suff	Sat	Sat	HS	HI	I	Suff
Parsa		77.5	22.5		40.0	60.0		100.0	
Dadeldhura		83.7	16.3		4.7	95.3	25.0	75.0	
Siraha	6.6	73.8	19.7		1.7	98.3		27.3	72.7
Rupandehi	7.7	76.9	15.4		64.1	35.9	8.3	58.3	33.3
Bajhang		55.6	40.7	3.7	78.6	21.4	22.2	66.7	11.1
<b>Total</b>	<b>3.3</b>	<b>74.8</b>	<b>21.4</b>	<b>0.5</b>	<b>31.4</b>	<b>68.6</b>	<b>10.9</b>	<b>65.5</b>	<b>23.6</b>

Notes: HI = highly insufficient, I = insufficient, Suff = sufficient, Sat = satisfactory, HS = highly satisfactory

More than 78 per cent of parents/guardians had a highly insufficient or insufficient level of knowledge on physical development of children compared to 22 per cent who had a sufficient or satisfactory level of knowledge. All parents/guardians showed a satisfactory (31 per cent) or highly satisfactory (69 per cent) level of attitude to physical development. However, 76 per cent of parents/guardians showed a highly insufficient or insufficient level of practice on physical development, and the remaining 24 per cent showed a sufficient level of practice.

A district-wise comparison revealed that parents/guardians in Bajhang had the highest level of knowledge with 44 per cent being sufficient or satisfactory, and parents/guardians in Rupandehi had the lowest level of knowledge with 85 per cent being highly insufficient or insufficient. Almost all parents/guardians in Siraha (98 per cent) and Dadeldhura (95 per cent) had a highly satisfactory level of attitude, while parents/guardians in Bajhang had the lowest level of attitude with 21 per cent being highly satisfactory and 79 per cent being satisfactory. Parents/guardians in Siraha had the highest level of practice with 73 per cent being sufficient, and parents/guardians in Parsa and Dadeldhura had the lowest with 100 per cent being highly insufficient or insufficient.

*Female parents/guardians in Siraha without PE exposure were providing different types of food, including rice, to children when mother's milk was insufficient. Males without PE exposure had knowledge that mother's milk helps to increase immunity in children. This shows that parents/guardians in Siraha had knowledge of the key message 'Infants need to be breastfed... continuing to be breastfed till at least two years' and were practicing this knowledge.*

A comparison of male and female parents'/guardians' level of knowledge on physical development revealed that the percentage of female parents/guardians having sufficient level of knowledge was slightly higher than the percentage of male parents/guardians. The percentage of male parents/guardians having a highly satisfactory level of attitude was slightly higher than the percentage of female parents/guardians. Interestingly, the percentage of female parents/guardians with a sufficient level of practice was much higher than the percentage of male parents/guardians (31 per cent compared to 10 per cent), maybe due to the fact that, traditionally in Nepal, women caretakers are in charge of physical care of children (see Annex 'D' Tables 3.2.a, 3.2.b and 3.2.c).

A comparison of parents'/guardians' KAP based on exposure to PE revealed that the percentage of parents/guardians having a sufficient level of knowledge on physical development was higher among parents/guardians with PE exposure (27 per cent) than among parents/guardians without PE exposure (18 per cent). There was no significant difference in

the level of attitude between parents/guardians with and without PE exposure. A higher percentage (29 per cent) of parents/guardians with PE exposure had a sufficient level of practice compared parents/guardians without PE exposure (21 per cent) (see Annex 'D' Tables 3.2.d - 3.2.i).

*In a FGD in Parsa (parents/guardians with and without PE exposure), parents/guardians said that, although they knew punishment affects children, they beat and intimidated their children when they become stubborn. They were doing so because they thought that children would improve if punishment were given. Not only parents without PE exposure but also parents with PE exposure had this notion. Attitude and practice related to the key message on the 'need to protect children from corporal punishment' seem to be low.*

*Parents/guardians without PE exposure in Dadeldhura also considered corporal punishment as a tool to make children aware of their misdeeds.*

*Both parents/guardians with and without PE exposure knew that vaccines should be provided to their children. However, they were unaware of the types of vaccines that should be given within one year of birth.*

### **3.2.3 Parents'/guardians' KAP on the key message about breastfeeding and supplementary feeding**

Parents'/guardians' level of knowledge was lower than their levels of attitude and practice on breastfeeding and supplementary feeding. The level of knowledge was extremely low (four per cent) compared to the total level of knowledge on physical development (34 per cent). Parents'/guardians' level of attitude on breastfeeding and supplementary feeding was higher (93 per cent) than their total level of attitude on physical development (84 per cent). Similarly, their level of practice was higher (79 per cent) than their total level of practice (34 per cent) (see Annex 'A' Table 3.2.3).

*In most FGDs, parents/guardians mentioned that they regarded mother's milk as the main food for the physical development of children. They said that it should be provided to children until the mother becomes pregnant again.*

*Parents/guardians in Bajhang had good knowledge of breastfeeding. They said that breastfeeding is necessary for children because mother's milk is a rich source of vitamins and minerals. They also emphasized the need to breastfeed until the age of at least two years for physical development of children. However, although parents/guardians had good knowledge about providing nutritious complementary foods to children, they were not doing so in practice owing to their poor economic circumstances.*

*Household observation revealed that parents/guardians in Parsa with and without PE exposure were providing supplementary foods such as porridge, cereals and green vegetables to their children. They also provided rice, lentil, bread, biscuit, cereals and fruits when their children were sick.*

*Parents/guardians in Rupandehi said that mother's milk contains a lot of vitamins, which help to protect children from different diseases. They were also providing supplementary foods such as lentil, rice and chapatti to their children after the age of six months.*

### 3.3 Parents'/guardians' KAP on cognitive development

The following key messages were examined for KAP on cognitive development of young children.

- Parents/guardians should encourage their children's independent learning, problem-solving and creative activities through games, songs/rhymes, stories and interactions.
- Parents/guardians should accept, appreciate and recognize the individual differences among children (pace of learning, developing different abilities, etc.)

#### 3.3.1 Mean scores of parents'/guardians' KAP on cognitive development

Table 3.3.1 presents the mean scores of parents'/guardians' KAP on cognitive development of young children.

**Table 3.3.1: Mean score of parents/guardians by their level of KAP on cognitive development (percentage)**

District	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	32.1	70.7	14.2	26.6	73.9	20.7	29.5	72.3	17.8
Dadeldhura	40.4	84.2	9.4	34.4	87.5	12.5	37.1	85.8	11.5
Siraha	34.9	83.1	9.6	37.0	83.7	18.6	36.0	83.4	16.2
Rupandehi	35.4	72.8	24.4	32.8	75.7	20.0	34.0	74.4	21.6
Bajhang	48.0	71.5	17.0	46.8	71.8	10.2	47.2	71.7	12.8
<b>Total</b>	<b>36.7</b>	<b>78.0</b>	<b>15.1</b>	<b>35.5</b>	<b>79.0</b>	<b>16.6</b>	<b>36.0</b>	<b>78.5</b>	<b>16.1</b>

Notes: K = knowledge, A = attitude, P = practice

Parents'/guardians' level of attitude on cognitive development was higher (79 per cent) than their level of knowledge (36 per cent) and their level of practice (16 per cent).

The level of knowledge on cognitive development was highest among parents/guardians in Bajhang (47 per cent), and lowest among parents/guardians in Parsa (29.5 per cent). Parents'/guardians' level of attitude was highest in Dadeldhura (86 per cent) and lowest in Bajhang (72 per cent). Parents'/guardians' level of practice was highest in Rupandehi (22 per cent) and lowest in Dadeldhura (11.5 per cent).

A comparison of male and female parents/guardians showed that males' knowledge on cognitive development was slightly higher than females. However, female parents/guardians had slightly higher levels of attitude and practice than males.

A comparison of parents'/guardians' KAP based on exposure to PE revealed that parents/guardians without PE exposure had a slightly higher level of KAP compared to parents/guardians with PE exposure (see Annex 'C' Table 3.3.1.a and 3.3.1.b).

#### 3.3.2 Distribution of parents'/guardians' KAP on cognitive development

Table 3.3.2 presents the distribution of parents'/guardians' KAP on cognitive development (categorized into five levels).

**Table 3.3.2: Distribution of parents'/guardians' KAP on cognitive development (percentage)**

District	Knowledge				Attitude			Practice			
	HI	I	Suff	Sat	I	Suff	Sat	HS	HI	I	Suff
Parsa	7.5	80.0	12.5			2.5	90.0	7.5	72.7	27.3	
Dadeldhura	4.7	46.5	46.5	2.3			23.3	76.7	91.7	8.3	
Siraha	4.9	55.7	39.3		1.7		30.0	68.3	72.7	27.3	
Rupandehi	7.7	59.0	33.3			5.1	64.1	30.8	50.0	41.7	8.3
Bajhang		22.2	66.7	11.1			100.0		88.9	11.1	
<b>Total</b>	<b>5.2</b>	<b>54.8</b>	<b>38.1</b>	<b>1.9</b>	<b>0.5</b>	<b>1.4</b>	<b>55.7</b>	<b>42.4</b>	<b>74.5</b>	<b>23.6</b>	<b>1.8</b>

Notes: HI = highly insufficient, I = insufficient, Suff = sufficient, Sat = satisfactory, HS = highly satisfactory

About 40 per cent of parents/guardians had a sufficient or satisfactory level of knowledge on cognitive development, and 60 per cent had a highly insufficient or insufficient level of knowledge. Almost 100 per cent of parents/guardians had a sufficient, satisfactory or highly satisfactory level of attitude on cognitive development. However, less than two per cent of parents/guardians had a sufficient level of practice, with the remaining 98 per cent having a highly insufficient or insufficient level of practice. The level of practice on cognitive development was lower than all other areas of child development in the survey. This indicates that, although parents/guardians feel that it is important to accept and recognize individual differences and encourage children in independent learning, problem-solving and creativity through games, songs, interaction, they were not able to practice these activities.

A district-wise comparison revealed that parents/guardians in Bajhang had the highest level of knowledge on cognitive development with 78 per cent being sufficient or satisfactory, and parents/guardians in Parsa had the lowest level of knowledge with 87.5 per cent being highly insufficient or insufficient. The level of attitude of parents/guardians was high in all districts, except for two per cent of parents/guardians in Siraha with an insufficient level. Parents/guardians in all districts had a low level of practice, except for eight per cent in Rupandehi who had a sufficient level. Some 92 per cent of parents/guardians in Dadeldhura

*In an FGD of females without PE exposure in Dadeldhura, it was found that parents/guardians did not know how to encourage or motivate their children to learn. One of the key messages under cognitive development says that parents and guardians should accept, appreciate and recognize the individual differences of children in learning, but parents/guardians were not practicing this message. They tried to teach different things to their children by speaking lovingly to them, but if children could not learn, they beat them.*

had a highly insufficient level of practice compared to 50 per cent in Rupandehi.

A comparison of male and female parents/guardians revealed that male parents/guardians had a slightly higher level of knowledge on cognitive development than female parents/guardians. Female parents/guardians had a slightly higher level of attitude than male parents/guardians. Male parents/guardians had a lower level of practice than female parents/guardians, with a highly insufficient level among 90 per cent of males compared to 66 per cent of females.

A comparison of parents'/guardians' KAP based on their exposure to PE revealed statistically

*Some of parents/guardians (both male and female with and without PE exposure) in Parsa, Bajhang and Dadeldhura said that children cannot learn independently: there should be someone to teach them. This relates to the key message 'Parents and guardians should encourage their children's independent learning... and interactions'. This shows that parents/guardians have a negative attitude towards independent learning.*

no significant difference between parents/guardians with and without PE exposure in all three

*In one household observations in Rupandehi (that of a female without PE exposure), it was seen that a child was allowed to learn independently. The child was preparing chapatti (Nepali bread). This shows the use of key message 'Parents and guardians should encourage their children's independent learning... and interactions'.*

aspects (see Annex 'D' Tables 3.3.d – 3.3.i).

### 3.3.3 Parents'/guardians' KAP on key message about independent learning

Parents'/guardians' level of knowledge on encouragement for independent learning through games, songs, stories and interactions was high (44 per cent) compared to their total level of knowledge on cognitive development (36 per cent). No significant difference was found in the level of attitude on this key message and on the total level of attitude on cognitive development. However, the level of practice was lower (12 per cent) for this key message than for the total level of practice on cognitive development (see Annex 'A' Table 3.3.3).

*In FGDs in Parsa (both male and female groups with and without PE exposure), parents/guardians regarded the importance of playing, games and interaction for the cognitive development of children. They also said that in order to involve children in such activities they should be sent to an ECD centre. Parents/guardians also said that children should be allowed to take part in singing and dancing for their cognitive development. Parents/guardians of Dadeldhura emphasized children's learning through interaction for their cognitive development.*

*During home observation, it was found that parents/guardians of Parsa were allowing their children to interact with other children and to take part in singing and dancing activities.*

### 3.4 Parents'/guardians' KAP on social development

The following key messages were examined for KAP on social development of young children.

- Parents/guardians should encourage children to ask questions, express ideas and feelings, and participate in social activities.
- Parents/guardians should encourage children to interact with their peer group, family and neighbours.

#### 3.4.1 Mean scores of parents'/guardians' KAP on social development

Table 3.4.1 presents the mean scores of parents'/guardians' KAP on social development of young children.

**Table 3.4.1: Mean score of parents/guardians by their level of KAP on social development (percentage)**

District	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	28.4	79.7	32.0	28.7	81.1	40.5	28.6	80.4	36.6
Dadeldhura	38.9	94.3	13.6	37.2	92.0	15.7	37.9	93.2	15.0
Siraha	43.9	94.7	23.8	42.6	92.5	43.6	43.2	93.6	38.2
Rupandehi	30.6	80.8	37.9	30.6	78.6	31.8	30.6	79.6	34.0
Bajhang	41.0	79.4	37.1	41.9	76.5	15.4	41.6	77.5	23.6
<b>Total</b>	<b>36.8</b>	<b>87.8</b>	<b>28.9</b>	<b>36.8</b>	<b>84.9</b>	<b>29.9</b>	<b>36.8</b>	<b>86.2</b>	<b>29.5</b>

Notes: K = knowledge, A = attitude, P = practice

Parents'/guardians' level of attitude on social development was higher (86 per cent) than their level of knowledge (37 per cent) and their level of practice (29.5 per cent).

The level of knowledge on social development was highest among parents/guardians in Siraha (43 per cent), and lowest among parents/guardians in Parsa (29 per cent). Parents'/guardians' level of attitude was highest in Siraha (94 per cent) and lowest in Bajhang (77.5 per cent).

Parents’/guardians’ level of practice was highest in Siraha (38 per cent) and lowest in Dadeldhura (15 per cent).

A comparison of male and female parents/guardians revealed no difference between males and females in level of knowledge. Males had a slightly higher level of attitude (88 per cent) than females (85 per cent). However, females had a slightly higher level of practice (30 per cent) than males (29 per cent).

A comparison of parents’/guardians’ KAP based on exposure to PE showed that parents/guardians with PE exposure had a slightly higher level of knowledge (39 per cent) than parents/guardians without PE exposure (35 per cent). There was no difference between parents/guardians with and without PE exposure in the level of attitude. However, the level of practice among parents/guardians with PE exposure was higher (31 per cent) than among parents/guardians without PE exposure (29 per cent) (see Annex 'C' Table 3.4.1.a and 3.4.1.b).

### 3.4.2 Distribution of parents’/guardians’ KAP on social development

Table 3.4.2 presents the distribution of parents’/guardians’ KAP on social development (categorized into five levels).

**Table 3.4.2: Distribution of parents’/guardians’ KAP on social development (percentage)**

District	Knowledge					Attitude		Practice			
	HI	I	Suff	Sat	HS	Sat	HS	HI	I	Suff	Sat
Parsa	5.0	92.5	2.5			62.5	37.5		81.8	18.2	
Dadeldhura	11.6	44.2	41.9	2.3		2.3	97.7	75.0	25.0		
Siraha	3.3	26.2	68.9	1.6		6.7	93.3	9.1	45.5	45.5	
Rupandehi	12.8	79.5	7.7			61.5	38.5	16.7	50.0	25.0	8.3
Bajhang	3.7	55.6	33.3	3.7	3.7	89.3	10.7	44.4	22.2	33.3	
<b>Total</b>	<b>7.1</b>	<b>56.2</b>	<b>34.8</b>	<b>1.4</b>	<b>0.5</b>	<b>37.6</b>	<b>62.4</b>	<b>29.1</b>	<b>45.5</b>	<b>23.6</b>	<b>1.8</b>

Notes: HI = highly insufficient, I = insufficient, Suff = sufficient, Sat = satisfactory, HS = highly satisfactory

Some 37 per cent of parents/guardians had a sufficient, satisfactory or highly satisfactory level of knowledge on social development of children, while 63 per cent had a highly insufficient or insufficient level of knowledge. All parents/guardians had a satisfactory (38 per cent) or highly satisfactory (62 per cent) level of attitude on social development. About 75 per cent of parents/guardians had a highly insufficient or insufficient level of practice, with 25 per cent having a sufficient or satisfactory level of practice.

A district-wise comparison revealed that Siraha (70.5 per cent) had the highest percentage of parents/guardians with a sufficient, satisfactory or highly satisfactory level of knowledge on social development, with Parsa having the lowest (2.5 per cent). Although all parents/guardians had a satisfactory or highly satisfactory level of attitude, parents/guardians in Dadeldhura had the highest level with 98 per cent being highly satisfactory, and parents/guardians in Bajhang had the lowest with 11 per cent being highly satisfactory. Parents/guardians in Siraha had the highest level of practice with 45.5 per cent being sufficient or satisfactory, and parents/guardians in Dadeldhura had the lowest level of practice with 100 per cent being highly insufficient or insufficient.

*A female (with PE exposure) from Parsa said, “Since home is the first school to provide information on practical and household matters, children should be allowed to interact in the family.” This relates to the key message ‘Parents/guardians should encourage children to interact with peer group, family and neighbours’. This indicates that some parents/guardians are aware about the importance of involving children in interaction for their social development.*

*A household observation of a male parent/guardian without PE exposure in Bajhang showed that parents/guardians were discussing simple household matters with their children. Children of this household were also interacting with neighbouring children. Similarly, in Dadeldhura, during household observation of a female parent without PE exposure, a child asked his mother in the local language whether the photos taken by the researchers would be sent back to them or not. Then the mother translated her child's local language to the researchers and requested them to send the photos to them. These examples indicate the use of key message 'Parents/guardians should encourage children to ask questions and express ideas and feelings, and participate in social activities'.*

A comparison of male and female parents/guardians revealed that female parents/guardians had a slightly higher level of sufficient knowledge on social development than male parents/guardians (37 per cent compared to 32 per cent). However, 65.5 per cent of males had a highly satisfactory level of attitude compared to 59.5 per cent of females. Interestingly, no males were found to have a sufficient level of practice on social development compared to 37 per cent of females. This suggests that female parents/guardians were better at supporting children's social development (see Annex 'D' Tables 3.4.a, 3.4.b and 3.4.c).

