MEETING THE GOALS OF EDUCATIONAL FOR ALL

Thematic Report
No. 1

EARLY CHILDHOOD DEVELOPMENT

His Majesty's Government
Ministry of Education and Sports
Nepal National Commission for UNESCO
Report Preparation Team,
Early Childhood Development Thematic Group:

1. Dr. Shiva Raj Lohani  Co-ordinator
2. Mrs. Lalita Devi Shrestha  Member
3. Mr. Kishor Shrestha  Member
4. Mr. Hari Lamsal  Member
Table of Content

INTRODUCTION.................................................................................................................................................... 1

LEGAL PROVISIONS, PLANS AND POLICIES........................................................................................................ 1
ECD THEMATIC GROUP TASK OBJECTIVES AND WORKING PROCEDURES...................................................... 2

CURRENT STATUS................................................................................................................................................ 3

ECD PROGRAMS AND PROVISIONS ........................................................................................................................ 3

ECD PLANS AND POLICIES.................................................................................................................................. 4

TRAINING PROGRAMS ........................................................................................................................................ 5

DEVELOPMENT OF CURRICULUM AND MATERIALS.......................................................................................... 5

OVERALL IMPACT OF ECD ACTIVITIES ............................................................................................................... 5

ISSUES AND PROBLEMS ....................................................................................................................................... 7

OBJECTIVES........................................................................................................................................................11

OVERALL OBJECTIVES ............................................................................................................................................ 11
Specific Objectives................................................................................................................................................ 11
Expected outcomes of the program......................................................................................................................... 11

TARGETS..............................................................................................................................................................11

MAJOR STRATEGIES............................................................................................................................................ 12

SHORT TERM STRATEGIES.................................................................................................................................. 13
MEDIUM TERM STRATEGIES.................................................................................................................................. 14
LONG TERM STRATEGIES...................................................................................................................................... 14
ACTION STRATEGIES........................................................................................................................................... 14

MAJOR ACTION AREAS ...................................................................................................................................... 15

LEARNING OPPORTUNITIES .................................................................................................................................. 15
PARENTAL EDUCATION PROGRAM.......................................................................................................................... 16
HEALTH AND NUTRITION PROGRAM .................................................................................................................... 16
POLICY DEVELOPMENT, ADVOCACY AND COMMUNICATION PROGRAM ............................................................ 16
CAPACITY BUILDING PROGRAM............................................................................................................................. 16
MONITORING, EVALUATION AND SUPERVISION ............................................................................................... 16
INSTITUTIONAL ARRANGEMENTS ........................................................................................................................... 17

ACTION PLAN....................................................................................................................................................20

REFERENCES: ......................................................................................................................................................23
List of Table

Table 1: Targets for Achieving ECD Goals by 2015 .................................................. 12
Table 2: Role of different actors ................................................................................ 17
Table 3: Proposed Institutional Structure and Responsibilities .................................. 17
Table 4: Part one: Early Childhood Development ..................................................... 20
Table 5: Estimated Cost of the Programme Activities .............................................. 21
EARLY CHILDHOOD DEVELOPMENT (ECD)

Introduction

Among the six goals to be achieved by the end of 2015 AD under the Dakar Framework for Action the first goal deals with the issues of Early Childhood Development (ECD). The text of the goal states: "Expanding and improving comprehensive Early Childhood Care and Education (ECCE), especially for the most vulnerable and disadvantaged children".

The importance of the early years in the formation of intelligence, personality, social behaviour and physical development in a child is now acknowledged. The ECD helps to provide easy access to education, promotes equity and child rights, contributes in improvements in the grade 1 enrolment as well as retention and promotion and provides opportunity to develop life skill and social adjustment skill. Investments in the early years have been recognized through numerous studies for high returns. Children who get a good start do better in school, and do better in terms of getting a good job and etc. Studies in Nepal and rest of the world have shown that pre-school education contributes not only to increase enrolment, attendance and retention of children in primary schools but also prepares children academically for pursuing primary education. ECD program is the most important intervention to bring about the overall quality and efficiency goal of the primary education system. Therefore, ECD program is the best way for the learning opportunities to most of the children.

Legal Provisions, Plans and Policies

The Constitution of the Kingdom of Nepal promulgated after the restoration of democracy in 1990 stresses the proper care and development of children. Article 26 (8) of the constitution says, “the state shall make necessary arrangements to safeguard the rights and interest of children and shall ensure that they are not exploited, and shall make gradual arrangements of free education” (p. 18). The plans and policies developed so far have indicated the need for expanding ECD program. The importance of the concept of ECD was acknowledged in the Seventh Plan (1987-1992). Since then, all subsequent plans gave due regard to the development of ECD. However, the government has not developed concrete plans and polices other than encouraging families and communities to take initiation in delivering childcare serviced. In the Eighth Plan (1992-1997), the government reiterated the statements made in the Seventh Plan. The Eighth Plan recommended setting up a National Child Development Council for coordinating child development activities and accordingly a National Council was formed during the plan period. In Ninth Plan (1997-2002), the government developed some specific plans and policies for the expansion of ECD in the country. It emphasized on implementing appropriate ECD programs for the children below five years of age including for the children living in remote and rural areas. Beginning from the Seventh Plan to the Ninth Plan emphasis is being placed on mobilizing local communities to make available the resources required for running the ECD centres. The Ninth Plan pointed out the importance of coordination, monitoring and evaluation of child development programs run by the Government, national and international NGOs and other organizations. Moreover, it also emphasized for institutionalising the coordination, monitoring
and evaluation activities. The Ninth Plan targeted to establish 10,000 ECD classes during the Plan period but BPEP II reduced the number to 5700. After the project has become a part of the DOE, the model of pre-school education has been changed into community-based early childhood development.

