

Brief report of

Policy Dialogue on Early Childhood Care and Development

The policy level discourse on Early Childhood Care and Development conducted by National Campaign for Education Nepal (NCE- Nepal) in coordination of its member organization, Education Journalist Group and collaboration with Voluntary Service Overseas (VSO) Nepal and Civil Society Education Fund (CSEF) on 21st March, 2017 ended up with the strong commitment from the members of the legislative parliaments for the lobby on the parliamentary forum regarding the policy level provisions to improve the quality learning environment in the ECD centers. The discourse made with the participation of the Members of Legislative Parliament, MoE and DoE representatives, representatives from SMC, parents, ECD specialists, educationists, Journalists, ECD focused organizations and other CSOs working for the educational rights concluded up with the need of the strong code of conduct so as to incorporate the policy level loop holes of the ECD in the national documents such as constitution, School Sector Development Plan (SSDP), Education Act etc.



Early Childhood Care and Development is the foundation of school education as it can contribute in physical, social, emotional and cognitive development of children life which comprises health, nutrition, care, early stimulation, education and so on. According to the flash report of government, 2015 there are 34128 ECD centers throughout the country. Observing the data of ECD center, government

has achieved significantly on the quantitative figure. However, the policy commitment of the government and its implementation is always in debate. Government policy, ECD facilitator, curriculum, physical facility, instructional materials, health and nutrition are some of the significant determinants for quality improvement of ECD center. A part from this, the School Sector Development (SSDP) and the Education Act Eighth amendment has also envisioned ECD

in the existing school structure. However, the plans and preparations of the government for this changes in the school structure is yet questionable. Based on this fact, NCE Nepal had carried out a research on the ECD segregating the different critical issues of it. Based on it, a position paper was also developed. This policy dialogue was a follow up advocacy of NCE Nepal in ECD with policy makers, parliamentarians and political leaders to influence them to make provisions to improve quality learning environment in ECD centers and increase facilities of Facilitators.



Mr. Jeevan Pariyar, Member of Legislative Parliament expressing his commitment on the ECD financing for the holistic development of a child



Ms. Sindhu Jalesha, Member of Legislative Parliament expressing her commitment for lobby on the parliament regarding the alienation of all the ministries for the improvement of the ECD centers.



Ms. Nisha Shah, expressing the need of capacitated and well developed manpower in the ECD centers.

Appreciating the overall efforts of NCE Nepal made towards the continuous lobby and advocacy on the holistic development of a child via quality education, Mr. Jeevan Pariyar, Member of Legislative Parliament expressed the need of the capacity development of the ECD facilitators so as to envision the quality in the Early Childhood Education. Moreover, he expressed his commitment on the lobby for the policy level transformation regarding the remuneration and the facilities of the ECD facilitators so as to motivate them towards their profession. Similarly, Ms. Sindhu Jalesha, Member of Legislative Parliament also made the strong commitment on behalf of her political party so as to lobby in the parliament regarding the financing and the quality of the ECD centers and also suggested for the need of the collective efforts from all the ministries such as

Ministry of Education, Ministry of Finance, Ministry of Health, Ministry of Foreign Affairs and Local Development, Ministry of Agriculture and other similar line ministries for the overall holistic development of a child as ECD is not only about providing the education to a child. Moreover, the other member of Legislative Parliament, Ms. Nisha Shah also expressed her solidarity for the transformational program so as to ensure the facilities of the ECD Facilitators along with sufficient

budget allocation for building capacity of all Facilitators at regular interval.



Dr. Hari Lamsal, Joint Secretary, MoE, expressing the continuous effort of MoE for the ensuring quality ECD centers and also urging the need of the serious concern of the local level regarding the policy formation regarding the ECD in the ongoing federal structure of the nation.

A part from it, Dr. Hari Lamsal, Joint Secretary, MoE, strongly expressed that more often, education passes out from the social pressure because of which the policy and curriculum could not be well implemented. He also highlighted that with the transformation of the nation from the central to the federal structure, the local levels must be well concerned with some of the socialist approach in the local level policy making rather than only the economist perspective one which could also address the concerns of the children as well as the parents during the policy making as the ultimate beneficiaries one are the children themselves.



Ms. MeenakshiDahal, Educationist, presenting on the policy level scenario of ECD in Nepal.

Ms. MeenakshiDahal, Educationist, presented the policy level scenario of the ECD in the forum and also highlighted the need of the increase in the investment in ECD as ECD is the smartest investment. The earlier is the investment, the higher is the return. Citing the examples of the developed nations, she expressed out the fact that, every \$ invested in Early Childhood produces a 7

Education for the disadvantaged kids – 10% return per child, per year.

Moreover, Ms, RosanaSubba, presented the real scenario of the based upon the research on the ECD Nepal. She highlighted the fact that,

Ms. RosanaSubba, Educationist presenting the real scenario of the ECD classes based on the research of ten different schools of Nepal



is being overloaded in the ECD centers and the children are being burdened with the loads of the subject matter. She also explained that though the ECD

Educationist, ECD classes centers of the education

curriculum of the government is a simple, but in the real practice children are being overloaded than as explained in the curriculum. She also highlighted the major factor of it as the psychology of the parents and until and unless the parents cannot understand the child psychology, the holistic development of the child cannot be ensured. With this, she strongly urged the Ministry for taking the appropriate actions so as to ensure that the child psychology does not get overloaded with the education.

Various other participants from the SMC, ECD facilitators also shared their experience regarding the situation of the ECD centers, the resources available and the need of the proper implementation of the plans, policies and activities of the government so as to achieve the targets set out by the SSDP regarding the ECD. A part from it, participants also urged the need of the appropriate technical and vocational training to the ECD facilitators so that they can make best use of the available resources so as to teach the child in the joyful environment with higher degree of enthusiasm, motivation and also the dedication.

Some glimpses of the program