A comparison of parents'/guardians' KAP based on their exposure to PE revealed that parents/guardians with PE exposure had a higher percentage of sufficient level of knowledge on social development (45 per cent) than parents/guardians without PE exposure (27 per cent) (see Annex Table 3.4b). This suggests that exposure to PE has a relatively good effect on bringing about changes in parents'/guardians' knowledge on social development (compared to the other aspects surveyed such as cognitive development). There was no difference between parents/guardians with and without PE exposure in level of attitude. However, a higher percentage (35 per cent) of parents/guardians with PE exposure was found to be practicing social development activities to a sufficient level than parents/guardians without PE exposure (21 per cent) (see Annex 'D' Tables 3.4.d – 3.4.i).

### **3.4.3 Parents'/guardians' KAP on key message about encouraging children to interact with peer group, family and neighbours**

Parents'/guardians' level of knowledge on encouraging children to interact with peer group, family and neighbours was low (33 per cent) compared to their total level of knowledge on social development (37 per cent). However, the level of attitude was slightly higher (90 per cent compared to 86 per cent), and the level of practice was slightly lower (27 per cent compared to 30 per cent) (see Annex Table 'A' 3.4.3).

*In Siraha, parents/guardians had knowledge that the opportunity to express ideas should be provided to children. They said that children should be provided with the opportunity to play with their friends. They also mentioned that children should be taken to the weekly fair/bazaar.*

*Home observation in Parsa revealed that parents/guardians allow their children to express their feelings by giving them the opportunity to interact with their family members and the community. Similarly, in Rupandehi, parents/guardians were found to be involving children in interactions, and social and group activities. They also mentioned that they were doing this because they think it helps children to learn good habits.*

### 3.5 Parents'/guardians' KAP on emotional development

The following key messages were examined for KAP on emotional development of young children.

- Children should receive love, affection and positive encouragement, and opportunities to express and balance their emotions.
- Parents and guardians should answer children's questions, listen patiently to what they say, and observe what they do.

#### 3.5.1 Mean scores of parents'/guardians' KAP on emotional development

Table 3.5.1 presents the mean scores of parents'/guardians' KAP on emotional development of young children.

**Table 3.5.1: Mean score of parents/guardians by their level of KAP on emotional development (percentage)**

District	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	39.4	73.5	25.5	36.1	74.4	27.7	37.8	73.9	26.7
Dadeldhura	41.6	84.6	16.0	37.3	78.0	14.9	39.2	81.3	15.3
Siraha	48.9	81.2	27.7	49.6	83.5	37.0	49.3	82.3	34.4
Rupandehi	40.4	75.4	38.8	42.4	70.6	28.6	41.5	72.7	32.3
Bajhang	39.4	78.1	29.1	48.7	74.4	25.1	45.6	75.7	26.6
<b>Total</b>	<b>43.0</b>	<b>79.1</b>	<b>27.2</b>	<b>43.2</b>	<b>76.7</b>	<b>26.7</b>	<b>43.1</b>	<b>77.9</b>	<b>26.9</b>

Notes: K = knowledge, A = attitude, P = practice

Parents'/guardians' level of attitude on emotional development was higher (78 per cent) than their level of knowledge (43 per cent) and their level of practice (27 per cent).

The level of knowledge on emotional development was highest among parents/guardians in Siraha (49 per cent), and lowest among parents/guardians in Parsa (38 per cent). Parents'/guardians' level of attitude was highest in Siraha (82 per cent) and lowest in Rupandehi (73 per cent). Parents'/guardians' level of practice was highest in Siraha (34 per cent) and lowest in Dadeldhura (15 per cent).

A comparison of male and female parents/guardians revealed that females had a slightly higher level of knowledge on emotional development than males, but males had slightly higher levels of attitude and practice than females.

A comparison of parents'/guardians' KAP based on exposure to PE showed that parents/guardians with PE exposure had a slightly higher level of knowledge (44 per cent) than parents/guardians without PE exposure (42 per cent). There was no difference between parents/guardians with and without PE exposure in the level of attitude. However, the level of practice among parents/guardians with PE exposure was higher (28 per cent) than among parents/guardians without PE exposure (26 per cent) (see Annex 'C' Table 3.5.1.a and 3.5.1.b).

#### 3.5.2 Distribution of parents'/guardians' KAP on emotional development

Table 3.5.2 presents the distribution of parents'/guardians' KAP on emotional development (categorized into five levels).

**Table 3.5.2: Distribution of parents'/guardians' KAP on emotional development (percentage)**

District	Knowledge					Attitude			Practice		
	HI	I	Suff	Sat	HS	Suff	Sat	HS	HI	I	Suff
Parsa		60.0	40.0			7.5	82.5	10.0	9.1	90.9	
Dadeldhura	2.3	51.2	46.5			4.7	48.8	46.5	91.7	8.3	
Siraha	3.3	4.9	83.6	8.2		1.7	45.0	53.3		90.9	9.1
Rupandehi	5.1	23.1	71.8			17.9	56.4	25.6	16.7	50.0	33.3
Bajhang	11.1		85.2		3.7	7.4	85.2	7.4	22.2	55.6	22.2
<b>Total</b>	<b>3.8</b>	<b>27.6</b>	<b>65.7</b>	<b>2.4</b>	<b>0.5</b>	<b>7.2</b>	<b>60.3</b>	<b>32.5</b>	<b>29.1</b>	<b>58.2</b>	<b>12.7</b>

Notes: HI = highly insufficient, I = insufficient, Suff = sufficient, Sat = satisfactory, HS = highly satisfactory

Some 69 per cent of parents/guardians had a sufficient, satisfactory or highly satisfactory level of knowledge on emotional development of children, while 31 per cent had a highly insufficient or insufficient level of knowledge. All parents/guardians had a sufficient (seven per cent), satisfactory (60 per cent) or highly satisfactory (32.5 per cent) level of attitude on emotional development. However, some 87 per cent of parents/guardians had a highly insufficient or insufficient level of practice, with 13 per cent having a sufficient level of practice.

*Parents/guardians of Bajhang said, “Parents should show love and affection towards children in order to bring children on the right track.” This relates to the key message ‘Children should receive love, affection and positive encouragement, and opportunities to express and balance their emotions’. Parents/guardians of Siraha in interviews said that they take their children on their lap at times of happiness or sorrow or while laughing, crying or being scared.*

A district-wise comparison revealed that Siraha (92 per cent) had the highest percentage of parents/guardians with a sufficient, satisfactory or highly satisfactory level of knowledge on emotional development, while Parsa had the lowest (40 per cent). Although all parents/guardians had a sufficient, satisfactory or highly satisfactory level of attitude, parents/guardians in Siraha had the highest level with 53 per cent being highly satisfactory, and parents/guardians in Bajhang had the lowest with seven per cent being highly satisfactory. Parents/guardians in Rupandehi had the highest level of practice with 33 per cent being sufficient, and parents/guardians in Parsa and Dadeldhura had the lowest level of practice with 100 per cent being highly insufficient or insufficient.

A comparison of male and female parents/guardians revealed that males had a higher level of knowledge on emotional development than females. Almost all parents/guardians had a satisfactory or above level of attitude, with not much difference between males and females. However, about 20 per cent of female parents/guardians were practicing emotional development activities to a sufficient level compared to no males.

A comparison of parents'/guardians' KAP based on their exposure to PE revealed that parents/guardians without PE had slightly higher levels of KAP compared to parents/guardians with PE exposure (see Annex 'D' Tables 3.5.d – 3.5.i).

*Concerning the provision of love, affection and positive encouragement to children, the males of Parsa and Dadeldhura without PE exposure said, “Parents should try to teach different things to children with love. If they don’t listen to them, then they should threaten them or beat them.” This indicates that the key message ‘Children should receive love, affection and positive encouragement, and opportunities to express and balance their emotions’ was not being practiced.*

### 3.5.3 Parents'/guardians' KAP on key message about children receiving love, affection and positive encouragement, and opportunities to express and balance their emotions

Parents'/guardians' levels of KAP on the key message about children receiving love, affection and positive encouragement, and opportunities to express and balance their emotions were higher than their total levels of KAP on emotional development. The level of knowledge was 49 per cent compared to 43 per cent, the level of attitude was 81 per cent compared to 78 per cent, and the level of practice was 34 per cent compared to 27 per cent (see Annex 'A' Table 3.5.3).

*During home observations in Dadeldhura, it was observed that parents/guardians with PE exposure were making their children happy by taking them on their lap, and giving them milk and food items that their children liked. However, parents/guardians without PE were not giving importance to their children's expression. They used to listen only to what they felt were important matters, owing to lack of time.*

*In Dadeldhura and Parsa, parents/guardians had the knowledge that in order to make children happy parents/guardians should love them. They also mentioned that they were giving love and affection to their children because they think that children will also love and help them in their old age.*

### 3.6 Parents'/guardians' KAP on all combined aspects of ECD

In order to analyse the composite status of parents'/guardians' KAP to ECD, all aspects (child rights and importance of ECD, physical, cognitive, social and emotional development) were combined. There were 15 key messages for ECD.

#### 3.6.1 Mean scores of parents'/guardians' KAP on all combined aspects of ECD

Table 3.6.1 presents the mean scores of parents'/guardians' KAP on all combined aspects of ECD.

**Table 3.6.1: Mean score of parents/guardians by their level of KAP on all combined aspects of ECD (percentage)**

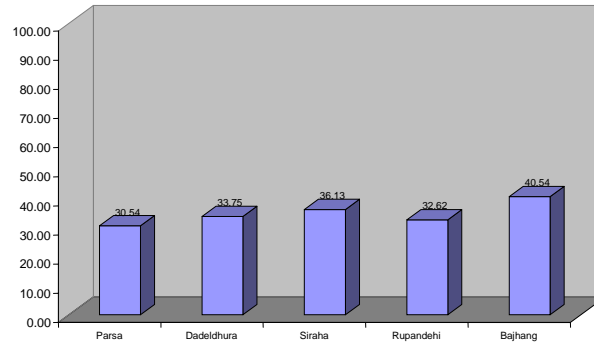
District	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	31.0	79.0	27.7	30.1	80.1	29.9	30.5	79.5	28.9
Dadeldhura	34.9	88.6	16.9	32.9	86.8	16.8	33.8	87.7	16.9
Siraha	36.4	91.2	26.3	35.9	90.3	36.7	36.1	90.8	33.9
Rupandehi	32.3	80.0	35.3	32.9	81.5	29.9	32.6	80.8	31.8
Bajhang	38.5	79.7	31.0	41.6	76.0	20.7	40.5	77.2	24.5
<b>Total</b>	<b>34.4</b>	<b>85.2</b>	<b>27.3</b>	<b>34.6</b>	<b>83.6</b>	<b>27.1</b>	<b>34.5</b>	<b>84.4</b>	<b>27.2</b>

Notes: K = knowledge, A = attitude, P = practice

Parents'/guardians' level of attitude on all combined aspects of ECD was higher (84 per cent) than their level of knowledge (34.5 per cent) and their level of practice (27 per cent).

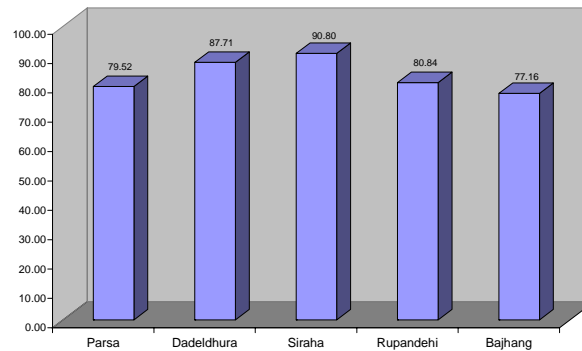
A district-wise comparison showed that parents/guardians in Bajhang had the highest level of knowledge on all combined aspects of ECD (40.5 per cent), and parents/guardians of Parsa had the lowest (30.5 per cent) (Chart 3.1).

Chart 3.1: Mean percentage of parents/guardians by their level of knowledge on all aspects of ECD by district



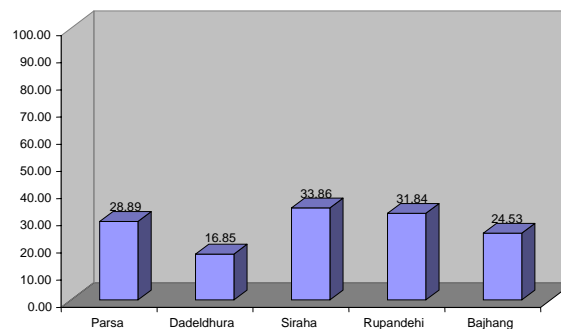
Parents/guardians in Siraha had the highest level of attitude on all combined aspects of ECD (91 per cent), and parents/guardians of Bajhang had the lowest (77 per cent) (Chart 3.2).

Chart No. 3.2: Mean percentage of parents/guardians by their level of attitude on all aspects of ECD



Parents/guardians of Siraha were had the highest level of practice on all combined aspects of ECD (34 per cent), and parents/guardians of Dadeldhura has the lowest (17 per cent) (Chart 3.3).

Chart 3.3: Mean percentage of parents/guardians by their level of practice on all aspects of ECD



In all three areas (attitude, knowledge and practice), parents/guardians from Siraha were among the highest performing.

A comparison of male and female parents/guardians showed that there is no significant difference in the levels of KAP on all combined aspects of ECD.

A comparison of parents'/guardians' KAP based on exposure to PE showed slightly higher level of knowledge (35 per cent) for parents/guardians with PE compared to parents/guardians without PE exposure (34 per cent). There was no difference between parents/guardians with and without PE exposure in the level of attitude. However, the level of practice among parents/guardians with PE exposure was slightly higher (28 per cent) than among parents/guardians without PE exposure (27 per cent) (see Annex 'C' Table 3.6.1.a and 3.6.1.b).

### 3.6.2 Distribution of parents'/guardians' KAP on all combined aspects of ECD

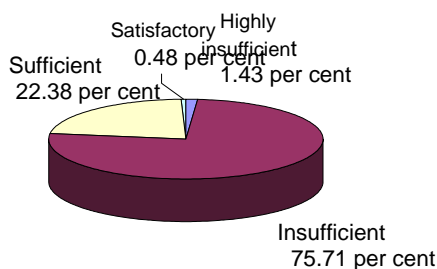
Table 3.6.2 presents the distribution of parents'/guardians' KAP on all combined aspects of ECD (categorized into five levels).

**Table 3.6.2: Distribution of parents'/guardians' KAP on all combined aspects of ECD (percentage)**

District	Knowledge				Attitude		Practice		
	HI	I	Suff	Sat	Sat	HS	HI	I	Suff
Parsa		95.0	5.0		50.0	50.0		100.0	
Dadeldhura	2.3	76.7	20.9		2.3	97.7	75.0	25.0	
Siraha	3.3	62.3	34.4			100.0		90.9	9.1
Rupandehi		92.3	7.7		48.7	51.3	16.7	66.7	16.7
Bajhang		51.9	44.4	3.7	85.7	14.3	44.4	44.4	11.1
<b>Total</b>	<b>1.4</b>	<b>75.7</b>	<b>22.4</b>	<b>0.5</b>	<b>30.5</b>	<b>69.5</b>	<b>27.3</b>	<b>65.5</b>	<b>7.3</b>

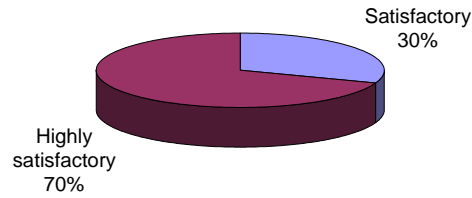
Only 23 per cent of parents/guardians had a sufficient or satisfactory level of knowledge on all combined aspects of ECD, while 77 per cent had a highly insufficient or insufficient level of knowledge, as can be clearly seen in Pie Chart 3.6.1.

**Pie chart: 3.6.1: Distribution of parents/guardians by their level of knowledge on all aspects of ECD**



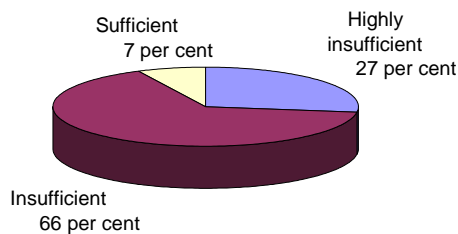
All parents/guardians had a satisfactory (30 per cent) or highly satisfactory (70 per cent) level of attitude on all combined aspects of ECD (Pie Chart 3.6.2). This indicates that parents/guardians were in favour of providing necessary support and services for the holistic development of children. However, they lacked adequate knowledge about what to provide and how to provide it. Often they were not in a position to provide necessary services owing to lack of adequate know-how and required services, and poverty.

**Pie chart 3.6.2: Distribution of parents/guardians by their level of attitude on all aspects of ECD**



Some 93 per cent of parents/guardians had a highly insufficient or insufficient level of practice on all combined aspects of ECD, with only seven per cent having a sufficient level of practice (Pie Chart 3.6.3).

**Pie chart 3.6.3: Distribution of parents/guardians by their level of practice on all aspects of ECD**



A district-wise comparison revealed that Bajhang (48 per cent) had the highest percentage of parents/guardians with a sufficient or satisfactory level of knowledge on all combined aspects of ECD, while Parsa had the lowest (five per cent). While all parents/guardians had a satisfactory or highly satisfactory level of attitude, parents/guardians in Siraha had the highest level with 100 per cent being highly satisfactory, and parents/guardians in Bajhang had the lowest with 14 per cent being highly satisfactory. Parents/guardians in Rupandehi had the highest level of practice with 17 per cent being sufficient, and parents/guardians in Parsa and Dadeldhura had the lowest level of practice with 100 per cent being highly insufficient or insufficient.

A comparison of male and female parents/guardians revealed that there was not much difference between males and females their levels of KAP on all combined aspects of ECD (Charts 3.6.4, 3.6.5 and 3.6.6) (see Annex 'D' Tables 3.6.a, 3.6.b and 3.6.c).