The Basic and Primary Education (BPE) Master Plan (1997-2002) emphasized the need to adopt the policy of establishing ECD centres by providing partial financial support to interested Village Development Committees (VDC). The Education for All, National Plan of Action, 1992 emphasized to authorize the VDC to collect taxes on local production to support the expenses of pre-primary education programs. In addition, the Plan has created a strategy to assist (technically and financially) the training institutions that prepare human resources required for the pre-primary education program. BPEP II (1999-2004) reinforced the concept of ECD focusing on the overall childhood development transcending the concept of pre-schooling. For this the role of community and parents was emphasized. The concept paper of the Tenth Plan has given high accord to ECD. The Seventh amendment of Education Act (EASA, 2002), keeping well tuned with the notion of the Tenth Plan (2002-07), has made a provision of one year's pre-schooling. The concept of ECD as followed so far by the BPEP is community-based approach for the 3-5 years age-group children. In this approach, the government’s role is limited to providing technical assistance, such as ECD facilitators training, educational materials to the centres. The Plan of Action (POA) for children and development has stressed securing more resources from donor agencies for the cause of child development and mobilizing international and national NGOs and voluntary organizations. The POA for Children and Development has emphasized for the providing pre-primary education to all under-aged children enrolled in Grade I in government -aided schools. It has aimed at providing universal access to basic education which also includes pre-primary education.

ECD Thematic Group Task Objectives and Working Procedures

The main task of the ECD thematic group is to make a comprehensive review of the situation and develop vision, targets, strategies and the plan of action to achieve the EFA goal relating to ECD. The following are the task objectives for the ECD thematic group:

- Review the programs implemented by different institutions and identify best practices
- Document vision, target, strategies and plan of action of different institutions with regard to expansion and improvements of ECD serving the most vulnerable group
- Prepare a consolidated vision, target, strategies and plan of action for Nepal to achieve the ECD related EFA goal
- Share the vision, target, strategies and plan of action for Nepal with concerned agencies
In order to carry out the tasks MOES formed a Thematic Task Group with the following members:

**Core group member**
- Dr. Shiva Raj Lohani
- Mrs. Lalita Devi Shrestha
- Mr. Kishor Shrestha
- Mr. Hari Lamsal
- Mr. Pesh Nath Neupane

**Coordinator**
- Mrs. Lalita Devi Shrestha DOE/ECD

**Invitee members**
- SCA representatives
- INGOs
- Seto Gurans NGO
- Bhaj Bahadur Balyar MOES
- Devina Pradhananga DOE
- Ganga Pathak Expert
- Madhav Aryal Expert
- Rajendra Karki Expert

The working procedure adopted by the thematic group were as follows:

- Weekly meetings of the thematic group
- Review of the work done and collection of secondary information
- Identification of appropriate strategies and best practices
- Collection of information from concerned agencies using data collection instruments, processing and preparation of a documents
- Brain storming sessions
- Consultative meetings with SCA and I/NGOs
- Workshops

**Current Status**

**ECD Programs and Provisions**

Three types of ECD programs are under implementation in Nepal. They are: (a) government initiated programs, (b) I/NGOs run programs and (c) programs run in private schools.

**Government Initiated ECD Programs:** Currently, the Department of Education (DOE) is implementing the Community-based ECD program under BPEP II. This program has so far covered about 40 districts and many locations with more than 2915 ECD centres. DOE is also expanding its ECD activities by establishing new ECD centres and transforming its school-based ECE to a community-based ECD program. The basket fund under BPEP II provides financial support to this
program. Save the Children Alliance (SCA), UNICEF and I/NGOs are also working with the government to launch and expand the ECD program.

**I/NGOs managed ECD Programs:** Save the Children Alliance (SCA), Plan Nepal and other I/NGOs are involved in implementing and supporting ECD programs in Nepal. The Seto Gurans National Child Development Services, a leading NGO, is facilitating to establish ECD centres in some districts. The INGOs are running the ECD centres in most cases through the local NGOs or Community Based Organizations (CBOs), but in some cases they are running the programs directly and independently. It is estimated that there are around 2000 ECD centres being run by NGOs and INGOs in Nepal. In order to expand the ECD services to a larger number of children, various innovative approaches have been adopted. The child-to-child programs run by SCA have included childcare contents for helping older children take care of their younger siblings and disseminating care and development knowledge to the other members of the family and community. The three-month long parental education program developed by SC/US and UNICEF/Nepal is being widely implemented by SC/US, Save the Children Norway and other NGOs. The Seto Gurans has developed its own parental education program and which is being implemented in different parts of the country.

**ECD Program run in private school:** Most of these programs run by private schools are known as pre-primary education centres or pre-schools and as their names suggest they are a downward extension of primary schools. The involvement of the private sector has increased the access of ECD services to a large number of children in the country. However, as these centres depend solely on the fees charged to the children they are expensive. They are confined to the urban areas and cater mostly to the families of a high economic status. These programs are not accessible to the majority of the children living in rural areas and belonging to poor families. It is estimated that there are around 2500 pre-primary classes being run by private schools in the name of day care, pre-primary, nursery and kindergarten classes.

**ECD Plans and Policies**

In response to the commitments made by HMG/N in the international forums (World Summit for Children, World Conference on Education for All, and UN Convention on the Rights of the Child) national plans and policies for ECD have been developed in Nepal. The government’s plans and policies can be found in the National Five Year Plans, Ten Year National Program of Action (POA) for Children and Development (1992), EFA: Plan of Action (1992-2000), and BPE Master Plan (1997-2002). BPEP II and the concept paper of Tenth Plan have emphasized to open and conduct community based ECD centres. EASA, 2002 article 11 (ta) states that government can support VDC/municipality supported to operate ECD (Shishu Bikas Kendra-SBK) in terms of grants based on contract. According to the Education Regulation 2002 (article 2 dha), SBKs offer programs for the holistic development children of below four years. Article 67 of the regulation has defined the criteria to open such centres and included policies on registration, curriculum and provision of grant, responsibilities of organizations including NGOs/INGOs/local bodies.
Training Programs

Most of the organizations implementing ECD programs provide training to their ECD workers. The ECD facilitators are usually provided 12-day basic training followed by three to six day refresher training. The DOE provides a 12-day basic training and 5-day refresher training to its facilitators. Plan Nepal provides 12-day basic training and 5-day refresher training to its facilitators. The SC/US provides 12-day basic training and 8-day refresher training to its facilitators. Regarding training for Aya (care giver), either there is no program or they are given 3 to 5 day training. In some programs, the Ayas also participate in the facilitator training programs. Besides the training programs organized by the respective program implementing organizations, some of the organizations like university, NGOs and private organizations are involved in the development of human resources required for implementing ECD programs in the country. The Faculty of Education at Tribhuvan University has offered ECD as a major subject in the Bachelor’s of Education (B.Ed.) program. CERID organizes short-term training programs for ECD workers. Seto Gurans National Child Development Services, a NGO, has been producing trainers for providing training to ECD workers. Early Childhood Education Centre, a NGO, is organizing short-term training programs for ECD workers. The Little Angels and Rato Bangala Schools are running a year long pre-primary and primary school teachers training programs.

Development of Curriculum and Materials

A number of efforts have been made to develop ECD curriculum and relevant materials for implementing ECD programs in Nepal. DOE has developed a national curriculum for ECD. The curriculum is expected to be useful for all the ECD centres being run under government as well as other NGOs and private sector. Educate the Children has developed a Curriculum for Kindergarten Schools. Plan Nepal has developed a Curriculum for ECD. CERID has developed a community-based pre-school education curriculum. Similarly, the Save the Children US and Norway have developed program manuals and training curricula for implementing their ECD programs. Moreover, a large number of reference materials such as resource manuals on ECD, parental education packages, ECD handbooks, and children reading and play materials have been developed by many organizations implementing ECD programs in Nepal.

Overall Impact of ECD Activities

The ECD programs under Production Credit for Rural Women (PCRW) and Small Farmers Development Projects (SDFP) under Agriculture Development Bank (ADB/Nepal) in the 1980s revealed positive effects of the program on children. The evaluation study of Child Care Centres of PRCW conducted in 1989 revealed that children who joined primary school after attending Child Care Centres performed better in primary schools (Centre for Women and Development and UNICEF, 1989). Similarly, the children enrolled in the Child Care Centres under SDFP were also found more disciplined and physically and mentally better prepared to enter formal schooling (SDFP/ADB, 1995). CERID conducted two studies that assessed the impact of ECD program run by DOE on the performance of children in primary schools. The first study was conducted in 1997 and the other in 1998. The first study found that the children with ECD backgrounds have demonstrated the following behaviours in grade one:

---

Early Childhood Development

5
• Children became familiar with the school environment well before joining the formal school
• Children were attending the school regularly
• Children actively participated in classroom teaching-learning and extracurricular activities
• Children felt at ease with teachers
• Children were less hesitant and were rarely frightened.

Another study conducted by CERID in 1998 found that in primary schools, the promotion and retention rates of the children with ECD backgrounds were significantly better than those among the children without any ECD background. The proportion of children retained in the schools was significantly higher among the children with ECD backgrounds. These children performed better than the children without ECD backgrounds in terms of promotion as well. The statistics shows that among the children enrolled in Grade 1 with ECD background 57 percent of them were promoted to Grade 2 in the following year. However, of the children enrolled in Grade 1 without ECD background only 41.2 percent of them were promoted to Grade 2. Similarly, the dropout rates for children with ECD background was 24 percent and for children without ECD background was 28 percent.

In an another study conducted by CERID entitled In Search of Early Childhood Care and Development (ECD) Indicators: A Contribution to the EFA Year 2000 Assessment the primary school teachers who have children with ECD exposure were asked to state if they found any difference between the children with ECD exposure and the other children who had not been to any ECD program. In this study all the teachers interviewed mentioned that the children with ECD exposure were better in terms of adjustment in the schools and their participation in teaching-learning activities. They mentioned that these children were more confident, actively participated in classroom, learned to read and write faster than the other children, and actively participated in playing, singing and dancing activities without hesitation. The teachers also mentioned that the children with ECD exposure could make friends easily, became involved in group-activities and were punctual and regular in attending school. All these characteristics tend to improve the internal efficiency of primary education.

The findings of a recent study conducted by SCUS (2002) demonstrate ECD programmes’ impact on the likelihood of disadvantaged children and especially girls - entering, doing well, and staying in school. A sample of 261 children who were enrolled in community-based ECD centres and are now in some 20 primary schools were compared with a group who had not participated in an ECD programme. In class one, almost equal numbers of boys and girls who had been in ECD centres were enrolled, as opposed to a 61/39 (boy/girl) ratio for children with no ECD centre experience. In class two, the ECD group ratio changes to 54/46, and the non-ECD ratio to 66/34 (or about two boys for every girl). The children who have participated in ECD programmes also have markedly better passing rates than « non-ECD » children. The resulting p-values from statistical analysis indicate that there is virtually no possibility of chance being responsible for these results.
The qualitative component of the research highlights some subtler aspects, which we suspect may be of great significance long-term. One key finding is that parents whose children have been in ECD programmes are much more likely to engage with (and even challenge) their children's schools—an unanticipated yet highly significant outcome. For example one illiterate dalit (untouchable) family whose child had successfully passed her Grade 1 exam was not promoted to Grade 2 the next year. The teachers had no idea who was where. The ECD facilitator who has remained close to all her “graduates” heard about this and talked with the family. They went to the school and insisted their child to put in the appropriate class. This may sound small—but it is a huge step for a dalit family—whose own rights are so routinely denied—to do something like this on behalf of their child. Another striking finding was the level of commitment from communities to providing a good start for their children. Parents who two years ago complained that their children “only played” in the centres and were not at all enamoured of child-centered teaching methods are now making the comparisons with Grade 1 methods. There is conviction that their children learned much more in the centres and inclined to discuss this with the school. These findings, which demonstrate a clear shift in terms of families’ engagement with their children’s rights and indications that ECD programmes may prove to be effective in terms of increasing civil society engagement with education systems.