Chart 3.6.4: Mean score of parents/guardians' level of knowledge on all aspects of the development of young children by gender (in %)

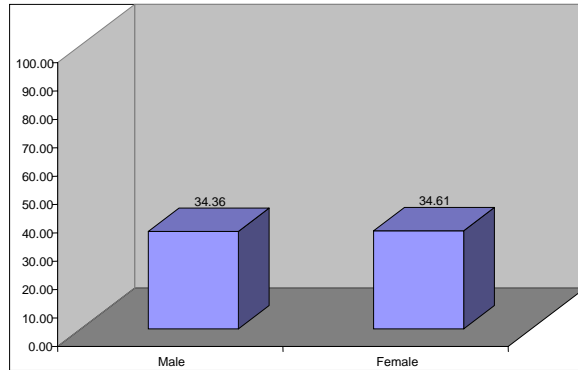


Chart 3.6.5: Mean score of parents/guardians' level of attitude on all aspects of the development of young children by gender (in %)

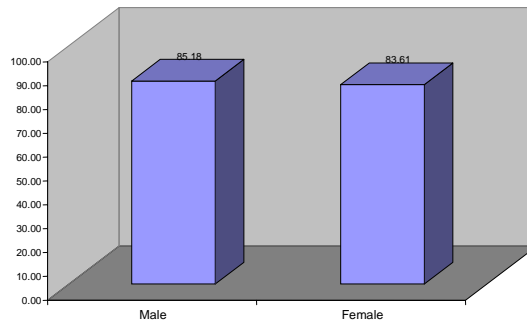
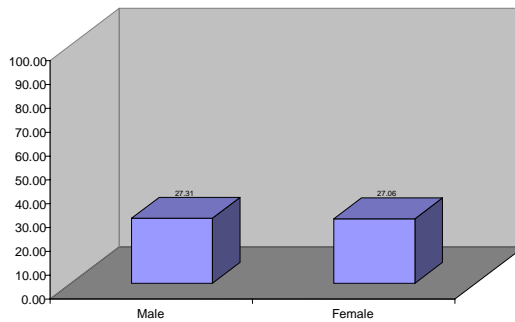
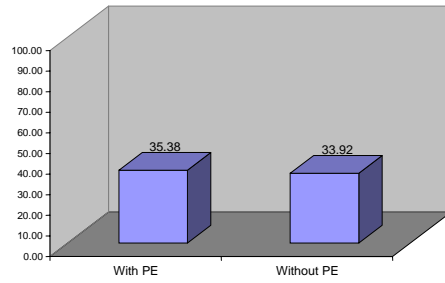


Chart 3.6.6: Mean score of parents/guardians' level of practice on all aspects of the development of young children by gender (in %)

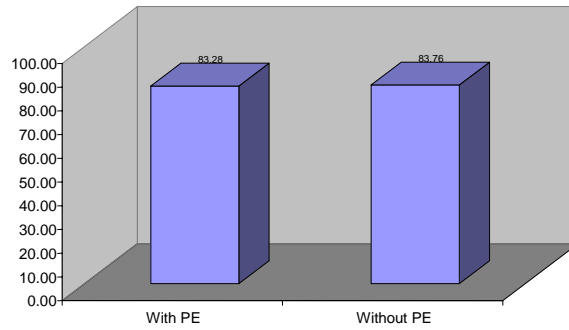


A comparison of parents'/guardians' KAP based on their exposure to PE revealed that there was not much difference between males and females their levels of KAP on all combined aspects of ECD (Charts 3.6.7, 3.6.8 and 3.6.9) (see Annex 'D' Tables 3.6.d – 3.6.i). This picture varies among the different aspects: PE showed some positive impact on the knowledge level of parents/guardians concerning physical and social development of children as well as on practice concerning physical development. In cognitive development, it had no significant impact at all and, in emotional development, parents/guardians without PE exposure had higher levels of KAP than parents/guardians with PE exposure. Data show that levels of knowledge and practice on various aspects of ECD were extremely low in both groups of parents/guardians, raising serious questions about the effectiveness of the PE programme being implemented.

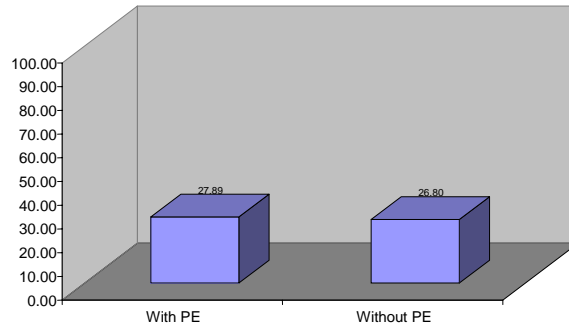
**Chart 3.6.7: Mean score of parents/guardians' level of knowledge on all aspects of the development of young children (in %) by with PE and without PE exposure**



**Chart 3.6.8: Mean score of parents/guardians' level of attitude on all aspects of the development of young children (in %) by with PE and without PE exposure**



**Chart 3.6.9: Mean score of parents/guardians' level of practice on all aspects of the development of young children (in %) by with PE and without PE exposure**



## **Chapter 4: Parents’/Guardians’ KAP on Primary Education**

This chapter presents an analysis of the KAP of parents and guardians pertaining to various aspects of primary education. Information and data collected through the use of the knowledge test and attitude scale were used to present the quantitative status of parents’/guardians’ knowledge and attitude. Similarly, information and data collected through household observation were analysed to find the practice level of parents/guardians on various aspects of primary education. Data collected through interviews were used to supplement the knowledge and practice level of parents/guardians on primary education. Information collected through FGD with parents/guardians present group views of the knowledge and practice of parents/guardians on various aspects of primary education.

The five aspects of primary education were covered by the survey.

- Child rights
- Inclusion
- Quality of education
- Parental role
- Education for a brighter future for children

In order to produce a complete picture of the KAP of parents/guardians, each aspect was analysed separately as well as combined together. Data were disaggregated by district and gender. The analysis of the parents’/guardians’ KAP was made in two ways. Firstly, the parents’/guardians’ levels of KAP were analysed by calculating the total mean scores in each aspect of primary education. Secondly, the levels of parents’/guardians’ KAP were categorized into the following five subdivisions.

- 20 per cent and below: highly insufficient (HI)
- 21–40 per cent: insufficient (I)
- 41–60 per cent: sufficient (Suff)
- 61–80 per cent: satisfactory (Sat)
- Above 80 per cent: highly satisfactory (HS)

### **4.1 Parents’/guardians’ KAP on child rights**

Child rights are a major component of this study. The UN Convention on the Rights of the Child places responsibility on governments to ensure that all children have access to primary education. Nepal is a signatory to the Education for All goals and is attempting to achieve the Millennium Development Goals. Involvement in these development programmes indicates that Nepal is committed to ‘ensuring that, by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to complete, free and compulsory primary education of good quality.’ Child rights consist of the following three key messages.

- Education is a basic human right, and hence every child has the right to quality education.
- Each child has the right to basic education in their mother tongue, as provided for in law.
- Every child has the right to participate in decision-making that affects his or her life.

#### 4.1.1 Mean scores of parents/guardians KAP on child rights

Table 4.1.1 presents the mean scores of parents'/guardians' KAP on child rights.

**Table 4.1.1: Mean score of parents/guardians by their level of KAP on child rights (percentage)**

District	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	11.8	82.5	42.9	6.3	72.2	42.9	9.5	77.6	42.9
Dadeldhura	8.3	95.4	19.1	5.8	94.0	42.9	7.1	94.8	31.0
Siraha	16.7	95.3	33.3	11.3	93.1	42.9	14.0	94.3	38.1
Rupandehi	10.0	86.0	52.4	4.0	85.0	52.4	6.8	85.5	52.4
Bajhang	32.7	87.5	67.9	15.0	80.6	64.3	24.3	84.5	66.7
<b>Total</b>	<b>16.0</b>	<b>90.3</b>	<b>44.6</b>	<b>8.7</b>	<b>85.8</b>	<b>48.0</b>	<b>12.5</b>	<b>88.3</b>	<b>46.2</b>

Notes: K = knowledge, A = attitude, P = practice

The level of knowledge of parents/guardians on child rights at 12.5 per cent was lower than their levels of attitude and practice. The attitude level of parents/guardians was highest (88 per cent). The level of practice at 46 per cent was higher than the level of knowledge.

The level of knowledge was highest in Bajhang (24 per cent) and lowest in Rupandehi (seven per cent). The attitude level was highest in Dadeldhura (95 per cent) and lowest in Parsa (78 per cent). The level of practice was highest in Bajhang (67 per cent) and lowest in Dadeldhura (31 per cent).

A comparison of male and female KAP showed that males had higher levels of knowledge and attitude than females, but a lower level of practice.

#### 4.1.2 Distribution of parents'/guardians' KAP on child rights

Table 4.1.2 presents the distribution of parents'/guardians' KAP on child rights (categorized into five levels).

**Table 4.1.2: Distribution of parents'/guardians' KAP on child rights (percentage)**

District	Knowledge				Attitude			Practice				
	HI	I	Suff	HS	Suff	Sat	HS	HI	I	Suff	Sat	HS
Parsa	94.7	5.3			5.3	73.7	21.1	16.7	33.3	33.3	16.7	
Dadeldhura	100					8.3	91.7	16.7	50.0	33.3		
Siraha	83.3	10.0	6.7			13.3	86.7		66.7	16.7	16.7	
Rupandehi	94.7	5.3				47.4	52.6			83.3	16.7	
Bajhang	52.4	33.3	9.5	4.8		61.9	38.1			50.0	16.7	33.3
<b>Total</b>	<b>85.0</b>	<b>10.6</b>	<b>3.5</b>	<b>0.9</b>	<b>0.9</b>	<b>37.2</b>	<b>61.9</b>	<b>6.7</b>	<b>30.0</b>	<b>43.3</b>	<b>13.3</b>	<b>6.7</b>

Notes: HI = highly insufficient, I = insufficient, Suff = sufficient, Sat = satisfactory, HS = highly satisfactory

The level of knowledge of parents/guardians on child rights was low, with 85 per cent of parents/guardians having a highly insufficient level of knowledge, and 11 per cent having an insufficient level of knowledge. Only about four per cent of parents/guardians had a sufficient or highly satisfactory level of knowledge. However, all parents/guardians had a sufficient, satisfactory or highly satisfactory level of attitude on child rights. About 63 per cent of parents/guardians had a sufficient, satisfactory or highly satisfactory level of practice on child rights, and 37 per cent had a highly insufficient or insufficient level of practice.

A district-wise comparison revealed that parents/guardians in Bajhang had the highest level of knowledge with 14 per cent being sufficient or highly satisfactory, and parents/guardians in Dadeldhura had the lowest level of knowledge with 100 per cent being highly insufficient. However, 92 per cent of parents/guardians in Dadeldhura had a highly satisfactory level of attitude, while parents/guardians in Parsa had the lowest level of attitude with 21 per cent being highly satisfactory. Parents/guardians in Bajhang had the highest level of practice with

100 per cent being sufficient, satisfactory or highly satisfactory, and parents/guardians in Dadeldhura had the lowest level with 67 per cent being highly insufficient or insufficient.

These findings suggest that parents/guardians had a highly positive attitude towards child rights but do not have adequate knowledge in this area. Although parents/guardians have a highly satisfactory level of attitude, without sufficient knowledge level, only about two-thirds of parents/guardians were found to be practicing child rights at a sufficient level.

*In an FGD, parents/guardians generally accepted that education is a basic human right, but only a few parents/guardians said that it was the right of children to receive primary education in their mother tongue, and to receive quality education.*

*Some parents/guardians were aware that children had the right to receive primary education in their mother tongue. Parents/guardians of Parsa and Siraha were of the opinion that, at least up to Grade 3, the mother tongue should be used in teaching. However, in practice, children were receiving primary education in the national language. In this regard, parents/guardians said that it was necessary for children to learn the national language for higher studies, employment, and to become a 'big person' in the future.*

*Most parents/guardians felt that involvement of children in decision-making was not necessary, because, in their view, children were too young to think and decide for themselves.*

## 4.2 Parents’/guardians’ KAP on inclusion in primary education

The following key messages were examined for KAP on inclusion in primary education.

- No discrimination should be made against children in providing an opportunity to quality education in terms of caste, gender, ethnicity, geographic location, and socio-economic and political background of the family.
- Physically and mentally disabled children should also have an equal opportunity to quality education.

### 4.2.1 Mean scores of parents/guardians KAP on inclusion

Table 4.2.1 presents the mean scores of parents’/guardians’ KAP on inclusion.

**Table 4.2.1: Mean score of parents/guardians by their level of KAP on inclusion (percentage)**

District	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	43.6	74.8	52.4	50.0	75.0	38.1	46.3	74.9	45.2
Dadeldhura	45.0	76.3	28.6	46.1	80.0	42.9	45.6	77.8	35.7
Siraha	42.2	77.1	52.4	41.8	80.8	42.9	42.0	78.7	47.6
Rupandehi	43.7	77.0	52.4	47.3	75.0	52.4	45.6	76.1	52.4
Bajhang	44.9	74.6	46.4	46.7	73.9	57.1	45.7	74.3	50.0
<b>Total</b>	<b>43.8</b>	<b>76.0</b>	<b>46.4</b>	<b>45.8</b>	<b>77.3</b>	<b>45.9</b>	<b>44.8</b>	<b>76.6</b>	<b>46.2</b>

Notes: K = knowledge, A = attitude, P = practice

Parents’/guardians’ level of attitude on inclusion was higher (77 per cent) than their level of knowledge (45 per cent) and their level of practice (46 per cent).

The level of knowledge on inclusion was highest among parents/guardians in Parsa (46 per cent), although all districts were similar. Parents’/guardians’ level of attitude was highest in Siraha (79 per cent), although all districts were similar. Parents’/guardians’ level of practice was highest in Rupandehi (52 per cent) and lowest in Dadeldhura (36 per cent).

A comparison of male and female parents/guardians showed that females' levels of knowledge and attitude on inclusion were slightly higher than males.

#### 4.2.2 Distribution of parents'/guardians' KAP on inclusion

Table 4.2.2 presents the distribution of parents'/guardians' KAP on inclusion (categorized into five levels).

**Table 4.2.2: Distribution of parents'/guardians' KAP on inclusion (percentage)**

District	Knowledge		Attitude				Practice			
	Suff	Sat	I	Suff	Sat	HS	HI	I	Suff	Sat
Parsa	73.7	26.3			78.9	21.1	16.7		83.3	
Dadeldhura	79.2	20.8		29.2	25.0	45.8	33.3	16.7	50.0	
Siraha	93.3	6.7	6.7	6.7	40.0	46.7		50.0	16.7	33.3
Rupandehi	84.2	15.8		15.8	52.6	31.6			83.3	16.7
Bajhang	95.2	4.8		4.8	85.7	9.5		16.7	83.3	
<b>Total</b>	<b>85.8</b>	<b>14.2</b>	<b>1.8</b>	<b>11.5</b>	<b>54.0</b>	<b>32.7</b>	<b>10.0</b>	<b>16.7</b>	<b>63.3</b>	<b>10.0</b>

Notes: HI = highly insufficient, I = insufficient, Suff = sufficient, Sat = satisfactory, HS = highly satisfactory

All parents/guardians had a sufficient or satisfactory level of knowledge on inclusion. Almost all parents/guardians had a sufficient, satisfactory or highly satisfactory (98 per cent) level of attitude on inclusion, while two per cent had an insufficient level of attitude. Some 73 per cent of parents/guardians had a sufficient or satisfactory level of practice, and 27 per cent had a highly insufficient or insufficient level of practice.

A district-wise comparison revealed that parents/guardians in Parsa had the highest level of knowledge with 26 per cent being satisfactory, and parents/guardians in Bajhang had the lowest level of knowledge with five per cent being satisfactory. Parents/guardians in Siraha had the highest level of attitude, with 47 per cent being highly satisfactory. However, parents/guardians in Siraha also had the lowest level of attitude, with seven per cent being insufficient. Parents/guardians in Rupandehi had the highest level of practice with 100 per cent being sufficient or satisfactory, and parents/guardians in Dadeldhura had the lowest level with 50 per cent being highly insufficient or insufficient.

These findings suggest that parents/guardians had a highly positive attitude towards inclusion. Most parents/guardians had sufficient knowledge and were practicing inclusion at a sufficient level.

*Most parents/guardians were positive towards physically and mentally disabled children. They supported the view that physically and mentally disabled children should receive quality education and said, "No discrimination should be made against them in terms of disability."*

*Khem Bahadur Budhamagar, 40, of Allital VDC, Dadeldhura, has a big family with a wife, a son and five daughters. During an interview, he strongly condemned gender discrimination in education. He said, "Son and daughter are equal. Both should be provided equal opportunity and quality education. I have sent my son and daughters to the same school. I have made no discrimination between my son and daughters."*

*However, detailed scrutiny of his family profile during the household survey revealed that, in reality, his eldest daughter Gangi, 18 years, was never sent to school. His second daughter Dilsari, 11 years, who had been sent to school at the age of nine years, dropped out of Grade 1 and repeated it. Now she is in Grade 2. Only his son Khadga had been enrolled in Grade 1 at the age of five after completing the ECD class. Nirmala, one year younger than Khadga, had been enrolled in Grade 1 with no exposure to ECD. The second youngest daughter Mina recently joined the ECD class at the age of five years.*

*These enrolment findings suggest that daughters are still being discriminated against in education. In addition, it should be noted that access to opportunity does not prevent some forms of discrimination. Although the act of sending all children to the same school was equitable, there was discrimination in terms of providing ECD services and sending the child to school at the right enrolment age.*

#### **4.2.3 Parents'/guardians' KAP on the key message about no discrimination**

Most parents/guardians (85 per cent) had a high level of knowledge on the key message that states no discrimination should be made against children in providing an opportunity to quality education in terms of caste, gender, ethnicity, geographic location, and socio-economic and political background of the family. The levels of attitude and practice were similar at 53 per cent. A comparison of male and female parents/guardians showed that the level of knowledge of females (87 per cent) was higher than that of males (83 per cent). The level of attitude of females (53 per cent) was slightly higher than that of males (51 per cent). However, the level of practice of males (57 per cent) was higher than that of females (47 per cent). (See Annex 'B' Table 4.2.3).

*In an FGD, most parents accepted that no discrimination should be made against children in providing opportunity to quality education in terms of caste, gender, ethnicity, geographical location, and socio-economic and political background of the family. In the household survey, it was observed that most parents had sent their sons and daughters to the same school. However, some parents in Dadeldhura had sent sons to private schools and daughters to community schools. The reasons given by parents for this practice was that girls would later marry and go to their husbands' houses, whereas sons would stay at home to earn for and take care of their parents.*

#### **4.3 Parents'/guardians' KAP on quality of education in primary education**

The following key messages were examined for KAP on quality of education in primary education.

- Education is necessary for promoting life skills.
- Schools need to be child-centred/child-friendly. Schools should consider children's needs, interests and capacities. Children's learning process should be free from fear of failure. Schools should be hazard-free, and have appropriate physical facilities, teacher-learning materials, spacious classrooms, and outdoor space.

- Classes should be conducted regularly, and parents should make sure that their child attends school regularly, maintains punctuality, and is retained in school until he or she completes the primary school cycle.

#### 4.3.1 Mean scores of parents/guardians KAP on quality of education

Table 4.3.1 presents the mean scores of parents’/guardians’ KAP on quality of education.

**Table 4.3.1: Mean score of parents/guardians by their level of KAP on quality of education (percentage)**

District	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	6.4	81.8	55.6	5.9	78.2	66.7	6.2	80.1	61.1
Dadeldhura	7.8	89.5	55.6	5.9	87.8	55.6	6.9	88.8	55.6
Siraha	9.8	88.6	55.6	7.5	87.3	72.2	8.6	88.0	63.9
Rupandehi	7.2	84.0	50.0	24.7	86.9	66.7	16.4	85.4	58.3
Bajhang	28.9	79.7	54.2	20.6	74.3	66.7	24.9	77.4	58.3
<b>Total</b>	<b>12.0</b>	<b>85.3</b>	<b>54.2</b>	<b>12.4</b>	<b>83.4</b>	<b>65.5</b>	<b>12.2</b>	<b>84.4</b>	<b>59.4</b>

Notes: K = knowledge, A = attitude, P = practice

Parents’/guardians’ level of attitude on quality of education was higher (84 per cent) than their level of knowledge (12 per cent) and their level of practice (59 per cent). The level of practice was highest for all areas surveyed (child rights, inclusion, quality of education, parental role, education for a brighter future).