The EFA assessment includes two indicators for assessing the situation of ECD at the national level. They are (a) the gross enrolment ratio in ECD programs, and (b) the percentage of new entrants to Grade 1 who have attended some form of organized ECD program. The study conducted by the EFA Assessment Committee in the MOES has found that the gross enrolment ratio of ECD is about 8% in 2000.

Issues and Problems

There are a number of issues and problems confronting the development of ECD in Nepal. Major issues and problems are discussed below:

Lack of clarity in the concept of ECD: This is quite different from a widely held perception of early childhood development, or ECD, as simply a piece of basic education (or which sometimes equates ECD only with preschools). The government, international agencies, and INGOs are not still clear about the concept and definition of ECD. Some definitions and approaches of ECD developed by different agencies are given below.

UNICEF provides a comprehensive definition of ECD in The State of the World’s Children 2001 as follows: The acronym ECD refers to a comprehensive approach to policies and programs for children from birth to eight years of age, their parents and caregivers. Its purpose is to protect the child’s rights to develop his or her full cognitive, emotional, social and physical potential. Community-based services that meet the needs of infants and young children are vital to ECD and they
should include attention to health, nutrition, education and water and environmental sanitation in homes and communities. The approach promotes and protects the rights of the young child to survival, growth and development. UNICEF has chosen to focus [this report] on the earliest years, 0-3, since they are critical to how the rest of early childhood unfolds and because these important early years are most often neglected in countries’ policies, programs and budgets. Other organizations use the following terminology (UNICEF, 2001, P.17): Early Childhood Care and (Initial) Education (UNESCO); Early Childhood Education and Care (OECD); and Early Childhood Development (World Bank).

In Save the Children ECD programs are regarded as an integrated set of actions for ensuring young children’s rights. They are about influencing the contexts in which children are growing up (family, community, schools, health centres, policy) so that they are supportive of children’s overall development. They are about ensuring that children grow up healthy, well nourished, protected from harm, with a sense of self-worth and identity, and enthusiasm and opportunities for learning.

Nepalese Act and regulations such as the Local Self-Government Act (LSGA, 1999) and EASA have defined ECD as follows: (a) EASA made provisions for providing funds to ECD centres established by local bodies based on contract. According to EASA, pre-primary school provides one-year preschool education for children of 4-5 years. (b) Education Regulation, (2059) defined ECD centre as an institution established as per rule of 67 for physical, mental and emotional development of children under four years’. (c) LSGA has mandated VDCs and municipalities to establish pre-primary schools/centres with their own resources, including registration, implementation and organization of pre-primary schools/centres.

In Nepal, different pre-primary schools and day care centres occupy a place in the structure of early childcare for development. These programmes have been conducted separately in the notion of ECE, ECCD and ECD by different agencies. In this way, most of the programmes, which are launching from different agencies, have not been shown integrated activities.

The above discussions indicate that different agencies have different definitions, vision and concept of ECD. Since the vision is not clear, focus is given more to either academic component of education or custodial caring. The overall development concept, including psychological and sociological aspects has not been translated in the classrooms. Some are treating it as purely an academic input to increase achievement level on grade one but some others treat it as a holistic developmental intervention that a child requires in order to cope with both academic and non-academic aspects of schooling.

Lack of National Commitment: It is necessary to set goals and targets of making ECD services available to every child living in remote, rural, and disadvantaged situations as well as to children living in urban areas within specified time frames. It is important that the government should have a strong political will and commitment to develop ECD in Nepal. The ECD related plans, policies and programs developed so far lack a strong national commitment.

Limited Expansion of ECD program: In Nepal development of ECD is rather new. The provision is, therefore, presumed too small compared to what is needed. The gap between the provision and the need persist in terms of the number of ECD
centres, quality of ECD programmes, the qualification and training of the ECD providers and the provisions of training. In Nepal, virtually there is no ECD program for children under three years of age. Most of the programs available are targeted to children aged three to five only. There is still a lack of comprehensive information regarding ECD. About 2915 ECD centres are running under BPEP II support. Less than 105 of eligible children are benefiting from ECD/pre-primary education facilities. Some kinds of ECD facilities are available for about 8% of children aged three to five (EFA Assessment, 2000). The children living in urban areas are mostly enjoying the facilities. Provisions have to be made to reach the programs to the poor children living in rural and remote areas of the Kingdom. The Government should have a clear policy on this matter. It should encourage the service rendering agencies (INGOs and NGOs) to go to the rural and remote areas for providing early childhood education services.

Lack of Quality Improvement: The facilitators of the organized ECD programs have very low level of knowledge about ECD and child development. Most of the facilitators have also low level of academic backgrounds. The educated people are not motivated enough to work as caregivers basically due to the low level of financial incentives/remunerations accorded to them. Besides the aptitude and motivation to work with and work for young children, the academic background and knowledge about ECD and child development among the caregivers are crucial for delivery of quality services. In order to improve the quality of ECD programs it is important that the program should be child-cantered and gender-sensitive. The program should focus on interactive activities and encourage the child to actively learn and practice new behaviours. Interaction, actions and environment are important for child’s learning. Children are active participants in their own development and learning. Learning involves the child’s own acquisition of knowledge through exploration, interaction with materials and social environment, and imitation of role models. The care and all other activities of the program should be appropriate to a child’s stage of development. It is essential to recognize that there are age-appropriate food and age-appropriate care. The program should consider the individual needs and interest of the children and extend services accordingly. In the enrolment and in carrying out indoor and outdoor activities there should not be any discrimination made between a girl and a boy child. Similarly, the program should aim at the holistic development of children.

Lack of Integration of Child Development Program Components and Development of Institutional Linkages: Although the need for an integrated approach for child development has been stressed in a couple of child-related plans and policies in the country no concerted effort has been made so far to integrate the early child development programs being run by various GOs, NGOs and INGOs. One of the major challenges for all those who are working in the field of child care and development in Nepal is to develop plans, policies and programs that lay emphasis on integrating the various child-related program components and develop institutional linkages among the ministries, departments and national and international non-government organizations.

Low Investment on ECD: The first essential element for a sustainable ECD program would be the generation of adequate resources to support the program. The focus must therefore be on creating a realistic policy calculated to generate such resources. Expenditure on ECD should be regarded as an investment for human
resources development rather than in an unproductive area. It is important to recognize that the human resource development is the surest key to national development. The foundation for this development is laid before the child enters the primary school. The existing state of shifting financial responsibilities for ECD to the local community and the parents cannot improve the quality of ECD and lead to its expansion in Nepal. Two important things need to be considered while managing financial resources for ECE. First, it should not be forgotten that proper management could help minimize the wastage. Secondly, investment in early development can bring high returns in the future.

Low parental awareness on child development: The major problem is that parents are not aware about the child development. Many parents lack knowledge about effective child rearing. Even in urban areas the parents give less importance to the rights and individuality of the children. Many parents either underestimate or overestimate their children. Many parents lack health information. The problem is severe in rural areas. Many parents think schooling means only reading and writing. Most of the parents are very much inclined towards the school or formal types of ECD programme. Though non-formal education package has included parental education (PE) on child development it is not enough. Different agencies have launched different modes of ECD programme targeting the special group. However, benefited parents of the parental programmes ranges from 1.14% in Kailali to 18.55% in Ilam (CERID 2000). Child development is conducive in present family structures if the skill, knowledge of progressive technique and idea are provided to parents. Centre based programme cannot serve all the ECD child on one hand, and on the other hand centre based ECD programme alone is not enough for child development since the children spend more time in their home rather than in the centre. Programmes are mostly focused to rural, poor and illiterate families where as the literate and other all parents are not appropriately nurturing and caring the child for all round development of child due to ignorance and lack of proper knowledge and skills. Adoption of developed country's programme models diminished the good indigenous child rearing and caring practices.

Implementation issues: There is not a single institution for responsibility. There is a lack of effective communication and coordination leading fragmented and isolated efforts and duplication. A special provision is needed to make ECD services available to socially and economically disadvantaged communities and ethnic groups. Financial basis of community and VDC is weak. The program needs donor support to meet the required fund, and build the institutional capability of VEC for coordination. Gender disparity is severe in rural area. Psychosocial aspect has not got adequate attention. Parent's self realization can be the most effective way to minimize the problem. ECD policy has become a part of Primary Education Policy. So, holistic development of children integrating health and nutrition at action level is difficult to achieve. DOE at district level is not equipped of separate staffs for the program implementation, monitoring, supervision work, which have implication at quality implantation level. The major challenge of this programme is to increase community involvement in the operation of ECD centres. The early childhood education/development has been recognized to ensure quality and dropout reduction in primary level. But since not all schools are included and no separate teacher has been allocated in the scheme how can we ensure quality and dropout reduction seem to be a challenging question.
Objectives

Overall Objectives

The ultimate goal of the ECD program is to bring about a holistic development of children. The regulations also consider the ECD as 'Sishu Bikas Kendra' for those children who are from the age of 0-3 years. The plan of action has specified the goal of ECD as to enhance the physical, intellectual, socio-emotional, moral and creative development of the young child. The immediate goal of this program is to prepare these young children for primary schooling so that they can excel at it by providing them the necessary opportunities for required interactions and experiences. This environment helps to develop their understanding where they live. The ECD program objective is to develop and expand ECD program based on right base approach for the holistic development of the child.

Specific Objectives

The specific objectives of the ECD program are to:

- prepare these young children for primary schooling
- reduce the excessive dropout and repetition rate of primary schools
- provide the service to the rural and under-privileged children./Govt

Expected outcomes of the program

- The expected outcomes of the program on children are to:
  - develop confidence, improve communication skill
  - prepare them to be active member of the society
  - become ready to cope with real life challenges
  - enable to obtain their rights
  - promote the development of child physically, intellectually, for socialization and emotional development
  - create awareness of ECD programme among parent and community
  - develop basic life skill (health, nutrition and hygiene)
  - provide opportunities to appreciate nature
  - provide opportunities for expression and appreciation of different forms of art
  - ensure the active evolvement of the community in the operation of ECD centres in compliance with the thrust of decentralization

Targets

The EFA goals are part of the comprehensive national vision regarding development of basic and primary education in Nepal. Nepal envisages that by 2015 there will be universal access to quality basic education, which is relevant to the current time. The ECD program will cover 75 districts, all VDCs, 80% of the total population of 3-5 years' children and below 3 years parental children. To cover
the 80% of target population, about 74000 ECD centres will be established and 2.32 million children will be served. Government, UNICEF, I/NGO, community and private will work together to establish and operate ECD centres. The major targets are given in Table 1.

Table 1: Targets for Achieving ECD Goals by 2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. GER for ECD %</td>
<td>12</td>
<td>20</td>
<td>32</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>2. % of New entrants at Gr1 with ECD</td>
<td>21</td>
<td>30</td>
<td>40</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>3. Number of ECD centres</td>
<td>4000</td>
<td>26,000</td>
<td>35,000</td>
<td>55,000</td>
<td>74,000</td>
</tr>
</tbody>
</table>

**Major Strategies**

Development of policies and program: Policy will be developed regarding the management and financing of ECD programs. There will be three types of programs: two types of programs for 3 to 5 years children; school based, and community based and one program for children below 3 years. Government will provide support for the establishment and development cost whereas local bodies will be made responsible for the operating cost. Government will adopt two modalities. The former is that in the urban and accessible areas the demand driven approach will be adopted and they will get only partial support from the government. On the other, the areas of deprived and disadvantaged communities will be benefited from the full support in terms of ECD centre establishment and operation. Involvement of the community and the local government will be strived to become a fundamental part of it to conduct community based ECD program. Provision of partnership with I/NGOs will be promoted to expand ECD program in terms of quantity and quality. Provision will be needed to develop for the necessary arrangement for the handover of government operated ECD centres to the local bodies. Strategy to integrate the health, nutrition, sanitation and education activities in the curriculum will be adopted.