The level of knowledge on quality of education was highest among parents/guardians in Bajhang (25 per cent) and lowest among parents/guardians in Parsa (six per cent). Parents’/guardians’ level of attitude was highest in Dadeldhura (89 per cent) and lowest in Bajhang (77 per cent). Parents’/guardians’ level of practice was highest in Siraha (64 per cent) and lowest in Dadeldhura (56 per cent).

A comparison of male and female parents/guardians showed that females had slightly higher levels of knowledge and practice on quality of education than males. However, male parents/guardians had slightly a higher level of attitude than females.

#### 4.3.2 Distribution of parents’/guardians’ KAP on quality of education

Table 4.3.2 presents the distribution of parents’/guardians’ KAP on quality of education (categorized into five levels).

**Table 4.3.2: Distribution of parents’/guardians’ KAP on quality of education (percentage)**

District	Knowledge				Attitude		Practice			
	HI	I	Suff	HS	Sat	HS	I	Suff	Sat	HS
Parsa	100.0				52.6	47.4	16.7	16.7	50.0	16.7
Dadeldhura	91.7	8.3			8.3	91.7	16.7	33.3	50.0	
Siraha	83.3	16.7			16.7	83.3	16.7		66.7	16.7
Rupandehi	63.2	31.6	5.3		21.1	78.9		66.7	16.7	16.7
Bajhang	47.6	38.1	9.5	4.8	85.7	14.3		66.7	16.7	16.7
<b>Total</b>	<b>77.9</b>	<b>18.6</b>	<b>2.7</b>	<b>0.9</b>	<b>34.5</b>	<b>65.5</b>	<b>10.0</b>	<b>36.7</b>	<b>40.0</b>	<b>13.3</b>

Notes: HI = highly insufficient, I = insufficient, Suff = sufficient, Sat = satisfactory, HS = highly satisfactory

Some 96 per cent of parents/guardians had a highly insufficient or insufficient level of knowledge on quality of education, and four per cent had a sufficient or highly satisfactory level of knowledge. All parents/guardians had a satisfactory or highly satisfactory level of attitude on quality of education. Ninety per cent of parents/guardians had a sufficient, satisfactory or highly satisfactory level of practice, with the remaining 10 per cent having an insufficient level of practice. The level of practice on quality of education was higher than all other areas (child rights, inclusion, parental role, and education for the brighter future of the children) surveyed in this study.

A district-wise comparison revealed that parents/guardians in Bajhang had the highest level of knowledge on quality of education with 14 per cent being sufficient or highly satisfactory, and parents/guardians in Parsa had the lowest level of knowledge with 100 per cent being highly insufficient. Although the level of attitude of parents/guardians was high in all districts, parents/guardians in Dadeldhura had the highest level of attitude, with 92 per cent being highly satisfactory, and parents/guardians in Bajhang had the lowest level of attitude, with 14 per cent being highly satisfactory. Parents/guardians in Rupandehi and Bajhang had the highest level of practice with 100 per cent being satisfactory or highly satisfactory, and parents/guardians in Dadeldhura had the lowest level with 17 per cent being highly insufficient.

These findings suggest that almost all parents/guardians lacked adequate knowledge on quality of education. However, their attitude level was highly positive, and about 90 per cent of

*Some parents/guardians in Siraha and Dadeldhura said that fear of failure was a good motivation for educational progress, and made children study laboriously.*

*Parents/guardians in Siraha, Dadeldhura and Bajhang said that corporal punishment should not be given to children, that both students and teachers should be regular and punctual in the classroom for quality education, and that parents should visit schools to inquire about their children's progress.*

parents/guardians were practicing quality of education at a sufficient level.

#### **4.3.3 Parents'/guardians' KAP on the key message about schools being child-centred/child-friendly**

Parents'/guardians' level of knowledge on the key messages about schools being child-centred/child-friendly was low (11 per cent). However, their level of attitude was high (86 per cent), and their level of practice (55 per cent) was higher than their level of knowledge (see Annex 'B' Table 4.3.3).

*In an FGD, parents held different views on quality of education. They said elements such as learning to read, write, good behaviour, life skills education, child-friendly school, school free from fear of failure, hazard-free school, spacious classrooms and outdoor space were part of quality of education.*

#### **4.4 Parents'/guardians' KAP on parental role in primary education**

The following key messages were examined for KAP on parental role in primary education.

- Parents/guardians should enrol their children in Grade 1 when the child completes four years of age (enters at five years of age).
- Parents/guardians should create an appropriate learning environment at home, provide necessary support for children's learning, and interact with children regarding school matters.
- Parents/guardians should ensure that children are provided with necessary basic learning materials (paper, pens/pencils, and textbooks), school uniforms (if applicable), and school bags. Parents/guardians should ensure that children are clean and tidy.

- Parents/guardians should visit school regularly, keep in contact with concerned teachers, and review the progress of their children. Parents/guardians should provide support for the development of the school (infrastructure and management).
- Parents/guardians should interact with children regarding school matters and help them in their learning at home.

#### 4.4.1 Mean scores of parents/guardians KAP on parental role

Table 4.4.1 presents the mean scores of parents’/guardians’ KAP on parental role.

**Table 4.4.1: Mean score of parents/guardians by their level of KAP on parental role (percentage)**

District	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	38.2	85.4	64.3	28.3	74.4	54.8	34.0	80.2	59.5
Dadeldhura	37.2	91.6	31.0	33.9	86.4	35.7	35.6	89.4	33.3
Siraha	34.7	91.2	45.2	33.8	88.5	38.1	34.2	90.0	41.7
Rupandehi	36.3	81.8	61.9	45.3	76.2	59.5	41.1	79.2	60.7
Bajhang	49.7	83.5	55.4	44.0	75.6	46.4	47.0	80.1	52.4
<b>Total</b>	<b>39.0</b>	<b>87.4</b>	<b>51.8</b>	<b>37.0</b>	<b>81.0</b>	<b>46.9</b>	<b>38.0</b>	<b>84.6</b>	<b>49.5</b>

Notes: K = knowledge, A = attitude, P = practice

Parents’/guardians’ level of attitude on parental role was higher (85 per cent) than their level of knowledge (38 per cent) and their level of practice (49.5 per cent).

The level of knowledge on parental role was highest among parents/guardians in Bajhang (47 per cent) and lowest among parents/guardians in Parsa (34 per cent). Parents’/guardians’ level of attitude was highest in Siraha (90 per cent) and lowest in Rupandehi (79 per cent). Parents’/guardians’ level of practice was highest in Rupandehi (61 per cent) and lowest in Dadeldhura (33 per cent).

A comparison of male and female parents/guardians showed that males had slightly higher levels of all three areas on parental role than females.

#### 4.4.2 Distribution of parents’/guardians’ KAP on parental role

Table 4.4.2 presents the distribution of parents’/guardians’ KAP on parental role (categorized into five levels).

**Table 4.4.2: Distribution of parents’/guardians’ KAP on parental role (percentage)**

District	Knowledge					Attitude			Practice			
	HI	I	Suff	Sat	HS	Suff	Sat	HS	I	Suff	Sat	HS
Parsa	15.8	47.4	36.8				57.9	42.1	16.7	33.3	50.0	
Dadeldhura	4.2	45.8	50.0				12.5	87.5	83.3	16.7		
Siraha	16.7	36.7	46.7				10.0	90.0	33.3	66.7		
Rupandehi		36.8	57.9	5.3			68.4	31.6		33.3	66.7	
Bajhang	4.8	28.6	42.9	14.3	9.5	4.8	76.2	19.0	50.0	16.7	16.7	16.7
<b>Total</b>	<b>8.8</b>	<b>38.9</b>	<b>46.9</b>	<b>3.5</b>	<b>1.8</b>	<b>0.9</b>	<b>40.7</b>	<b>58.4</b>	<b>36.7</b>	<b>33.3</b>	<b>26.7</b>	<b>3.3</b>

Notes: HI = highly insufficient, I = insufficient, Suff = sufficient, Sat = satisfactory, HS = highly satisfactory

Some 48 per cent of parents/guardians had a highly insufficient or insufficient level of knowledge on parental role, and 52 per cent had a sufficient, satisfactory or highly satisfactory level of knowledge. All parents/guardians had a sufficient, satisfactory or highly satisfactory level of attitude on parental role. Some 37 per cent of parents/guardians had an insufficient level of practice, with the remaining 63 per cent having a sufficient, satisfactory or highly satisfactory level of practice.

A district-wise comparison revealed that parents/guardians in Bajhang had the highest level of knowledge on parental role with 67 per cent being sufficient, satisfactory or highly

satisfactory, and parents/guardians in Parsa had the lowest level of knowledge with 63 per cent being highly insufficient or insufficient. Although the level of attitude of parents/guardians was high in all districts, parents/guardians in Siraha had the highest level of attitude, with 90 per cent being highly satisfactory, and parents/guardians in Bajhang had the lowest level of attitude, with 19 per cent being highly satisfactory. Parents/guardians in Rupandehi had the highest level of practice with 100 per cent being sufficient or satisfactory, and parents/guardians in Dadeldhura had the lowest level with 83 per cent being insufficient.

These findings suggest that just under half of parents/guardians had an insufficient knowledge on parental role. However, all parents/guardians had a positive attitude, and about two-thirds

*Most parents/guardians were aware that children should be enrolled in Grade 1 at the age of five years, and that they should provide learning materials to their children. Most parents/guardians supported the view that parents should visit the school to enquire about their children, but said that they were unable to do so owing to their busy household schedules.*

*Parents/guardians were aware of the importance of providing support to the school. However, only a few parents were found to be supporting their school by various means, for instance, by helping in the renovation of the school. Most parents/guardians said they were unable to support their school owing to their poor economic status.*

were practicing their parental role at a sufficient level.

#### **4.4.3 Parents'/guardians' KAP on the key message about parents/guardians interacting with children regarding school matters and helping them in their learning at home**

Parents/guardians had a low level of knowledge (22 per cent) on the key message about parents/guardians interacting with children regarding school matters and helping them in their learning at home. However, their level of attitude was high (90 per cent), and their level of practice was 43 per cent, which was higher than their level of knowledge (see Annex 'B' Table 4.4.3).

*In an FGD, most parents/guardians accepted that they should interact with children regarding school matters and help them in their learning at home. However, during observations it was noticed that only a few parents/guardians interacted with their children and helped them in their learning at home.*

#### **4.5 Parents'/guardians' KAP on education for a brighter future for children**

The following key message was examined for KAP on education for a brighter future for children.

- Primary education is the foundation of education as well as a gateway to further education. It unfolds opportunities for a better future life (health and environment, good citizen, cultural values, group socialization, and dignity of labour), enables children to better adjust in society, and helps them to be independent.

#### 4.5.1 Mean scores of parents/guardians KAP on education for a brighter future for children

Table 4.5.1 presents the mean scores of parents’/guardians’ KAP on education for a brighter future for children.

**Table 4.5.1: Mean score of parents/guardians by their level of KAP on education for a brighter future for children (percentage)**

District	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	10.0	90.3	58.3	7.5	80.0	50.0	9.0	85.4	54.2
Dadeldhura	5.8	99.5	8.3	2.5	99.3	50.0	4.2	99.4	29.2
Siraha	10.0	98.0	75.0	4.7	96.4	66.7	7.3	97.3	70.8
Rupandehi	8.9	85.3	25.0	16.0	94.8	50.0	12.6	89.8	37.5
Bajhang	20.9	82.8	62.5	20.0	80.4	62.5	20.5	81.8	62.5
<b>Total</b>	<b>11.0</b>	<b>92.2</b>	<b>46.9</b>	<b>9.5</b>	<b>90.9</b>	<b>55.4</b>	<b>10.3</b>	<b>91.6</b>	<b>50.8</b>

Notes: K = knowledge, A = attitude, P = practice

Parents’/guardians’ level of attitude on education for a brighter future for children was higher (92 per cent) than their level of knowledge (10 per cent) and their level of practice (51 per cent). The level of knowledge was lower than for all other areas surveyed (child rights, inclusion, quality of education, parental role), and the level of attitude was higher than for all other areas surveyed.

The level of knowledge on education for a brighter future for children was highest among parents/guardians in Bajhang (20.5 per cent) and lowest among parents/guardians in Dadeldhura (four per cent). Parents’/guardians’ level of attitude was highest in Dadeldhura (99 per cent) and lowest in Bajhang (82 per cent). Parents’/guardians’ level of practice was highest in Siraha (71 per cent) and lowest in Dadeldhura (29 per cent).

A comparison of male and female parents/guardians showed that males had slightly higher levels of knowledge and attitude on education for a brighter future for children than females. However, female parents/guardians had slightly a higher level of practice than males.

#### 4.5.2 Distribution of parents/guardians’ KAP on education for a brighter future for children

Table 4.5.2 presents the distribution of parents’/guardians’ KAP on education for a brighter future for children (categorized into five levels).

**Table 4.5.2: Distribution of parents/guardians’ KAP on education for a brighter future for children (percentage)**

District	Knowledge			Attitude		Practice				
	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS
Parsa	100.0			52.6	47.4		16.7	50.0	33.3	
Dadeldhura	100.0				100.0	50.0	16.7		33.3	
Siraha	93.3	6.7		6.7	93.3			50.0	16.7	33.3
Rupandehi	94.7	5.3		31.6	68.4	16.7	33.3	33.3	16.7	
Bajhang	66.7	19.0	14.3	81.0	19.0		16.7	33.3	33.3	16.7
<b>Total</b>	<b>91.2</b>	<b>6.2</b>	<b>2.7</b>	<b>31.0</b>	<b>69.0</b>	<b>13.3</b>	<b>16.7</b>	<b>33.3</b>	<b>26.7</b>	<b>10.0</b>

Notes: HI = highly insufficient, I = insufficient, Suff = sufficient, Sat = satisfactory, HS = highly satisfactory

Some 97 per cent of parents/guardians had a highly insufficient or insufficient level of knowledge on education for a brighter future for children, and only three per cent had a sufficient level of knowledge. All parents/guardians had a satisfactory or highly satisfactory level of attitude on parental role. Some 30 per cent of parents/guardians had a highly insufficient or insufficient level of practice, with the remaining 70 per cent having a sufficient, satisfactory or highly satisfactory level of practice.

A district-wise comparison revealed that parents/guardians in Bajhang had the highest level of knowledge on education for a brighter future for children with 14 per cent being sufficient, and parents/guardians in Parsa and Dadeldhura had the lowest level of knowledge with 100 per cent being highly insufficient. Although the level of attitude of parents/guardians was high in all districts, parents/guardians in Dadeldhura had the highest level of attitude, with 100 per cent being highly satisfactory, and parents/guardians in Bajhang had the lowest level of attitude, with 19 per cent being highly satisfactory. Parents/guardians in Siraha had the highest level of practice with 100 per cent being sufficient, satisfactory or highly satisfactory, and parents/guardians in Dadeldhura had the lowest level with 67 per cent being highly insufficient or insufficient.

These findings suggest that most parents/guardians had an insufficient knowledge on education for a brighter future for children. However, all parents/guardians had a positive attitude, and nearly three-quarters were practicing education for a brighter future at a sufficient level.

*In an FGD, most parents/guardians accepted that primary education was necessary for a brighter future for children. In their view, education would help in obtaining employment, and make children conscious and clever. They also thought that primary education would make children independent and cooperative. Most parents/guardians had sent their children to school with a view to making their futures brighter.*

#### 4.6 Parents'/guardians' KAP on all combined aspects of primary education

In order to analyse the composite status of parents'/guardians' KAP to primary education, all aspects (child rights, inclusion, quality of education, parental role, and education for a brighter future for children) were combined. There were 14 key messages for primary education.

##### 4.6.1 Mean scores of parents'/guardians' KAP on all combined aspects of primary education

Table 4.6.1 presents the mean scores of parents'/guardians' KAP on all combined aspects of primary education.

**Table 4.6.1: Mean score of parents/guardians by their level of KAP on all combined aspects of primary education (percentage)**

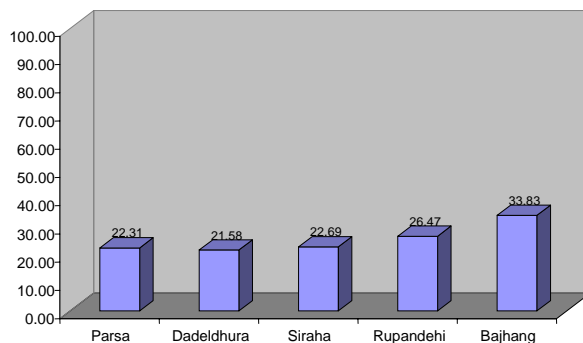
District	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	23.2	82.7	56.1	21.1	76.2	50.9	22.3	79.6	53.5
Dadeldhura	22.5	89.5	29.8	20.7	88.3	43.0	21.6	89.0	36.4
Siraha	24.2	89.0	49.1	21.2	88.2	48.3	22.7	88.7	48.7
Rupandehi	22.6	82.4	52.6	30.0	82.7	57.0	26.5	82.6	54.8
Bajhang	36.5	80.9	56.6	30.9	76.1	56.6	33.8	78.9	56.6
<b>Total</b>	<b>25.7</b>	<b>85.5</b>	<b>49.3</b>	<b>24.4</b>	<b>82.9</b>	<b>50.8</b>	<b>25.1</b>	<b>84.4</b>	<b>50.0</b>

Notes: K = knowledge, A = attitude, P = practice

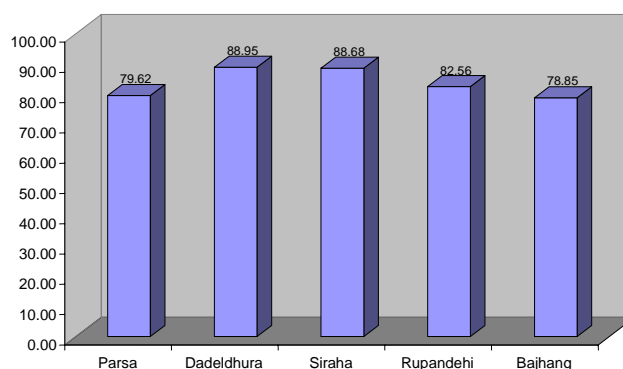
Parents'/guardians' level of attitude on all combined aspects of primary education was higher (84 per cent) than their level of knowledge (25 per cent) and their level of practice (50 per cent).

A district-wise comparison showed that parents/guardians in Bajhang had the highest level of knowledge on all combined aspects of primary education (34 per cent), and parents/guardians of Dadeldhura had the lowest (22 per cent) (Chart 4.1). Parents/guardians in Dadeldhura had the highest level of attitude on all combined aspects of primary education (89 per cent), and parents/guardians of Bajhang had the lowest (79 per cent) (Chart 4.2). Parents/guardians of Bajhang were had the highest level of practice on all combined aspects of primary education (57 per cent), and parents/guardians of Dadeldhura has the lowest (36 per cent) (Chart 4.3).

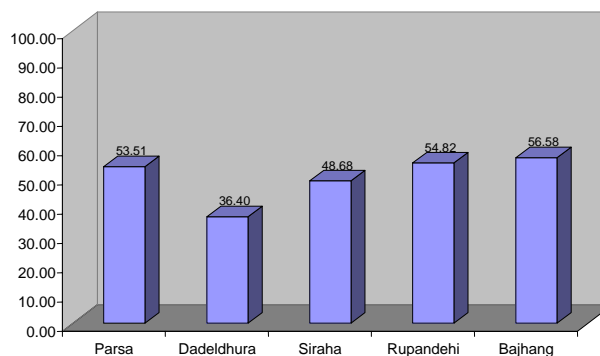
**Chart 4.1: Parents/guardians' score in percentage of knowledge on all components of Primary education by district**



**Chart 4.2: Parents/guardians' score in percentage of attitude on all components of Primary education by district**

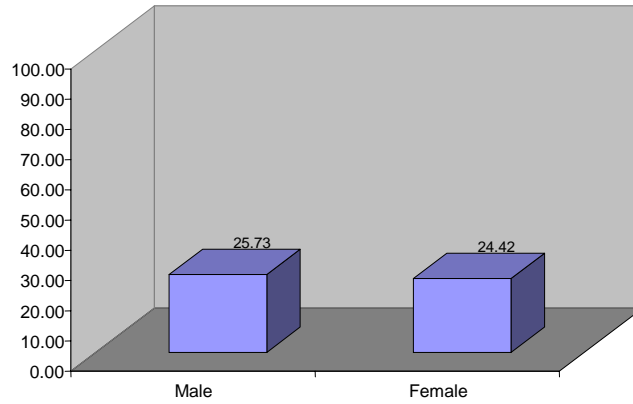


**Chart 4.3: Parents/guardians' score in percentage of practice on all components of Primary education by district**

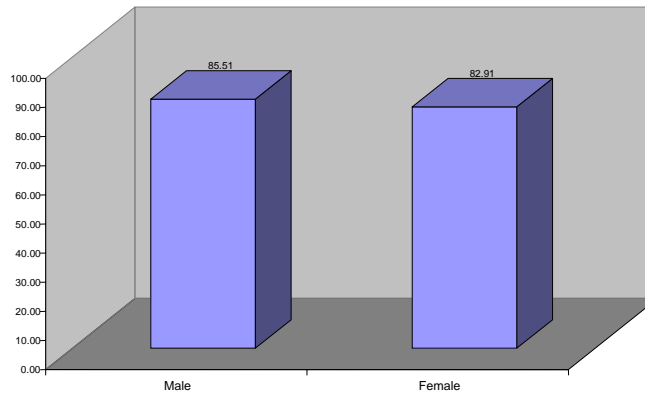


A comparison of male and female parents/guardians showed that there is no significant difference in the levels of KAP on all combined aspects of primary education (Charts 4.4, 4.5 and 4.6). Overall, males had slightly higher levels of knowledge than females on three of the five aspects of primary education, and males had slightly higher levels of attitude than females on four of the five aspects of primary education. However, females had slightly higher levels of practice than males on three of the five aspects of primary education.

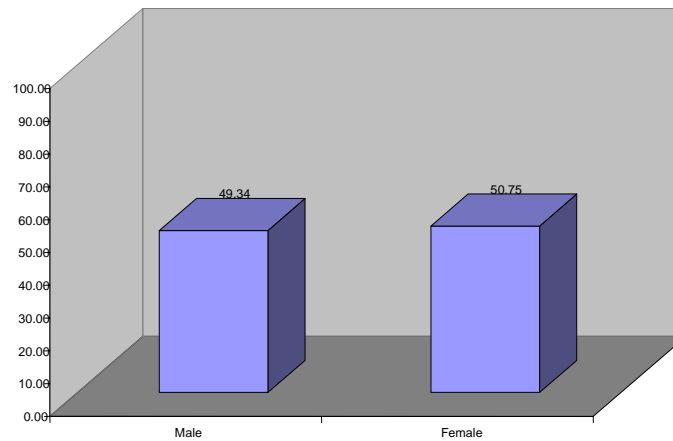
**Chart 4.4: Parents/guardians' score in percentage of knowledge on all components of Primary education by gender**



**Chart 4.5: Parents/guardians' score in percentage of attitude on all components of Primary education by gender**



**Chart 4.6: Parents/guardians' score in percentage of practice on all components of Primary education by gender**



#### **4.6.2 Distribution of parents'/guardians' KAP on all combined aspects of primary education**

Table 4.6.2 presents the distribution of parents'/guardians' KAP on all combined aspects of primary education (categorized into five levels).

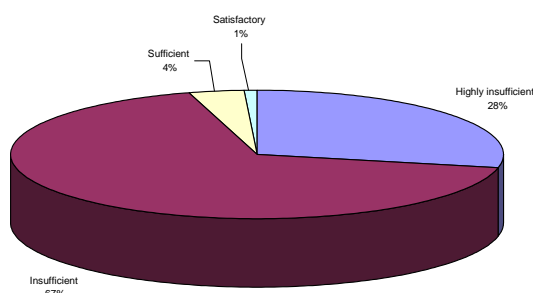
**Table 4.6.2: Distribution of parents'/guardians' KAP on all combined aspects of primary education (percentage)**

District	Knowledge				Attitude		Practice		
	HI	I	Suff	Sat	Sat	HS	I	Suff	Sat
Parsa	26.3	73.7			57.9	42.1	16.7	50.0	33.3
Dadeldhura	37.5	62.5			12.5	87.5	66.7	33.3	
Siraha	50.0	46.7	3.3		10.0	90.0	33.3	66.7	
Rupandehi	15.8	84.2			36.8	63.2		83.3	16.7
Bajhang		81.0	14.3	4.8	81.0	19.0		66.7	33.3
<b>Total</b>	<b>28.3</b>	<b>67.3</b>	<b>3.5</b>	<b>0.9</b>	<b>36.3</b>	<b>63.7</b>	<b>23.3</b>	<b>60.0</b>	<b>16.7</b>

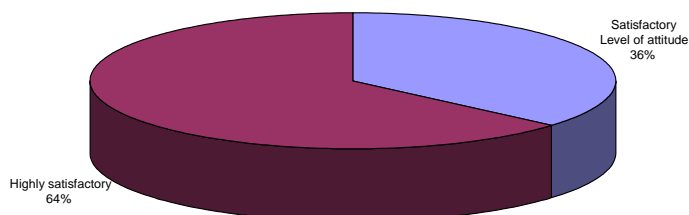
Notes: HI = highly insufficient, I = insufficient, Suff = sufficient, Sat = satisfactory, HS = highly satisfactory

Only four per cent of parents/guardians had a sufficient or satisfactory level of knowledge on all combined aspects of primary education, while 96 per cent had a highly insufficient or insufficient level of knowledge, as can be clearly seen in Pie Chart 4.6.1. All parents/guardians had a satisfactory (36 per cent) or highly satisfactory (64 per cent) level of attitude on all combined aspects of primary education (Pie Chart 4.6.2). This indicates that parents/guardians had a positive attitude towards the various aspects of primary education, but they lacked adequate knowledge. Some 77 per cent of parents/guardians had a highly sufficient or satisfactory level of practice on all combined aspects of primary education, with 23 per cent having an insufficient level of practice (Pie Chart 4.6.3).

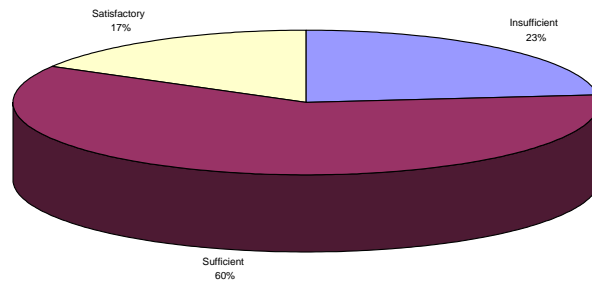
Pie chart 4.6.1: Parents/guardians by their level of knowledge on all components of Primary education



Pie chart 4.6.2: Parents/guardians by their level of attitude on all components of Primary education



Pie chart 4.6.3:arents/guardians by their level of practice on all components of Primary education



A district-wise comparison revealed that Bajhang (19 per cent) had the highest percentage of parents/guardians with a sufficient or satisfactory level of knowledge on all combined aspects of primary education, and Parsa, Dadeldhura and Rupandehi had the lowest with all parents/guardians being highly insufficient or insufficient. While all parents/guardians had a satisfactory or highly satisfactory level of attitude, parents/guardians in Siraha had the highest level with 90 per cent being highly satisfactory, and parents/guardians in Bajhang had the lowest with 19 per cent being highly satisfactory. Parents/guardians in Rupandehi and Bajhang had the highest level of practice with 100 per cent being sufficient or satisfactory, and parents/guardians in Dadeldhura had the lowest level of practice with 67 per cent being insufficient.

## Chapter 5: Major Findings and Recommendations

This chapter presents the major findings of the survey, drawn analysis and interpretation of survey data and information. Recommendations have been made on the basis of the findings.

### 5.1 Findings

The findings related to parents'/guardians' KAP on ECD are presented below.

- On all aspects of ECD covered by the survey (child rights and importance of ECD, and physical, cognitive, social and emotional developments of young children), the level of attitude among parents/guardians in all districts was found to be higher than their levels of knowledge and practice. The level of knowledge on all aspects was poor compared to the levels of attitude and practice.
- The distribution of parents/guardians with respect to their level KAP on all aspects of ECD revealed that
  - only a tiny percentage of parents/guardians (0.5 per cent) had a satisfactory level of knowledge, although 22 per cent had a sufficient level of knowledge;
  - all parents/guardians included had a either a satisfactory or a highly satisfactory level of attitude with 69.5 per cent having a highly satisfactory level;
  - none of the parents/guardians had a satisfactory level of practice, with only about seven per cent having a sufficient level of practice.
- Parents'/guardians' level of knowledge was higher in the area of emotional development (43 per cent) than in other aspects of ECD. In particular, the level of knowledge on the key message about children receiving love, affection and positive encouragement, and opportunities to express and balance their emotions was 49 per cent. The levels of knowledge on cognitive and social development were similar at around 35 per cent, and the level of knowledge on physical development was 30 per cent. The lowest level of knowledge was on child rights and importance of ECD at 20 per cent.
- Parents'/guardians' level of attitude was higher in the area of child rights and importance of ECD (90 per cent) than in other aspects of ECD, despite the level of knowledge in this area being the lowest. The level of attitude on social development was 86 per cent, the level of attitude on physical development was 84 per cent, and the level of attitude on cognitive development was 78.5 per cent. The level of attitude on emotional development was the lowest at 78 per cent, despite the level of knowledge in this area being the highest.
- Parents'/guardians' level of practice was higher in the area of child rights and importance of ECD (36 per cent) than in other aspects of ECD, despite the level of knowledge in this area being the lowest. A high level of attitude seems to influence practice for this aspect. The level of practice on physical development was 34 per cent, the level of practice on social development was 29.5 per cent, and the level of practice on emotional development was 27 per cent, which was low compared to the level of knowledge on this aspect. The lowest level of practice was on cognitive development at 16 per cent. Overall, a large percentage of parents/guardians lacked adequate practice in all aspects of ECD. Qualitative information revealed that a major reason for the low level of practice was the poor economic condition of families. For example, although parents/guardians were aware about the importance of toilets, they took their children outside for defecation because they did not have enough money to construct toilets (FGD, Parsa).

- A district-wise comparison showed that parents/guardians in Bajhang had the highest overall level of knowledge, and parents/guardians in Siraha had the highest overall levels of attitude and practice.
- Comparison of male and female parents/guardians in all combined aspects of ECD showed that females had a slightly higher level of knowledge overall than males (35 per cent compared to 34 per cent). Males had a slightly higher level of knowledge than females on child rights and importance of ECD (21 per cent compared to 20 per cent), and cognitive development (37 per cent compared to 35.5 per cent). Females had a slightly higher level of knowledge than males on physical development (35 per cent compared to 33.5 per cent). Males and females had a similar level of knowledge on social development at 37 per cent and emotional development at 43 per cent.
- Comparison of male and female parents/guardians in all combined aspects of ECD showed that males had a slightly higher level of attitude overall than females (85 per cent compared to 84 per cent). Males had a slightly higher level of attitude than females on child rights and importance of ECD (91 per cent compared to 88 per cent), physical development (84.5 per cent compared to 84 per cent), social development (88 per cent compared to 85 per cent), and emotional development (79 per cent compared to 77 per cent). Females had a slightly higher level of attitude than males on cognitive development (79 per cent compared to 78 per cent).
- Comparison of male and female parents/guardians in all combined aspects of ECD showed that males and females had a similar level of practice overall at 27 per cent. Males had a slightly higher level of practice than females on child rights and importance of ECD (39 per cent compared to 35 per cent), and physical development (35 per cent compared to 33.5 per cent). Females had a slightly higher level of practice than males on cognitive development (17 per cent compared to 15 per cent), and social development (30 per cent compared to 29 per cent). Males and females had a similar level of practice on emotional development at 27 per cent.
- A comparison of KAP levels of parents/guardians with and without exposure to PE revealed that parents/guardians with PE exposure had a slightly higher level of knowledge and practice than parents/guardians without PE exposure. No difference was found in the levels of attitude. Parents/guardians with PE exposure had higher levels of knowledge on physical and social development than parents/guardians without PE exposure. Parents/guardians with PE exposure had a higher level of practice than parents/guardians without PE exposure on all aspects, except cognitive development.

Findings related to parents'/guardians' KAP on primary education are presented below.

- On all aspects of primary education covered by the survey (child rights, inclusion, quality of education, parental role, and education for brighter future for children), the level of knowledge was much lower (25 per cent) than the level of attitude (84 per cent) and practice (50 per cent). This pattern applied to all aspects surveyed and all districts. Most parents/guardians had an insufficient (67 per cent) or highly insufficient (28 per cent) level of knowledge. The level of attitude was either highly satisfactory (64 per cent) or satisfactory (36 per cent), and 77 per cent of parents/guardians were practicing at a sufficient or satisfactory level.
- Parents'/guardians' level of knowledge was highest in the area of inclusion (45 per cent). The level of knowledge on parental role was 38 per cent. However, the levels of knowledge for other aspects were low, with child rights at 12.5 per cent, quality of education at 12 per cent, and education for a brighter future at 10 per cent.

- Parents'/guardians' level of attitude was highest in the area of education for a brighter future (92 per cent), despite the level of knowledge in this area being the lowest. The level of attitude on child rights was 88 per cent, the level of attitude on parental role was 85 per cent, and the level of attitude on quality education was 84 per cent. The level of attitude on inclusion was lowest at 77 per cent.
- Parents'/guardians' level of practice was highest in the area of quality of education (59 per cent). The level of practice on education for a brighter future was 51 per cent, and the level of practice on parental role was 49.5 per cent. The lowest levels of practice were on child rights and inclusion at 46 per cent each.
- A district-wise comparison showed that parents/guardians in Bajhang have the highest overall levels of knowledge and practice, and parents/guardians in Dadeldhura have the highest overall level of attitude, despite having the lowest overall levels of knowledge and practice.
- Comparison of male and female parents/guardians revealed that males had a slightly higher level of knowledge than females on child rights, parental role, and education for a brighter future for children. Females had a slightly higher level of knowledge than males on inclusion and quality of education.
- Comparison of male and female parents/guardians revealed that males had slightly higher levels of attitude than females on all aspects, except inclusion.
- Comparison of male and female parents/guardians revealed that males had a slightly higher level of practice than females on inclusion and parental role. Females had a slightly higher level of practice than males on child rights, quality of education, and education for a brighter future for children.

## **5.2 Recommendations**

Recommendations related to parents'/guardians' KAP on ECD are presented below.

- The survey indicates that there is a need to undertake a comprehensive study of the effectiveness and impact of PE programmes being implemented, with the possible need for revising PE packages. Data show that the levels of knowledge and practice on various aspects of ECD were extremely low among both parents/guardians with and without PE exposure, although exposure to PE did show some positive impact on knowledge of physical and social development and practice on physical development. The level of knowledge on all aspects of ECD was low, suggesting that PE packages need enhancing, particularly on child rights and importance of ECD, and physical development.
- Parents/guardians with PE exposure would benefit from a refresher programme after a defined period of time.
- As the unavailability of facilities such as toilets and children's play materials in the families lowers the level of practice among parents/guardians, PE programmes should include components on development of skills for parents/guardians on the construction of low-cost toilets and children's play materials.
- Children need support and services from both male and female members of the family, but findings suggest that PE programmes have not been able to include males and females to the same extent, especially in Bajhang and Dadeldhura. Strategies aimed at equal participation of males and females in PE programmes should be designed and implemented.

- Key messages developed for the survey should be used for wider advocacy and communication efforts. They could also be incorporated in adult education programmes so that they could reach a wider audience.

One recommendation related to parents'/guardians' KAP on primary education is presented below.

- As parents'/guardians' level of knowledge on child rights, parental role, and education for a brighter future of children is low, it is important to strengthen these areas in existing advocacy and awareness-raising campaigns, and programmes aimed at parents/guardians of primary-school-aged children. Key messages developed for this survey should be referred to while revisiting these aspects.