Implementation of the parental education program: The Tenth Plan Approach Paper encourages the non-governmental and social organizations to launch parental education programs. The BPE Master Plan has stated one of its goals is to create awareness among parents of the need for providing facilities to help children develop their innate capacities before entering primary schools. This strategy will be consolidated and programs will be expanded.

Implementation of low cost programs: The government intends to implement low-cost ECD programs. by encouraging the use of locally available low-cost educational materials. It has also emphasized to recruit facilitators from the local community and provide preference for women facilitators in the recruitment process.

Adoption of community based approach: In order to enhance efficient implementation of the ECD programs and ensure sustainability, the expansion of
Community-based ECD programs will be promoted. The government rules and regulations have already accepted the concept of community-based ECD and this approach will be strengthened during the implementation stage. Community-based ECD centres will receive support from all concerned ministries and other agencies. MOES with the support of ECD council will work as a coordinating body.

Utilization of Information, Education and Communication (IEC): Making people aware about the need for ECD has been stressed in the plans developed. In the ERFA National Plan of Action, one of the strategies suggested for expanding ECD services was dissemination of the information about the importance of pre-primary education through mass media. In the Ninth Plan it is stated that the communication media, such as radio and television will be encouraged to broadcast child-related programs. The BPE Master Plan has stressed the need for using mass media to convey the messages of ECD to the parents in rural and remote areas. It has also stated that raising awareness has also been important in preparing VDCs to initiate ECD programs. A comprehensive IEC program for ECD including awareness raising among parents will be designed and implemented.

Effective institutional arrangements: MOES recognizes the importance of coordination, monitoring and evaluation of child development programs run by the Government, national and international Non-governmental Organizations and other organizations. Moreover, it also emphasized for institutionalising the coordination, monitoring and evaluation activities. It recognizes that "fragmented and isolated efforts by different sectors and agencies are costly and therefore a coordinated and integrated approach with cross-sectoral linkages is essential". The government will make necessary institutional arrangements to ensure effective implementation of ECD programs.

Short Term Strategies

Policy development and announcement: Government will develop and announce the ECD policy as early as possible. BPEP II has done preparatory exercise to form a high level ECD council, which will recommend ECD policy and ensure coordination at all levels. Necessary arrangements will be made for dissemination and effective implementation of the policy.

Delegation of authority to local body: Guidelines will be developed to delegate authority to the local bodies to run ECD programs. Each VDC and municipality ward will have at least one and four ECD centres respectively by 2007. VDCs and municipalities will take full responsibility to establish and operate these centres with government block grants / technical supports as well as resources mobilized at local level. VDCs and municipalities will collaborate with INGOs/NGOs/CSPs and other community level organizations as required.

District and local body will be authorized to run the ECD centres with partnership among NGOs/CBOs and local bodies.

Piloting the program: The piloting program will cover all activities related to ECD including parental education, and ECD counselling. The piloting program will test strategies for the promotion of community-based activities linking them with other activities such as primary teacher training, NFE and special needs education program.
Capacity building: Capacity building program of ECD professional, parents, community, local bodies will be initiated for the institutionalisation of ECD activities in the country.

Medium Term Strategies

Expansion of ECD activities will be emphasized during the medium term. Capacity building programs will be expanded. Capacity of institution or implementing agencies will be strengthened for effective and efficient implementation of the program. Then, the community based ECD centres will be strengthened by empowering the local community and VDC.

Long term strategies

ECD program will cover most of the parents and children in all VDCs and municipalities by 2015 emphasizing the right-based approach. Program will be sustained on the active involvement of parents, community and VDC. Government will continue meeting the recurrent cost based on contractual arrangements with local bodies.

Action Strategies

Development of policies and programs: Policies will be developed regarding the management and financing of ECD programs. There will be three types of programs: school-based program including pre-primary and community-based program for 3-5 years age group and program for children under 3 years of age. The Government will provide support for the establishment and development of ECD program in Nepal. It will adopt two different modalities of support for urban and rural areas: demand--driven approach with partial government support for urban and accessible areas and approach of full government support and facilitation for establishment and operation of ECD centres in the areas of deprived and disadvantaged communities. Involvement of the community and the local government will be fundamental parts of community-based ECD program. Partnership with I/NGOs will be promoted to expand ECD program in terms of quantity and quality.

Integrated approach to ECD: Strategy to integrate the health, nutrition, sanitation and education activities in the curriculum will be adopted. Community based ECD centres will receive support from all concerned ministries and other agencies. MOES with the support of ECD council will work as a coordinating body.

Adoption of community-based approach: In order to enhance efficient implementation of the ECD programs and ensure sustainability, the expansion of community-based ECD programs will be promoted. Arrangements will be made for the hand-over of government-operated ECD centres to the local bodies. It has also emphasized the system of recruiting facilitators from the local community and of giving preference to women facilitators in the recruitment process.

Delegation of authority to local bodies: Guidelines will be developed to delegate authority to the local bodies to run ECD programs. Each VDC and municipality ward will have at least one to four ECD centres respectively by 2007. VDCs and municipalities will take the responsibility to establish and operate these centres with block grants / technical supports from the government as well as with
resources mobilized at the local level. VDCs and municipalities will collaborate with INGOs/NGOs/CSPs and other community level organizations as required. District and local body will be authorized to run the ECD centres with partnership among NGOs/CBOs and local bodies.

Implementation of low cost programs: The government intends to implement low-cost ECD programs by encouraging the use of locally available low-cost educational materials.