## **Annexes**

## Annex A: Tables on ECD: Selected key messages

**Table 3.2.3: Parents/guardians' Mean scores on knowledge, attitude and practice on the first key message of physical development (Infants need . . . up to 2 years or longer)**

	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	1.6	91.0	75.0	5.3	90.7	81.0	3.3	90.9	78.8
Dadeldhura	5.3	99.4	73.4	8.3	97.8	71.5	7.0	98.5	72.3
Siraha	3.3	99.5	73.4	3.2	100.0	100.0	3.3	99.7	87.9
Rupandehi	9.3	83.3	55.6	3.2	88.6	94.5	6.0	86.2	75.0
Bajhang	3.7	81.3	88.9	0.0	83.8	77.8	1.2	83.0	81.5
Total	4.5	92.9	71.0	4.1	93.3	84.4	4.3	93.1	78.8

Notes: K = Knowledge, A = Attitude, P = Practice

**Table 3.3.3: Parents/guardians' Mean scores on knowledge, attitude and practice on the first key message of cognitive development (Parents and guardians should . . . and interactions)**

	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	35.7	72.0	17.9	39.5	71.3	12.2	37.5	71.7	14.3
Dadeldhura	47.4	86.3	11.9	46.7	87.9	9.9	47.0	87.2	10.7
Siraha	42.3	83.7	12.4	41.6	87.5	4.8	42.0	85.6	8.2
Rupandehi	43.3	73.7	17.9	36.2	74.2	19.5	39.5	73.9	18.7
Bajhang	61.1	72.4	7.9	55.0	70.7	9.9	57.0	71.3	9.3
Total	43.8	78.8	14.1	43.5	79.7	11.2	43.6	79.3	12.4

Notes: K = Knowledge, A = Attitude, P = Practice

**Table 3.4.3: Parents/guardians' Mean scores on knowledge, attitude and practice on the second key message of social development (Parents and guardians . . . and neighbors)**

	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	21.6	81.0	32.5	20.7	81.8	35.0	21.2	81.3	34.1
Dadeldhura	37.9	99.3	17.0	42.5	99.7	8.6	40.5	99.5	12.1
Siraha	36.0	97.8	39.0	40.9	98.7	38.3	38.5	98.3	38.6
Rupandehi	24.8	81.1	23.3	26.4	84.4	35.0	25.6	82.9	29.2
Bajhang	43.0	80.0	28.3	33.0	81.1	20.0	36.3	80.7	22.8
Total	31.8	89.7	27.6	33.9	90.6	27.0	32.9	90.2	27.3

Notes: K = Knowledge, A = Attitude, P = Practice

**Table 3.5.3: Parents/guardians' scores (in percentage) on knowldege, attitude and practice on emotional development (Children should receive love, affection and positive encouragement, and get the opportunity to express and balance their emotions)**

	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	44.5	72.7	35.0	43.5	73.2	34.9	44.0	72.9	34.9
Dadeldhura	43.5	86.8	20.0	47.0	86.5	18.3	45.4	86.7	19.0
Siraha	51.6	87.4	51.2	55.9	87.3	44.7	53.8	87.4	47.6
Rupandehi	45.9	75.6	32.0	49.2	78.4	42.0	47.7	77.1	37.0
Bajhang	51.1	71.1	36.0	47.8	71.9	33.3	48.9	71.6	34.2
Total	47.4	80.4	34.6	49.4	80.6	34.1	48.4	80.5	34.3

Notes: *K = Knowledge, A = Attitude, P = Practice*

## Annex B: Tables on Primary Education: Selected key messages

**Table 4.2.3: Parents/guardians' Mean scores on knowledge, attitude and practice on the first key message of inclusion (No discrimination . . . background of the family)**

	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	81.8	56.4	60.0	91.7	55.0	16.7	86.0	55.8	52.8
Dadeldhura	86.1	58.3	50.0	87.5	60.0	33.3	86.8	59.2	41.7
Siraha	81.1	45.0	60.0	85.6	49.0	33.3	83.3	47.0	55.5
Rupandehi	81.5	51.1	61.1	88.3	65.5	61.1	85.1	58.7	61.1
Bajhang	83.3	45.9	50.0	85.0	48.5	61.1	84.1	47.1	55.6
Total	82.8	51.0	57.0	87.3	55.2	47.0	85.0	53.1	53.3

Notes: K=Knowledge, A=Attitude, P=Practice

**Table 4.3.3: Parents/guardians' Mean scores on knowledge, attitude and practice on the second key message of quality education (Schools need . . . spacious classrooms and outdoor space)**

	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	8.2	80.9	70.0	6.3	84.7	50.0	7.4	82.5	66.7
Dadeldhura	6.7	92.3	50.0	7.5	86.3	50.0	7.1	89.3	50.0
Siraha	9.3	91.0	50.0	4.7	89.7	50.0	7.0	90.3	50.0
Rupandehi	6.7	85.6	50.0	23.0	87.8	50.0	15.3	86.7	50.0
Bajhang	23.6	78.0	50.0	16.0	79.0	66.7	20.0	78.5	58.3
Total	10.9	86.0	55.3	10.9	85.9	54.5	10.9	86.0	55.0

Notes: K=Knowledge, A=Attitude, P=Practice

**Table 4.4.3: Parents/guardians' Mean scores on knowledge, attitude and practice on the fifth key message of parental role (Parents and guardians . . . in their learning at home)**

	Male			Female			Total		
	K	A	P	K	A	P	K	A	P
Parsa	17.3	86.4	60.0	20.0	82.5	0.0	18.4	84.7	50.0
Dadeldhura	19.2	96.7	0.0	16.7	96.7	0.0	17.9	96.7	0.0
Siraha	16.7	98.7	20.0	20.0	96.7	0.0	18.3	97.7	16.7
Rupandehi	24.4	84.4	100.0	23.0	91.0	100.0	23.7	87.9	100.0
Bajhang	32.0	78.2	33.3	32.0	83.0	66.7	32.0	80.5	50.0
Total	21.2	89.8	42.1	22.0	91.1	45.5	21.6	90.4	43.3

Notes: K=Knowledge, A=Attitude, P=Practice

## Annex C: Tables on ECD Mean scores: With and without PE exposure

**Table 3.1.1.a: Mean scores of parents/guardians with PE exposure on knowledge, attitude and practice on child-rights and importance of ECD (in%)**

District	Male			Female			Total		
	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice
Parsa	22.1	82.2	26.9	14.2	81.8	46.2	18.2	82.0	39.7
Dadeldhura				22.1	88.3	7.7	22.1	88.3	7.7
Siraha	16.5	99.9	35.9	15.4	95.1	46.2	16.0	97.5	41.8
Bajhang				31.0	80.2	33.3	31.0	80.2	33.3
Total	18.9	91.0	32.3	20.2	86.3	39.7	19.7	87.8	37.6

**Table 3.1.1.b: Mean scores of parents/guardians without PE exposure on knowledge, attitude and practice on child-rights and importance of ECD (in%)**

District	Male			Female			Total		
	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice
Parsa	13.9	84.6	64.1	11.7	82.0	42.3	12.9	83.4	55.4
Dadeldhura	16.3	93.1	17.3	17.7	89.0	15.4	16.9	91.7	16.1
Siraha	31.6	100.0		13.8	95.1	38.5	21.5	97.4	38.5
Rupandehi	23.4	86.6	46.2	22.1	91.0	44.0	22.7	89.0	44.8
Bajhang	25.7	83.0	43.6	27.5	80.4	26.9	26.6	81.7	36.9
Total	21.4	89.9	41.2	18.8	88.5	32.2	20.1	89.2	35.7

**Table 3.2.1.a: Mean scores of parents/guardians with PE exposure on knowledge, attitude and practice on physical development of young children (in%)**

District	Male			Female			Total		
	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice
Parsa	37.4	80.2	40.0	39.1	83.9	30.6	38.3	82.2	33.7
Dadeldhura				34.4	86.7	15.6	34.4	86.7	15.6
Siraha	32.6	89.9	40.7	31.4	86.0	43.9	32.0	88.0	42.5
Bajhang				43.4	76.0	28.1	43.4	76.0	28.1
Total	34.6	85.1	40.4	36.6	83.3	33.1	35.9	83.8	35.3

**Table 3.2.1.b: Mean scores of parents/guardians without PE exposure on knowledge, attitude and practice on physical development of young children (in%)**

District	Male			Female			Total		
	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice
Parsa	30.0	80.8	29.6	34.4	81.9	25.6	32.0	81.3	28.0
Dadeldhura	34.8	86.6	27.8	32.2	85.7	26.0	33.7	86.3	26.7
Siraha	37.2	91.6		30.2	91.2	51.1	33.3	91.4	51.1
Rupandehi	31.9	78.9	37.2	34.1	79.7	35.6	33.1	79.3	36.2
Bajhang	38.0	81.4	38.5	38.2	75.3	26.7	38.1	78.4	33.8
Total	34.0	83.8	33.2	33.5	82.6	33.6	33.8	83.2	33.5

**Table 3.3.1.a: Mean scores of parents/guardians with PE exposure on knowledge, attitude and practice on cognitive development of young children (in%)**

District	Male			Female			Total		
	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice
Parsa	34.2	70.7	14.4	27.4	75.2	22.2	30.8	73.0	19.6
Dadeldhura				35.8	85.3	4.4	35.8	85.3	4.4
Siraha	33.5	79.0	9.6	34.2	81.5	18.3	33.8	80.3	14.6
Bajhang				48.0	71.5	9.6	48.0	71.5	9.6
Total	33.8	74.8	11.6	35.9	78.5	16.3	35.1	77.3	14.9

**Table 3.3.1.b: Mean scores of parents/guardians without PE exposure on knowledge, attitude and practice on cognitive development of young children (in%)**

District	Male			Female			Total		
	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice
Parsa	30.1	70.7	14.1	25.7	72.4	17.8	28.2	71.5	15.6
Dadeldhura	40.4	84.8	9.4	33.5	88.2	13.7	37.5	85.9	12.1
Siraha	39.5	84.3		35.6	84.8	18.9	37.3	84.6	18.9
Rupandehi	35.4	72.7	24.4	32.8	75.8	20.0	34.0	74.4	21.6
Bajhang	48.0	71.5	17.0	45.6	72.2	11.1	46.8	71.9	14.7
Total	38.3	77.8	16.3	34.3	78.7	16.8	36.3	78.2	16.6

**Table 3.4.1.a: Mean scores of parents/guardians with PE exposure on knowledge, attitude and practice on social development of young children (in%)**

District	Male			Female			Total		
	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice
Parsa	28.5	79.1	34.3	30.0	81.6	40.0	29.2	80.4	38.1
Dadeldhura				39.2	93.1	5.7	39.2	92.2	5.7
Siraha	45.3	95.7	23.8	40.4	87.7	40.7	43.0	91.7	33.5
Bajhang				46.6	76.9	20.0	46.6	76.9	20.0
Total	38.3	87.4	28.0	38.9	84.7	32.4	38.7	85.6	31.1

**Table 3.4.1.b: Mean scores of parents/guardians without PE exposure on knowledge, attitude and practice on social development of young children (in%)**

District	Male			Female			Total		
	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice
Parsa	28.3	80.3	30.5	27.4	80.6	41.4	27.9	80.5	34.9
Dadeldhura	38.9	94.8	13.6	9.3	90.9	17.1	37.5	93.5	15.8
Siraha	50.0	95.7		10.4	93.0	46.4	44.3	94.3	46.4
Rupandehi	30.6	80.8	37.9	8.0	78.4	31.8	30.6	79.5	34.0
Bajhang	41.0	79.4	37.1	9.7	76.2	8.6	39.1	77.8	25.7
Total	36.9	87.2	29.2	8.8	83.4	28.6	35.4	85.4	28.8

**Table 3.5.1.a: Mean scores of parents/guardians with PE exposure on knowledge, attitude and practice on emotional development of young children (in%)**

District	Male			Female			Total		
	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice
Parsa	39.1	73.3	25.5	38.6	75.7	27.7	38.9	74.5	27.0
Dadeldhura				37.3	76.8	8.5	37.3	76.8	8.5
Siraha	51.6	80.3	27.7	47.0	81.3	36.7	49.5	80.8	32.8
Bajhang				49.0	76.1	26.2	49.0	76.1	26.2
Total	46.4	76.8	26.8	43.0	77.5	28.7	44.3	77.2	28.2

**Table 3.5.1.b: Mean scores of parents/guardians without PE exposure on knowledge, attitude and practice on physical development of young children (in%)**

District	Male			Female			Total		
	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice
Parsa	39.7	73.8	25.5	33.3	72.8	27.7	36.8	73.3	26.4
Dadeldhura	41.6	85.6	16.0	37.3	77.7	15.8	39.8	82.9	15.9
Siraha	53.2	80.3	.	49.0	80.9	37.2	50.8	80.6	37.2
Rupandehi	40.4	75.4	38.8	42.4	72.0	28.6	41.5	73.6	32.3
Bajhang	39.4	78.1	29.1	48.5	72.8	23.4	43.9	75.4	26.8
Total	42.4	79.4	27.4	42.2	74.9	25.5	42.3	77.3	26.2

**Table 3.6.1.a: Mean scores of parents/guardians with PE exposure on knowledge, attitude and practice on all aspects of ECD (in%)**

District	Male			Female			Total		
	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice
Parsa	33.2	78.4	28.1	31.8	80.8	30.7	32.5	79.6	29.8
Dadeldhura				34.3	86.4	16.0	34.3	86.4	8.6
Siraha	36.2	90.6	26.3	33.9	87.6	65.5	35.1	89.1	31.5
Bajhang				43.8	75.8	40.7	43.8	75.8	22.0
Total	34.9	84.5	27.0	35.7	82.7	52.3	35.4	83.3	27.9

**Table 3.6.1.b: Mean scores of parents/guardians without PE exposure on knowledge, attitude and practice on all aspects of ECD (in%)**

District	Male			Female			Total		
	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice	Knowledge	Attitude	Practice
Parsa	29.0	79.5	27.4	28.2	79.3	28.4	28.6	79.4	27.8
Dadeldhura	34.9	88.9	16.9	31.8	86.7	18.0	33.6	88.2	17.6
Siraha	42.0	92.1	.	33.8	90.4	38.0	37.3	91.2	38.0
Rupandehi	32.3	80.0	35.3	32.9	81.5	29.9	32.6	80.8	31.8
Bajhang	38.5	79.7	31.0	39.3	76.1	18.6	38.9	77.9	26.1
Total	34.8	84.5	27.4	33.1	82.9	26.4	33.9	83.8	26.8

## Annex D: Tables on ECD: Distribution of parents/guardians

**Table 3.1.2.a: Distribution of Parents/Guardians by their Knowledge on Child Rights and Importance of ECD**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa	81.0	9.5	9.5		84.2	15.8			82.5	12.5	5.0	
Dadeldhura	63.2	36.8			33.3	62.5	4.2		46.5	51.2	2.3	
Siraha	43.3	46.7	10.0		61.3	32.3	6.5		52.5	39.3	8.2	
Rupandehi	27.8	66.7	5.6		28.6	66.7	4.8		28.2	66.7	5.1	
Bajhang	22.2	77.8			16.7	72.2	5.6	5.6	18.5	74.1	3.7	3.7
Total	50.5	43.3	6.2		46.0	48.7	4.4	0.9	48.1	46.2	5.2	0.5

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.1.2.b: Distribution of parents/guardians by gender in their attitude level in child rights and importance of ECD**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	30.0	70.0	40.0	60.0	35.0	65.0
Dadeldhura	4.5	95.5	23.8	76.2	14.0	86.0
Siraha		100.0		100.0		100.0
Rupandehi	23.5	76.5	9.1	90.9	15.4	84.6
Bajhang	44.4	55.6	63.2	36.8	57.1	42.9
Total	15.2	84.8	24.3	75.7	20.0	80.0

**Table 3.1.2.c: Distribution of parents/guardians by their practice level in child rights and Importance of ECD**

District	Male					Female					Total				
	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS
Parsa	20.0		60.0		20.0	16.7	16.7	50.0	16.7		18.2	9.1	54.5	9.1	9.1
Dadeldhura	50.0	50.0				62.5	37.5				58.3	41.7			
Siraha	33.3		66.7			12.5		87.5			18.2		81.8		
Rupandehi			80.0	20.0		14.3	42.9	42.9			8.3	25.0	58.3	8.3	
Bajhang	33.3		66.7			33.3	16.7	50.0			33.3	11.1	55.6		
Total	25.0	10.0	55.0	5.0	5.0	28.6	22.9	45.7	2.9		27.3	18.2	49.1	3.6	1.8

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory, HS=Highly Satisfactory

**Table 3.1.d: Distribution of Parents/Guardians with PE exposure by their Knowledge on Child Rights and Importance of ECD**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa	80.0		20.0	90.0	10.0		85.0	5.0	10.0
Dadeldhura				10.0	90.0		10.0	90.0	
Siraha	64.3	35.7		66.7	25.0	8.3	65.4	30.8	3.8
Bajhang				11.1	77.8	11.1	11.1	77.8	11.1
Total	70.8	20.8	8.3	46.3	48.8	4.9	55.4	38.5	6.2

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table 3.1.e: Distribution of Parents/Guardians without PE exposure by their Knowledge on Child Rights and Importance of ECD**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa	81.8	18.2			77.8	22.2			80.0	20.0		
Dadeldhura	63.2	36.8			50.0	42.9	7.1		57.6	39.4	3.0	
Siraha	10.0	60.0	30.0		76.9	23.1			47.8	39.1	13.0	
Rupandehi	27.8	66.7	5.6		28.6	66.7	4.8		28.2	66.7	5.1	
Bajhang	22.2	77.8			22.2	66.7		11.1	22.2	72.2		5.6
Total	43.3	50.7	6.0		48.5	47.0	3.0	1.5	45.9	48.9	4.5	0.8

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.1.f: Distribution of parents/guardians with PE by their attitude level in child rights and Importance of ECD**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	30.0	70.0	45.5	54.5	38.1	61.9
Dadeldhura		100.0	30.0	70.0	27.3	72.7
Siraha		100.0		100.0		100.0
Bajhang			80.0	20.0	80.0	20.0
Total	14.3	85.7	39.0	61.0	30.6	69.4

Notes: Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.1.g: Distribution of parents/guardians without PE exposure by their attitude level in child rights and importance of ECD**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	30.0	70.0	33.3	66.7	31.6	68.4
Dadeldhura	4.8	95.2	18.2	81.8	9.4	90.6
Siraha		100.0		100.0		100.0
Rupandehi	23.5	76.5	10.0	90.0	16.2	83.8
Bajhang	44.4	55.6	44.4	55.6	44.4	55.6
Total	17.9	82.1	18.3	81.7	18.1	81.9

Notes: Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.1.h: Distribution of parents/guardians with PE by their practice level in child rights and importance of ECD**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa	50.0		50.0		25.0		50.0	25.0	33.3		50.0	16.7
Dadeldhura					100.0				100.0			
Siraha	33.3		66.7				100.0		14.3		85.7	
Bajhang						33.3	66.7			33.3	66.7	
Total	40.0		60.0		16.7	8.3	66.7	8.3	23.5	5.9	64.7	5.9

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.1.i: Distribution of parents/guardians without PE exposure by their practice level in child rights and importance of ECD**

District	Male					Female					Total				
	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS
Parsa			66.7		33.3		50.0	50.0				20.0	60.0		20.0
Dadeldhura	50.0	50.0				57.1	42.9				54.5	45.5			
Siraha						25.0		75.0			25.0		75.0		
Rupandehi			80.0	20.0		14.3	42.9	42.9			8.3	25.0	58.3	8.3	
Bajhang	33.3		66.7			66.7		33.3			50.0		50.0		
Total	20.0	13.3	53.3	6.7	6.7	34.8	30.4	34.8			28.9	23.7	42.1	2.6	2.6

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory, HS=Highly Satisfactory

**Table 3.2.a: Distribution of Parents/Guardians by their Knowledge on Physical Development**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa		81.0	19.0			73.7	26.3			77.5	22.5	
Dadeldhura		84.2	15.8			83.3	16.7			83.7	16.3	
Siraha	6.7	73.3	20.0		6.5	74.2	19.4		6.6	73.8	19.7	
Rupandehi	5.6	83.3	11.1		9.5	71.4	19.0		7.7	76.9	15.4	
Bajhang		55.6	44.4			55.6	38.9	5.6		55.6	40.7	3.7
Total	3.1	77.3	19.6		3.5	72.6	23.0	0.9	3.3	74.8	21.4	0.5

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.2.b: Distribution of parents/guardians by their attitude level in physical development**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	50.0	50.0	30.0	70.0	40.0	60.0
Dadeldhura		100.0	9.5	90.5	4.7	95.3
Siraha	3.2	96.8		100.0	1.7	98.3
Rupandehi	70.6	29.4	59.1	40.9	64.1	35.9
Bajhang	44.4	55.6	94.7	5.3	78.6	21.4
Total	27.3	72.7	35.1	64.9	31.4	68.6

Notes: Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.2.c: Distribution of parents/guardians by their practice level in physical development**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa		100.0			100.0			100.0	
Dadeldhura	25.0	75.0		25.0	75.0		25.0	75.0	
Siraha		66.7	33.3		12.5	87.5		27.3	72.7
Rupandehi		80.0	20.0	14.3	42.9	42.9	8.3	58.3	33.3
Bajhang	33.3	66.7		16.7	66.7	16.7	22.2	66.7	11.1
Total	10.0	80.0	10.0	11.4	57.1	31.4	10.9	65.5	23.6

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table 3.2.d: Distribution of Parents/Guardians with PE exposure by their Knowledge on Physical Development**

District	Male			Female			Total		
	I	Suff	Sat	I	Suff	Sat	I	Suff	Sat
Parsa	60.0	40.0		60.0	40.0		60.0	40.0	
Dadeldhura				70.0	30.0		70.0	30.0	
Siraha	92.9	7.1		91.7	8.3		92.3	7.7	
Bajhang				44.4	44.4	11.1	44.4	44.4	11.1
Total	79.2	20.8		68.3	29.3	2.4	72.3	26.2	1.5

Notes: I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.2.e: Distribution of Parents/Guardians without PE exposure by their Knowledge on Physical Development**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa		100.0			88.9	11.1		95.0	5.0
Dadeldhura		84.2	15.8		92.9	7.1		87.9	12.1
Siraha		60.0	40.0	15.4	69.2	15.4	8.7	65.2	26.1
Rupandehi	5.6	83.3	11.1	9.5	71.4	19.0	7.7	76.9	15.4
Bajhang		55.6	44.4		66.7	33.3		61.1	38.9
Total	1.5	79.1	19.4	6.1	77.3	16.7	3.8	78.2	18.0

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table 3.2.f: Distribution of parents/guardians with PE exposure by their attitude level in physical development**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	50.0	50.0	36.4	63.6	42.9	57.1
Dadeldhura		100.0	10.0	90.0	9.1	90.9
Siraha		100.0		100.0		100.0
Bajhang			90.0	10.0	90.0	10.0
Total	23.8	76.2	34.1	65.9	30.6	69.4

Notes: Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.2.g: Distribution of parents/guardians without PE exposure by their attitude level in physical development**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	50.0	50.0	22.2	77.8	36.8	63.2
Dadeldhura		100.0	9.1	90.9	3.1	96.9
Siraha		100.0		100.0		100.0
Rupandehi	70.6	29.4	60.0	40.0	64.9	35.1
Bajhang	44.4	55.6	100.0		72.2	27.8
Total	31.3	68.7	40.0	60.0	35.4	64.6

Notes: Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.1.h: Distribution of parents/guardians with PE by their practice level in child rights and importance of ECD**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa	50.0		50.0		25.0		50.0	25.0	33.3		50.0	16.7
Dadeldhura					100.0				100.0			
Siraha	33.3		66.7				100.0		14.3		85.7	
Bajhang						33.3	66.7			33.3	66.7	
Total	40.0		60.0		16.7	8.3	66.7	8.3	23.5	5.9	64.7	5.9

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.2.i: Distribution of parents/guardians without PE by their practice level in physical development**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa		100.0			100.0			100.0	
Dadeldhura	25.0	75.0		14.3	85.7		18.2	81.8	
Siraha						100.0			100.0
Rupandehi		80.0	20.0	14.3	42.9	42.9	8.3	58.3	33.3
Bajhang	33.3	66.7		33.3	66.7		33.3	66.7	
Total	13.3	80.0	6.7	13.0	56.5	30.4	13.2	65.8	21.1

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table 3.3.a: Distribution of Parents/Guardians by their Knowledge on Cognitive Development**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa		81.0	19.0		15.8	78.9	5.3		7.5	80.0	12.5	
Dadeldhura	5.3	26.3	63.2	5.3	4.2	62.5	33.3		4.7	46.5	46.5	2.3
Siraha	6.7	50.0	43.3		3.2	61.3	35.5		4.9	55.7	39.3	
Rupandehi	5.6	61.1	33.3		9.5	57.1	33.3		7.7	59.0	33.3	
Bajhang		22.2	66.7	11.1		22.2	66.7	11.1		22.2	66.7	11.1
Total	4.1	51.5	42.3	2.1	6.2	57.5	34.5	1.8	5.2	54.8	38.1	1.9

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.3.b: Distribution of parents/guardians by their attitude level in cognitive development**

District	Male				Female				Total			
	I	Suff	Sat	HS	I	Suff	Sat	HS	I	Suff	Sat	HS
Parsa		5.0	95.0				85.0	15.0		2.5	90.0	7.5
Dadeldhura			36.4	63.6			9.5	90.5			23.3	76.7
Siraha	3.2		32.3	64.5			27.6	72.4	1.7		30.0	68.3
Rupandehi		5.9	76.5	17.6		4.5	54.5	40.9		5.1	64.1	30.8
Bajhang			100.0				100.0				100.0	
Total	1.0	2.0	59.6	37.4		0.9	52.3	46.8	0.5	1.4	55.7	42.4

Notes: I = Insufficient, Suff = Sufficient, Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.3.c: Distribution of parents/guardians by their practice level in cognitive development**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa	100.0			50.0	50.0		72.7	27.3	
Dadeldhura	100.0			87.5	12.5		91.7	8.3	
Siraha	66.7	33.3		75.0	25.0		72.7	27.3	
Rupandehi	80.0	20.0		28.6	57.1	14.3	50.0	41.7	8.3
Bajhang	100.0			83.3	16.7		88.9	11.1	
Total	90.0	10.0		65.7	31.4	2.9	74.5	23.6	1.8

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table 3.3.d: Distribution of Parents/Guardians with PE exposure by their Knowledge on Cognitive Development**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa		70.0	30.0		20.0	70.0	10.0		10.0	70.0	20.0	
Dadeldhura						60.0	40.0			60.0	40.0	
Siraha		71.4	28.6		8.3	58.3	33.3		3.8	65.4	30.8	
Bajhang						22.2	66.7	11.1		22.2	66.7	11.1
Total		70.8	29.2		7.3	53.7	36.6	2.4	4.6	60.0	33.8	1.5

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.3.e: Distribution of Parents/Guardians without PE exposure by their Knowledge on Cognitive Development**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa		90.9	9.1		11.1	88.9			5.0	90.0	5.0	
Dadeldhura	5.3	26.3	63.2	5.3	7.1	64.3	28.6		6.1	42.4	48.5	3.0
Siraha		40.0	60.0			84.6	15.4			65.2	34.8	
Rupandehi	5.6	61.1	33.3		9.5	57.1	33.3		7.7	59.0	33.3	
Bajhang		22.2	66.7	11.1		22.2	66.7	11.1		22.2	66.7	11.1
Total	3.0	47.8	46.3	3.0	6.1	63.6	28.8	1.5	4.5	55.6	37.6	2.3

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.3.f: Distribution of parents/guardians with PE exposure by their attitude level in cognitive development**

District	Male				Female				Total			
	I	Suff	Sat	HS	I	Suff	Sat	HS	I	Suff	Sat	HS
Parsa		10.0	90.0				81.8	18.2		4.8	85.7	9.5
Dadeldhura			100.0				10.0	90.0			18.2	81.8
Siraha	10.0		30.0	60.0			50.0	50.0	5.0		40.0	55.0
Bajhang							100.0				100.0	
Total	4.8	4.8	61.9	28.6			61.0	39.0	1.6	1.6	61.3	35.5

Notes: I = Insufficient, Suff = Sufficient, Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.3.g: Distribution of parents/guardians without PE exposure by their attitude level in cognitive development**

District	Male			Female			Total		
	Suff	Sat	HS	Suff	Sat	HS	Suff	Sat	HS
Parsa		100.0			88.9	11.1		94.7	5.3
Dadeldhura		33.3	66.7		9.1	90.9		25.0	75.0
Siraha		40.0	60.0		9.1	90.9		23.8	76.2
Rupandehi	5.9	76.5	17.6	5.0	50.0	45.0	5.4	62.2	32.4
Bajhang		100.0			100.0			100.0	
Total	1.5	64.2	34.3	1.7	48.3	50.0	1.6	56.7	41.7

Notes: Suff = Sufficient, Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.3.h: Distribution of parents/guardians with PE exposure by their practice level in cognitive development**

District	Male		Female		Total	
	HI	I	HI	I	HI	I
Parsa	100.0		50.0	50.0	66.7	33.3
Dadeldhura			100.0		100.0	
Siraha	66.7	33.3	75.0	25.0	71.4	28.6
Bajhang			66.7	33.3	66.7	33.3
Total	80.0	20.0	66.7	33.3	70.6	29.4

Notes: HI=Highly Insufficient, I=Insufficient

**Table 3.3.i: Distribution of parents/guardians without PE exposure by their practice level in cognitive development**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa	100.0			50.0	50.0		80.0	20.0	
Dadeldhura	100.0			85.7	14.3		90.9	9.1	
Siraha				75.0	25.0		75.0	25.0	
Rupandehi	80.0	20.0		28.6	57.1	14.3	50.0	41.7	8.3
Bajhang	100.0			100.0			100.0		
Total	93.3	6.7		65.2	30.4	4.3	76.3	21.1	2.6

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table 3.4.a: Distribution of Parents/Guardians by their Knowledge on Social Development**

District	Male					Female					Total				
	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS
Parsa	9.5	85.7	4.8				100.0				5.0	92.5	2.5		
Dadeldhura	5.3	57.9	31.6	5.3		16.7	33.3	50.0			11.6	44.2	41.9	2.3	
Siraha	6.7	20.0	73.3				32.3	64.5	3.2		3.3	26.2	68.9	1.6	
Rupandehi		100.0				23.8	61.9	14.3			12.8	79.5	7.7		
Bajhang		66.7	22.2	11.1		5.6	50.0	38.9		5.6	3.7	55.6	33.3	3.7	3.7
Total	5.2	60.8	32.0	2.1		8.8	52.2	37.2	0.9	0.9	7.1	56.2	34.8	1.4	0.5

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory, HS=Highly Satisfactory

**Table 3.4.b: Distribution of parents/guardians by their attitude level in social development**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	70.0	30.0	55.0	45.0	62.5	37.5
Dadeldhura		100.0	4.8	95.2	2.3	97.7
Siraha	3.2	96.8	10.3	89.7	6.7	93.3
Rupandehi	70.6	29.4	54.5	45.5	61.5	38.5
Bajhang	77.8	22.2	94.7	5.3	89.3	10.7
Total	34.3	65.7	40.5	59.5	37.6	62.4

Notes: Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.4.c: Distribution of parents/guardians by their practice level in social development**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa		100.0				66.7	33.3			81.8	18.2	
Dadeldhura	75.0	25.0			75.0	25.0			75.0	25.0		
Siraha	33.3	66.7				37.5	62.5		9.1	45.5	45.5	
Rupandehi	20.0	80.0			14.3	28.6	42.9	14.3	16.7	50.0	25.0	8.3
Bajhang	100.0				16.7	33.3	50.0		44.4	22.2	33.3	
Total	40.0	60.0			22.9	37.1	37.1	2.9	29.1	45.5	23.6	1.8

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.4.d: Distribution of Parents/Guardians with PE exposure by their Knowledge on Social Development**

District	Male				Female				Total			
	HI	I	Suff	HS	HI	I	Suff	HS	HI	I	Suff	HS
Parsa	10.0	80.0	10.0			100.0			5.0	90.0	5.0	
Dadeldhura					10.0	40.0	50.0		10.0	40.0	50.0	
Siraha		21.4	78.6			33.3	66.7			26.9	73.1	
Bajhang						44.4	44.4	11.1		44.4	44.4	11.1
Total	4.2	45.8	50.0		2.4	53.7	41.5	2.4	3.1	50.8	44.6	1.5

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, HS=Highly Satisfactory

**Table 3.4.e: Distribution of Parents/Guardians without PE exposure by their Knowledge on Social Development**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa	9.1	90.9				100.0			5.0	95.0		
Dadeldhura	5.3	57.9	31.6	5.3	21.4	28.6	50.0		12.1	45.5	39.4	3.0
Siraha		20.0	80.0			46.2	53.8			34.8	65.2	
Rupandehi		100.0			23.8	61.9	14.3		12.8	79.5	7.7	
Bajhang		66.7	22.2	11.1	11.1	55.6	33.3		5.6	61.1	27.8	5.6
Total	3.0	70.1	23.9	3.0	13.6	56.1	30.3		8.3	63.2	27.1	1.5

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.4.f: Distribution of parents/guardians with PE exposure by their attitude level in social development**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	70.0	30.0	63.6	36.4	66.7	33.3
Dadeldhura		100.0		100.0		100.0
Siraha		100.0	30.0	70.0	15.0	85.0
Bajhang			90.0	10.0	90.0	10.0
Total	33.3	66.7	46.3	53.7	41.9	58.1

Notes: Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.4.g: Distribution of parents/guardians without PE exposure by their attitude level in social development**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	70.0	30.0	44.4	55.6	57.9	42.1
Dadeldhura		100.0	9.1	90.9	3.1	96.9
Siraha		100.0		100.0		100.0
Rupandehi	70.6	29.4	55.0	45.0	62.2	37.8
Bajhang	77.8	22.2	100.0		88.9	11.1
Total	38.8	61.2	41.7	58.3	40.2	59.8

Notes: Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.4.h: Distribution of parents/guardians with PE exposure by their practice level in social development**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa		100.0			75.0	25.0		83.3	16.7
Dadeldhura				100.0			100.0		
Siraha	33.3	66.7			50.0	50.0	14.3	57.1	28.6
Bajhang						100.0			100.0
Total	20.0	80.0		8.3	41.7	50.0	11.8	52.9	35.3

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table 3.4.i: Distribution of parents/guardians without PE exposure by their practice level in social development**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa		100.0				50.0	50.0			80.0	20.0	
Dadeldhura	75.0	25.0			71.4	28.6			72.7	27.3		
Siraha						25.0	75.0			25.0	75.0	
Rupandehi	20.0	80.0			14.3	28.6	42.9	14.3	16.7	50.0	25.0	8.3
Bajhang	100.0				33.3	66.7			66.7	33.3		
Total	46.7	53.3			30.4	34.8	30.4	4.3	36.8	42.1	18.4	2.6

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.5.a: Distribution of Parents/Guardians by their Knowledge on Emotional Development**

District	Male					Female					Total				
	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS
Parsa		47.6	52.4				73.7	26.3				60.0	40.0		
Dadeldhura	5.3	21.1	73.7				75.0	25.0			2.3	51.2	46.5		
Siraha	6.7		86.7	6.7			9.7	80.6	9.7		3.3	4.9	83.6	8.2	
Rupandehi		27.8	72.2			9.5	19.0	71.4			5.1	23.1	71.8		
Bajhang	22.2		77.8			5.6		88.9		5.6	11.1		85.2		3.7
Total	5.2	19.6	73.2	2.1		2.7	34.5	59.3	2.7	0.9	3.8	27.6	65.7	2.4	0.5

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory, HS=Highly Satisfactory

**Table 3.5.b: Distribution of parents/guardians by their attitude level in emotional development**

District	Male			Female			Total		
	Suff	Sat	HS	Suff	Sat	HS	Suff	Sat	HS
Parsa	15.0	80.0	5.0		85.0	15.0	7.5	82.5	10.0
Dadeldhura		40.9	59.1	9.5	57.1	33.3	4.7	48.8	46.5
Siraha	3.2	45.2	51.6		44.8	55.2	1.7	45.0	53.3
Rupandehi	5.9	64.7	29.4	27.3	50.0	22.7	17.9	56.4	25.6
Bajhang		77.8	22.2	11.1	88.9		7.4	85.2	7.4
Total	5.1	57.6	37.4	9.1	62.7	28.2	7.2	60.3	32.5

Notes Suff = Sufficient, Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.5.c: Distribution of parents/guardians by their practice level in emotional development**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa	20.0	80.0			100.0		9.1	90.9	
Dadeldhura	100.0			87.5	12.5		91.7	8.3	
Siraha		100.0			87.5	12.5		90.9	9.1
Rupandehi	20.0	80.0		14.3	28.6	57.1	16.7	50.0	33.3
Bajhang		100.0		33.3	33.3	33.3	22.2	55.6	22.2
Total	30.0	70.0		28.6	51.4	20.0	29.1	58.2	12.7

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table 3.5.d: Distribution of Parents/Guardians with PE exposure by their Knowledge on Emotional Development**

District	Male					Female					Total				
	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS
Parsa		50.0	50.0				60.0	40.0				55.0	45.0		
Dadeldhura							70.0	30.0				70.0	30.0		
Siraha			92.9	7.1			16.7	75.0	8.3			7.7	84.6	7.7	
Bajhang						11.1		77.8		11.1	11.1		77.8		11.1
Total		20.8	75.0	4.2		2.4	36.6	56.1	2.4	2.4	1.5	30.8	63.1	3.1	1.5

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory, HS=Highly Satisfactory

**Table 3.5.e: Distribution of Parents/Guardians without PE exposure by their Knowledge on Emotional Development**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa		45.5	54.5			88.9	11.1			65.0	35.0	
Dadeldhura	5.3	21.1	73.7			78.6	21.4		3.0	45.5	51.5	
Siraha			90.0	10.0			100.0				95.7	4.3
Rupandehi		27.8	72.2		9.5	19.0	71.4		5.1	23.1	71.8	
Bajhang	22.2		77.8				100.0		11.1		88.9	
Total	4.5	20.9	73.1	1.5	3.0	34.8	62.1		3.8	27.8	67.7	0.8

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.5.f: Distribution of parents/guardians with PE exposure by their attitude level in emotional development**

District	Male			Female			Total		
	Suff	Sat	HS	Suff	Sat	HS	Suff	Sat	HS
Parsa	10.0	90.0			90.9	9.1	4.8	90.5	4.8
Dadeldhura		100.0		20.0	30.0	50.0	18.2	36.4	45.5
Siraha		50.0	50.0		50.0	50.0		50.0	50.0
Bajhang					100.0			100.0	
Total	4.8	71.4	23.8	5.0	67.5	27.5	4.9	68.9	26.2

Notes: Suff = Sufficient, Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.5.g: Distribution of parents/guardians without PE exposure by their attitude level in emotional development**

District	Male			Female			Total		
	Suff	Sat	HS	Suff	Sat	HS	Suff	Sat	HS
Parsa	20.0	70.0	10.0		77.8	22.2	10.5	73.7	15.8
Dadeldhura		38.1	61.9		81.8	18.2		53.1	46.9
Siraha	10.0	40.0	50.0		63.6	36.4	4.8	52.4	42.9
Rupandehi	5.9	64.7	29.4	20.0	55.0	25.0	13.5	59.5	27.0
Bajhang		77.8	22.2	22.2	77.8		11.1	77.8	11.1
Total	6.0	55.2	38.8	10.0	68.3	21.7	7.9	61.4	30.7