Implementation of parental education program: The Tenth Plan encourages the non-governmental and social organizations to launch parental education programs. The BPE Master Plan has stated as one of its goals the task of creating awareness among parents towards the need for providing facilities to help children develop their innate capacities before entering primary schools. This strategy will be consolidated and programs in this connection expanded.

Utilization of Information, Education and Communication (IEC): The BPE Master Plan has stressed the need for using mass media to convey the messages of ECD to the parents in rural and remote areas. It has also stated that raising awareness is important in preparing VDCs to initiate ECD programs. A comprehensive IEC program for ECD including awareness rising among parents will be designed and implemented with these aspects in view. The government will make necessary institutional arrangements to ensure effective implementation of ECD programs.

Effective institutional arrangements: MOES recognizes the importance of coordination, monitoring and evaluation of child development programs run by the Government, national and international Non-governmental Organizations and other related organizations. Moreover, it has also emphasized the need for institutionalising the coordination, monitoring and evaluation activities. It recognizes that “fragmented and isolated efforts by different sectors and agencies are costly and therefore a coordinated and integrated approach with cross-sectoral linkages is essential’.

Piloting the program: The piloting program will cover all activities related to ECD including parental education, and ECD counselling. The piloting program will test strategies for the promotion of community-based activities linking them with other activities such as primary teacher training, NFE and special needs education program.

Capacity building: Capacity building program of ECD professionals, parents, community, people and local bodies will be initiated and boosted where it is in operation for the institutionalisation of ECD activities in the country.

**Major Action Areas**

**Learning Opportunities**

ECD and pre-primary curriculum and learning materials including reading materials and handbooks will be developed and continuously updated emphasizing flexibility to fit in the diverse situation of the country. Facilitators’ training package and resource materials will be developed. Trainers’ training, training for facilitators, and Ayas (female care-takers of babies) will be undertaken.
**Parental Education Program**

Effective Parent Service Programme (EPSP) will be developed with aims to extend the knowledge base and skills of parents and others involved in child caring on early childhood development. The focus will be on health care, behaviour management, family relationship, parenting rights and duties. Centres for parents will be developed in coordination with the child development related ministries for counselling them on child’s development providing different services. Parent’s forum such as ‘Effective Neighbourhood Parent Association’ will be formed.

Home-based training programme, Counselling Centre, Mass Media mobilization, Parental volunteer and Special training package are some of the important steps to be undertaken under this programme.

**Health and Nutrition Program**

Health and nutrition program package within the ECD centres will be developed at the local level (enlisting all the possible ECD sponsoring organizations including health clubs, user groups, schools to have them develop a task force composed of all involved in GO, NGO, INGO and the community). Local people will be trained as ECD facilitators and resource persons to follow an integrated approach that includes health and nutrition. Health awareness and publicity materials will be developed and disseminated (Electronic media like radio, TV, cultural program, guidebooks and pamphlets, street drama and documentary, parental gathering and interaction, home visit, local media).

**Policy Development, Advocacy and Communication Program**

A number of measures will be implemented as a matter of urgency to create a healthy condition for successful implementation. Orientations on ECD will be organized for various levels of line agencies based on decentralization policy structure of the government. A common understanding is created at every level about child development and about the need of different alternatives/approaches/services. To increase people’s awareness on the importance of ECD the Information, Education and Communication (IEC) strategy will be widely used. Key messages on child development will be incorporated in Non-Formal Education (NFE) program, mobile health clinics and Community Health Volunteers (CHV).

**Capacity Building Program**

Institutional restructuring is necessary to expand ECD program based on the principles of the children’s holistic development through community-based ECD activities. For the development of capacity appropriate institutional structure from the centre to the grassroots level will be established. Training programs will be conducted to enhance the skills of parents and of the different levels of ECD members. Capacity of community and VDC will be built for transfer of the ownership of the ECD centre. ECD section under DOE will be strengthened. ECD focal point will be established at the district level.

**Monitoring, Evaluation and Supervision**
Proper monitoring and supervision are vital aspects of the entire program. Monitoring and supervision have to be based in the community with the additional support from the VDC and district and national level agencies. The ECD section of DOE, head teacher, SMCs, VEC, NGOs will be involved in monitoring and supervision. Coordination of the ECD programs will be taken care of by RPs, DEOs, DDC, and NGOs. Head teachers and SMCs will ensure that no children under 6 are enrolled in grade 1. Measures will be taken to follow a policy that prohibits enrolment of children below 5 years of age in primary schools and that makes it necessary to establish on the basis of urgency.

Institutional Arrangements

Different institution should play different roles for the effective implementation of the program (Table 2)

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central government MOES and concerned ministries</td>
<td>Policy and guidelines, support and coordination, monitoring and evaluation</td>
</tr>
<tr>
<td>Local bodies (DDC, VDC, Municipality)</td>
<td>Support for program implementation, Coordination, resources collection and mobilization, monitoring</td>
</tr>
<tr>
<td>UNICEF, Save the Children Alliance, and INGOs, External Development Partners (EDPs)</td>
<td>Linkage and support, program facilitators, Financial support, monitoring and evaluation</td>
</tr>
<tr>
<td>NGO</td>
<td>Can be supportive, provide professional services, act as intermediary</td>
</tr>
<tr>
<td>Private training institutes</td>
<td>Provide trained manpower,</td>
</tr>
<tr>
<td>Media</td>
<td>Supportive publicity and information</td>
</tr>
<tr>
<td>Community and local people</td>
<td>Motivational support and participation</td>
</tr>
<tr>
<td>ECD centres</td>
<td>Information, support</td>
</tr>
</tbody>
</table>

The proposed institutional arrangements will comprise the following structure and functions (Table 3).