Notes: Suff = Sufficient, Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.5.h: Distribution of parents/guardians with PE exposure by their practice level in emotional development**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa	50.0	50.0			100.0		16.7	83.3	
Dadeldhura				100.0			100.0		
Siraha		100.0			100.0			100.0	
Bajhang					33.3	66.7		33.3	66.7
Total	20.0	80.0		8.3	75.0	16.7	11.8	76.5	11.8

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table 3.5.i: Distribution of parents/guardians without PE exposure by their practice level in emotional development**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa		100.0			100.0			100.0	
Dadeldhura	100.0			85.7	14.3		90.9	9.1	
Siraha					75.0	25.0		75.0	25.0
Rupandehi	20.0	80.0		14.3	28.6	57.1	16.7	50.0	33.3
Bajhang		100.0		66.7	33.3		33.3	66.7	
Total	33.3	66.7		39.1	39.1	21.7	36.8	50.0	13.2

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table 3.6.a: Distribution of Parents/Guardians by their Knowledge on Total Component**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa		90.5	9.5			100.0				95.0	5.0	
Dadeldhura	5.3	68.4	26.3			83.3	16.7		2.3	76.7	20.9	
Siraha	6.7	53.3	40.0			71.0	29.0		3.3	62.3	34.4	
Rupandehi		94.4	5.6			90.5	9.5			92.3	7.7	
Bajhang		44.4	55.6			55.6	38.9	5.6		51.9	44.4	3.7
Total	3.1	71.1	25.8			79.6	19.5	0.9	1.4	75.7	22.4	0.5

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory, HS=Highly Satisfactory

**Table 3.6.b: Distribution of parents/guardians by their attitude level in total components**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	55.0	45.0	45.0	55.0	50.0	50.0
Dadeldhura		100.0	4.8	95.2	2.3	97.7
Siraha		100.0		100.0		100.0
Rupandehi	64.7	35.3	36.4	63.6	48.7	51.3
Bajhang	55.6	44.4	100.0		85.7	14.3
Total	27.3	72.7	33.3	66.7	30.5	69.5

Notes: Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.6.c: Distribution of parents/guardians by their practice level in all aspects of ECD**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa		100.0			100.0			100.0	
Dadeldhura	75.0	25.0		75.0	25.0		75.0	25.0	
Siraha		100.0			87.5	12.5		90.9	9.1
Rupandehi	20.0	80.0		14.3	57.1	28.6	16.7	66.7	16.7
Bajhang	66.7	33.3		33.3	50.0	16.7	44.4	44.4	11.1
Total	30.0	70.0		25.7	62.9	11.4	27.3	65.5	7.3

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table 3.6.d: Distribution of Parents/Guardians with PE exposure by their Knowledge on all aspects of ECD**

District	Male			Female			Total		
	I	Suff	Sat	I	Suff	Sat	I	Suff	Sat
Parsa	80.0	20.0		100.0			90.0	10.0	
Dadeldhura				80.0	20.0		80.0	20.0	
Siraha	71.4	28.6		91.7	8.3		80.8	19.2	
Bajhang				44.4	44.4	11.1	44.4	44.4	11.1
Total	75.0	25.0		80.5	17.1	2.4	78.5	20.0	1.5

Notes: I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table 3.6.e: Distribution of Parents/Guardians without PE exposure by their Knowledge on all aspects of ECD**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa		100.0			100.0			100.0	
Dadeldhura	5.3	68.4	26.3		85.7	14.3	3.0	75.8	21.2
Siraha		40.0	60.0		76.9	23.1		60.9	39.1
Rupandehi		94.4	5.6		90.5	9.5		92.3	7.7
Bajhang		44.4	55.6		66.7	33.3		55.6	44.4
Total	1.5	73.1	25.4		84.8	15.2	0.8	78.9	20.3

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table 3.6.f: Distribution of parents/guardians with PE exposure by their attitude level in all aspects of ECD**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	50.0	50.0	45.5	54.5	47.6	52.4
Dadeldhura		100.0		100.0		100.0
Siraha		100.0		100.0		100.0
Bajhang			100.0		100.0	
Total	23.8	76.2	36.6	63.4	32.3	67.7

Notes: Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.6.g: Distribution of parents/guardians without PE exposure by their attitude level in all aspects of ECD**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	60.0	40.0	44.4	55.6	52.6	47.4
Dadeldhura		100.0	9.1	90.9	3.1	96.9
Siraha		100.0		100.0		100.0
Rupandehi	64.7	35.3	35.0	65.0	48.6	51.4
Bajhang	55.6	44.4	100.0		77.8	22.2
Total	32.8	67.2	35.0	65.0	33.9	66.1

Notes: Sat = Satisfactory, HS = Highly Satisfactory

**Table 3.6.h: Distribution of parents/guardians with PE exposure by their practice level in all aspects of ECD**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa		100.0			100.0			100.0	
Dadeldhura				100.0			100.0		
Siraha		100.0			100.0			100.0	
Bajhang					66.7	33.3		66.7	33.3
Total		100.0		8.3	83.3	8.3	5.9	88.2	5.9

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table 3.6.i: Distribution of parents/guardians without PE exposure by their practice level in all aspects of ECD**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa		100.0			100.0			100.0	
Dadeldhura	75.0	25.0		71.4	28.6		72.7	27.3	
Siraha					75.0	25.0		75.0	25.0
Rupandehi	20.0	80.0		14.3	57.1	28.6	16.7	66.7	16.7
Bajhang	66.7	33.3		66.7	33.3		66.7	33.3	
Total	40.0	60.0		34.8	52.2	13.0	36.8	55.3	7.9

Notes: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

## Annex E: Tables on Primary Education: Distribution of parents/guardians

**Table: 4.1.2.a: Distribution of Parents/Guardians by their level of knowledge on Child Right (Primary Group)**

District	Male				Female				Total			
	HI	I	Suff	HS	HI	I	Suff	HS	HI	I	Suff	HS
Parsa	90.9	9.1			100.0				94.7	5.3		
Dadeldhura	100.0				100.0				100.0			
Siraha	73.3	20.0	6.7		93.3		6.7		83.3	10.0	6.7	
Rupandehi	88.9	11.1			100.0				94.7	5.3		
Bajhang	36.4	36.4	18.2	9.1	70.0	30.0			52.4	33.3	9.5	4.8
Total	77.6	15.5	5.2	1.7	92.7	5.5	1.8		85.0	10.6	3.5	0.9

*Note: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, HS= Highly Satisfactory*

**Table: 4.1.2.b: Distribution of parents/guardians by their attitude level in child rights (Primary Group)**

District	Male			Female			Total		
	Suff	Sat	HS	Suff	Sat	HS	Suff	Sat	HS
Parsa		60.0	40.0	11.1	88.9		5.3	73.7	21.1
Dadeldhura		7.1	92.9		10.0	90.0		8.3	91.7
Siraha		11.8	88.2		15.4	84.6		13.3	86.7
Rupandehi		40.0	60.0		55.6	44.4		47.4	52.6
Bajhang		50.0	50.0		77.8	22.2		61.9	38.1
Total		30.2	69.8	2.0	46.0	52.0	0.9	37.2	61.9

*Note: Suff=Sufficient, Sat=Satisfactory, HS= Highly Satisfactory*

**Table: 4.1.2.c: Distribution of parents/guardians by their practice level in child rights**

District	Male					Female					Total				
	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS
Parsa		66.7		33.3		33.3		66.7			16.7	33.3	33.3	16.7	
Dadeldhura	33.3	66.7					33.3	66.7			16.7	50.0	33.3		
Siraha		66.7	33.3				66.7		33.3			66.7	16.7	16.7	
Rupandehi			66.7	33.3				100.0					83.3	16.7	
Bajhang			50.0	25.0	25.0			50.0		50.0			50.0	16.7	33.3
Total	6.3	37.5	31.3	18.8	6.3	7.1	21.4	57.1	7.1	7.1	6.7	30.0	43.3	13.3	6.7

*Note: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory, HS= Highly Satisfactory*

**Table: 4.2.2.a: Distribution of Parents/Guardians by their level of knowledge on Inclusion (Primary Group)**

District	Male		Female		Total	
	Suff	Sat	Suff	Sat	Suff	Sat
Parsa	90.9	9.1	50.0	50.0	73.7	26.3
Dadeldhura	83.3	16.7	75.0	25.0	79.2	20.8
Siraha	100.0		86.7	13.3	93.3	6.7
Rupandehi	100.0		70.0	30.0	84.2	15.8
Bajhang	100.0		90.0	10.0	95.2	4.8
Total	94.8	5.2	76.4	23.6	85.8	14.2

Note: Suff=Sufficient, Sat=Satisfactory, HS= Highly Satisfactory

**Table: 4.2.2.b: Distribution of parents/guardians by their attitude level in Inclusion (Primary Group)**

District	Male				Female				Total			
	I	Suff	Sat	HS	I	Suff	Sat	HS	I	Suff	Sat	HS
Parsa			70.0	30.0			88.9	11.1			78.9	21.1
Dadeldhura		28.6	35.7	35.7		30.0	10.0	60.0		29.2	25.0	45.8
Siraha	5.9	11.8	47.1	35.3	7.7		30.8	61.5	6.7	6.7	40.0	46.7
Rupandehi		10.0	50.0	40.0		22.2	55.6	22.2		15.8	52.6	31.6
Bajhang		8.3	75.0	16.7			100.0			4.8	85.7	9.5
Total	1.6	12.7	54.0	31.7	2.0	10.0	54.0	34.0	1.8	11.5	54.0	32.7

Note: I=Insufficient, Suff=Sufficient, Sat=Satisfactory, HS= Highly Satisfactory

**Table: 4.2.2.c: Distribution of parents/guardians by their practice level in Inclusion**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa			100.0		33.3		66.7		16.7		83.3	
Dadeldhura	33.3	33.3	33.3		33.3		66.7		33.3	16.7	50.0	
Siraha		33.3	33.3	33.3		66.7		33.3		50.0	16.7	33.3
Rupandehi			66.7	33.3			100.0				83.3	16.7
Bajhang		25.0	75.0				100.0			16.7	83.3	
Total	6.3	18.8	62.5	12.5	14.3	14.3	64.3	7.1	10.0	16.7	63.3	10.0

Note: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table: 4.3.2.a: Distribution of Parents/Guardians by their level of knowledge on Quality Education (Primary Group)**

District	Male				Female				Total			
	HI	I	Suff	HS	HI	I	Suff	HS	HI	I	Suff	HS
Parsa	100.0				100.0				100.0			
Dadeldhura	91.7	8.3			91.7	8.3			91.7	8.3		
Siraha	80.0	20.0			86.7	13.3			83.3	16.7		
Rupandehi	100.0				30.0	60.0	10.0		63.2	31.6	5.3	
Bajhang	36.4	54.5		9.1	60.0	20.0	20.0		47.6	38.1	9.5	4.8
Total	81.0	17.2		1.7	74.5	20.0	5.5		77.9	18.6	2.7	0.9

Note: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, HS= Highly Satisfactory

**Table: 4.3.2.b: Distribution of parents/guardians by their attitude level in quality education (Primary Group)**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	40.0	60.0	66.7	33.3	52.6	47.4
Dadeldhura	7.1	92.9	10.0	90.0	8.3	91.7
Siraha	17.6	82.4	15.4	84.6	16.7	83.3
Rupandehi	30.0	70.0	11.1	88.9	21.1	78.9
Bajhang	75.0	25.0	100.0		85.7	14.3
Total	31.7	68.3	38.0	62.0	34.5	65.5

Note: Sat=Satisfactory, HS= Highly Satisfactory

**Table: 4.3.2.c: Distribution of parents/guardians by their practice level in quality education**

District	Male				Female				Total			
	I	Suff	Sat	HS	I	Suff	Sat	HS	I	Suff	Sat	HS
Parsa	33.3	33.3		33.3			100.0		16.7	16.7	50.0	16.7
Dadeldhura	33.3		66.7		66.7	33.3			16.7	33.3	50.0	
Siraha	33.3		66.7				66.7	33.3	16.7		66.7	16.7
Rupandehi		100.0			33.3	33.3	33.3			66.7	16.7	16.7
Bajhang		75.0	25.0			50.0		50.0		66.7	16.7	16.7
Total	18.8	43.8	31.3	6.3		28.6	50.0	21.4	10.0	36.7	40.0	13.3

Note: I=Insufficient, Suff=Sufficient, Sat=Satisfactory, HS= Highly Satisfactory

**Table: 4.4.2.a: Distribution of Parents/Guardians by their level of knowledge on Parental Role (Primary Group)**

District	Male					Female					Total				
	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS
Parsa	9.1	36.4	54.5			25.0	62.5	12.5			15.8	47.4	36.8		
Dadeldhura		33.3	66.7			8.3	58.3	33.3			4.2	45.8	50.0		
Siraha	13.3	40.0	46.7			20.0	33.3	46.7			16.7	36.7	46.7		
Rupandehi		66.7	33.3				10.0	80.0	10.0			36.8	57.9	5.3	
Bajhang	9.1	9.1	54.5	18.2	9.1		50.0	30.0	10.0	10.0	4.8	28.6	42.9	14.3	9.5
Total	6.9	36.2	51.7	3.4	1.7	10.9	41.8	41.8	3.6	1.8	8.8	38.9	46.9	3.5	1.8

Note: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory, HS= Highly Satisfactory

**Table: 4.4.2.b: Distribution of parents/guardians by their attitude level in parents role (Primary Group)**

District	Male			Female			Total		
	Suff	Sat	HS	Suff	Sat	HS	Suff	Sat	HS
Parsa		40.0	60.0		77.8	22.2		57.9	42.1
Dadeldhura		7.1	92.9		20.0	80.0		12.5	87.5
Siraha		5.9	94.1		15.4	84.6		10.0	90.0
Rupandehi		50.0	50.0		88.9	11.1		68.4	31.6
Bajhang		66.7	33.3	11.1	88.9		4.8	76.2	19.0
Total		30.2	69.8	2.0	54.0	44.0	0.9	40.7	58.4

Note: Suff=Sufficient, Sat=Satisfactory, HS= Highly Satisfactory

**Table: 4.4.2.c: Distribution of parents/guardians by their practice level in parents role**

District	Male				Female				Total			
	I	Suff	Sat	HS	I	Suff	Sat	HS	I	Suff	Sat	HS
Parsa		33.3	66.7		33.3	33.3	33.3		16.7	33.3	50.0	
Dadeldhura	100.0				66.7	33.3			83.3	16.7		
Siraha	33.3	66.7			33.3	66.7			33.3	66.7		
Rupandehi		33.3	66.7			33.3	66.7			33.3	66.7	
Bajhang	50.0		25.0	25.0	50.0	50.0			50.0	16.7	16.7	16.7
Total	37.5	25.0	31.3	6.3	35.7	42.9	21.4		36.7	33.3	26.7	3.3

Note: I=Insufficient, Suff=Sufficient, Sat=Satisfactory, HS= Highly Satisfactory

**Table: 4.5.2.a: Distribution of Parents/Guardians by their level of knowledge on Education for Brighter Future (Primary Group)**

District	Male			Female			Total		
	HI	I	Suff	HI	I	Suff	HI	I	Suff
Parsa	100.0			100.0			100.0		
Dadeldhura	100.0			100.0			100.0		
Siraha	86.7	13.3		100.0			93.3	6.7	
Rupandehi	100.0			90.0	10.0		94.7	5.3	
Bajhang	63.6	18.2	18.2	70.0	20.0	10.0	66.7	19.0	14.3
Total	89.7	6.9	3.4	92.7	5.5	1.8	91.2	6.2	2.7

Note: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient

**Table: 4.5.2.b: Distribution of parents/guardians by their attitude level in education for brighter future (Primary Group)**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	40.0	60.0	66.7	33.3	52.6	47.4
Dadeldhura		100.0		100.0		100.0
Siraha	5.9	94.1	7.7	92.3	6.7	93.3
Rupandehi	60.0	40.0		100.0	31.6	68.4
Bajhang	75.0	25.0	88.9	11.1	81.0	19.0
Total	31.7	68.3	30.0	70.0	31.0	69.0

Note: Sat=Satisfactory, HS= Highly Satisfactory

**Table: 4.5.2.c: Distribution of parents/guardians by their practice level in education for brighter future**

District	Male					Female					Total				
	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS	HI	I	Suff	Sat	HS
Parsa			66.7	33.3			33.3	33.3	33.3			16.7	50.0	33.3	
Dadeldhura	66.7	33.3				33.3			66.7		50.0	16.7		33.3	
Siraha			33.3	33.3	33.3			66.7		33.3			50.0	16.7	33.3
Rupandehi	33.3	33.3	33.3				33.3	33.3	33.3		16.7	33.3	33.3	16.7	
Bajhang			50.0	50.0			50.0			50.0		16.7	33.3	33.3	16.7
Total	18.8	12.5	37.5	25.0	6.3	7.1	21.4	28.6	28.6	14.3	13.3	16.7	33.3	26.7	10.0

Note: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory, HS= Highly Satisfactory

**Table: 4.6.2.a: Distribution of Parents/Guardians by their level of knowledge on Total Component (Primary Group)**

District	Male				Female				Total			
	HI	I	Suff	Sat	HI	I	Suff	Sat	HI	I	Suff	Sat
Parsa	18.2	81.8			37.5	62.5			26.3	73.7		
Dadeldhura	33.3	66.7			41.7	58.3			37.5	62.5		
Siraha	26.7	66.7	6.7		73.3	26.7			50.0	46.7	3.3	
Rupandehi	33.3	66.7				100.0			15.8	84.2		
Bajhang		81.8	9.1	9.1		80.0	20.0			81.0	14.3	4.8
Total	22.4	72.4	3.4	1.7	34.5	61.8	3.6		28.3	67.3	3.5	0.9

Note: HI=Highly Insufficient, I=Insufficient, Suff=Sufficient, Sat=Satisfactory

**Table: 4.6.2.b: Distribution of parents/guardians by their attitude level in total components (Primary Group)**

District	Male		Female		Total	
	Sat	HS	Sat	HS	Sat	HS
Parsa	40.0	60.0	77.8	22.2	57.9	42.1
Dadeldhura	7.1	92.9	20.0	80.0	12.5	87.5
Siraha	5.9	94.1	15.4	84.6	10.0	90.0
Rupandehi	50.0	50.0	22.2	77.8	36.8	63.2
Bajhang	66.7	33.3	100.0		81.0	19.0
Total	30.2	69.8	44.0	56.0	36.3	63.7

Note: Sat=Satisfactory, HS= Highly Satisfactory

**Table: 4.6.2.c: Distribution of parents/guardians by their practice level in total components**

District	Male			Female			Total		
	I	Suff	Sat	I	Suff	Sat	I	Suff	Sat
Parsa		66.7	33.3	33.3	33.3	33.3	16.7	50.0	33.3
Dadeldhura	100.0			33.3	66.7		66.7	33.3	
Siraha	33.3	66.7		33.3	66.7		33.3	66.7	
Rupandehi		100.0			66.7	33.3		83.3	16.7
Bajhang		75.0	25.0		50.0	50.0		66.7	33.3
Total	25.0	62.5	12.5	21.4	57.1	21.4	23.3	60.0	16.7

Note: I=Insufficient, Suff=Sufficient, Sat=Satisfactory