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council</td>
<td>Policy development, planning, programming, Institutional co-ordination, Developing basket fund, Mobilizing resources, Monitoring/Evaluating and Researching</td>
</tr>
<tr>
<td>Department of Education/ECD Division</td>
<td>Developing ministerial planning/programming and strategies (annual), Co-ordination, Providing information to council, Achievement analysis, Collecting fund in basket, Evaluating/monitoring, Developing</td>
</tr>
<tr>
<td><strong>Curriculum Development Centre</strong></td>
<td>Developing integrated ECD curriculum, Textbooks, Exercise books, Teachers source materials, Training packages</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>District level committee</strong></td>
<td>District level policies formulating, Preparing district level programme and plan, Budgeting the district level programmes, Coordinating with district level line agencies, Evaluating/monitoring/supervising, Resource mobilizing Conducting training, Creating awareness</td>
</tr>
<tr>
<td><strong>VDC Committee</strong></td>
<td>Developing VDC policy, planning and programmes, Resource mobilizing Formulating ECD centre level committee, Conducting awareness, Management of ECD centre, Evaluating/and monitoring centre, Collecting funds</td>
</tr>
<tr>
<td><strong>ECD centre management committee</strong></td>
<td>Management of the centre, Enrolling the children, Collecting fund, Creating awareness</td>
</tr>
</tbody>
</table>

**Higher Level ECD Council (HLEC):** The Higher Level ECD Council will be headed by Minister or State Minister of Ministry of Education and Sports and its member will be included from different concerned line ministries, INGO’s and NGOs. The secretary of the MOES will be the member secretary. A technical team will be formed to provide technical support including program development, monitoring and evaluation of the program. The major functions of the council are to

- Formulate integrated ECD policy
- Co-ordinate different ministerial offices and institutions
- Evaluate and Monitoring
- Develop basket fund system for ECD
- Provide guide line to organization for developing integrated policy
- Formulate role and responsibility of different agencies
- Develop ECD programme implementation guideline.

**District Level ECD Board (DECDB):** The district ECD Board will be chaired by the president of district child welfare committee (or president of DDC). The other member of the board will be included from different ministerial offices, INGO’s, NGO’s and different political parties. The member secretary will be appointed from the DEO. The major roles of the board are co-ordination, implementation, and evaluation of the district level programmes. The other roles and responsibilities of the DECDB will be formulated the council.

**Village ECD Board (VECDB):** Chairperson of VEC will chair the Village ECD Board and it consisted representation from SMCs, NGOs, health centre, health post, teachers, head teacher and parents. The member secretary will be ECD expert to be appointed under the program. The major function of the board will be to:

- Formulate village level ECD plan/programme
- Co-ordinate different peoples and NGO/INGO’s
- Mobilize local resource,
• Review and follow-up the programme and
• Create supportive atmosphere for implementing integrated child development programme.

**ECD centre management committee:** The ECD centre management committed will be chaired by selected active parent and other members will be appointed from teachers, head teachers, women volunteer, parents including mother and representation of different social mobilizer groups. The teacher (facilitators) of the centre will be member-secretary. The major function of the committee will be to:

• Develop ECD centre’s operation calendar
• Enrol the children in the centre
• Mobilize the community people
• Create awareness
• Create own fund
• Monitoring and evaluating
• Co-ordinate different agencies.
### Action Plan

#### Table 4: Part one: Early Childhood Development

<table>
<thead>
<tr>
<th>Task Objectives: Expansion of the Learning opportunities</th>
<th>Programme Activities</th>
<th>Time Frame</th>
<th>Actors</th>
<th>Monitoring Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop curriculum and material.</td>
<td>2003-04</td>
<td>Main: Council, I/NGO, DECD board.</td>
<td>No. of developed Curriculum,</td>
</tr>
<tr>
<td></td>
<td>Develop resource book.</td>
<td>2003-05</td>
<td>Council, I/NGO ECD Centre</td>
<td># of published books training package, linked program,</td>
</tr>
<tr>
<td></td>
<td>Develop training package.</td>
<td></td>
<td>VDC</td>
<td>No of enrolled children.</td>
</tr>
<tr>
<td></td>
<td>Link ECD program with teacher training, literacy, and women education.</td>
<td>2003-15</td>
<td>Cooperating: Parent, facilitator, Community</td>
<td>No of centres established and operated.</td>
</tr>
<tr>
<td></td>
<td>Enrol all below 6 years children.</td>
<td>2003-15</td>
<td>SMC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establish ECD centre</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Objectives: Development and implementation of parental education program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Activities</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Establish parental counselling centre</td>
</tr>
<tr>
<td>Conduct parental service program through mass media.</td>
</tr>
<tr>
<td>Develop a comprehensive package and module for parental education.</td>
</tr>
<tr>
<td>Develop materials and information about ECD for parents.</td>
</tr>
<tr>
<td>Capacity building program</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Programme Activities</td>
</tr>
<tr>
<td>Provide technical inputs to the ECD activities.</td>
</tr>
<tr>
<td>Provide training of key trainers.</td>
</tr>
<tr>
<td>Provide training of district level trainers.</td>
</tr>
<tr>
<td>Research, monitoring and evaluation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Activities</th>
<th>Time Frame</th>
<th>Actors</th>
<th>Monitoring Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Council, I/NGO, DECDB, VDC</td>
<td></td>
<td>No. of trained people</td>
<td></td>
</tr>
<tr>
<td>Cooperating:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOES, training institutions</td>
<td></td>
<td>No of research and</td>
<td></td>
</tr>
</tbody>
</table>

It is estimated that the proposed ECD program will cost Rs 60.97 billion (US$ 781 million) for the period of 2003-2015. The estimated amount covers the operating and new centre establishment during this period.

Table 5: Estimated Cost of the Programme Activities

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

It is assumed that External Development Partners (EDPs) meet all the development costs including the establishment ECD centres and DRCs. The operating costs, which are recurrent, will have to borne by HMG/N, local bodies, communities and the parents to ensure sustainability. The financing plan assumes that the government provides 50% of the recurrent cost leaving the rest 50% to local bodies.
and the communities/parents. The amount to be borne by the donor is estimated to Rs10.3 billion or (US$ 132.59 million). The government needs to allocate Rs 50.6 billion (US$ 649.09) during the 2003-15 period
References:


