

Early
Childhood
Education
Centre

Envision

2019 Annual Report

Training Teachers
Shaping Future

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Vision, Mission and Values

Vision

All Young children in Nepal receive developmentally appropriate education.



Mission

To train teachers and caregivers to create developmentally appropriate, child-friendly learning environments that stimulate the integrated development of young children.



Values

1

Love

- We are committed to being humble, forgiving and compassionate in our relations with others.
- We seek to identify with the needs of each child and each teacher/caregiver of young children, regardless of their social or religious background.

2

Creativity

- We are committed to doing our work with professional quality and contextualising the newest developments in the field of early childhood education to the Nepali situation in creative ways.
- We seek to develop in ourselves and others the potential, gifts and talents that God has given to each of us.

3

Integrity

- We are committed to being honest and truthful.
- We work responsibly and transparently without seeking personal gain.
- We have integrity both as a company and personally regardless of whether we are being watched or not.

4

Cooperation

- In our organisation, we appreciate and celebrate the different personalities and tasks we have, and we are committed to work together towards realising our vision.
- We are committed to work together with other organisations and individuals which share our vision.

Greetings



Envisioning Life Skills Education in Nepal

A few years ago, I was travelling abroad from Tribhuvan International Airport. At that time, anyone who was travelling internationally had to complete an airport exit form in either English or Nepali. I saw a young Nepali man who was travelling to a Gulf country, leaving Nepal for the first time. He was unable to complete the form in either language. I helped him with the few necessary words and phrases on the form, such as his name, passport number, flight number, departure city, arrival city, etc. Then, another young man came to ask for help and then another. I was only able to help these three people before I had to go through for my own flight.

I began thinking about these three young men from the Terai, the plains of Nepal. There, government schools are free and in easy walking distance for most people. These young men who could not fill in a simple form had almost certainly gone to school, but because of the way our education system is, they had not learned the basic skill of filling in a simple form. What type of schooling and education are we providing? This is our challenge: Are we educating our children and helping them to develop necessary life skills or are we only trying to get through textbooks and prepare for exams? Education must aim to develop basic skills in individuals to prepare them to live well in the future.

ECEC envisions each Nepalese child receiving a developmentally appropriate education and gaining necessary life skills from both school and home. ECEC continues to work in government and private sectors in Nepal to improve the quality of education through both teacher and parent education, school consultations, child-friendly resources and research and development. However, ECEC is not alone in working toward this goal. It is the goal of every conscientious Nepalese citizen. Let's join together in envisioning practical and effective learning environments for our children!

Pitambar Neupane
General Manager
ECEC



Dear Friends of ECEC,

“ECEC is a trend setter in innovation of Early Childhood Education,” declared a Ministry Department Officer not long ago. Joy stirred in my heart. YES! What encouraging words!

Our dedicated ECEC colleagues have worked extremely hard to bring change and innovation in schools. Through the past eighteen years of educating pre-primary and primary school teachers, this journey has not always been easy. Directors of schools often don't see the need to make changes and implement interactive and hands-on learning. And those who do want to change sometimes have trouble convincing their School Management Team to adjust the classroom infrastructure and to invest in materials. However, despite opposition, and because of ECEC's efforts, we can see the 'ripple effect' of raising the importance and improving early childhood teaching in Nepal.

In the near future, ECEC envisions assisting universities in program and curriculum development to establish proper Bachelors' Degree Level Teacher Training Colleges, which have been unavailable in Nepal up until now.

Thank you for your interest and support in the past. We invite you to continue to 'envision' the future of Early Childhood Education across Nepal with us.

Warmly,

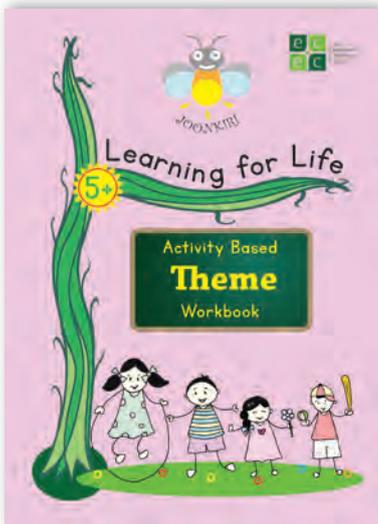
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Founding Director and
Chair of ECEC Board of Directors (BoD)

Training

ECEC Courses Offered			
Courses	Objectives / Goal	Duration	Qualification
ECD Step 1 Level 1	Creates awareness of the need for change	30 hours	SEE or Equivalent
ECD, Step1	Build skills to change classroom environments in preschool	160 hours	SEE or Equivalent
1 Year Academic Course in ECD	Produces confident, competent preschool teachers who can lead ECD forward	1 Year (1050 hours)	+2 or Bachelor Degree
School Consultation Package	Brings transformation in you school	6 months to 1 year	Management and staff must be motivated
Phonics Workshop	Explores and has fun with phonics	18 hours	SEE or Equivalent
Primary Step 1	Builds skills to change teaching environments in primary schools	160 hours	SEE or Equivalent
Inclusive Education	To understand the concept of teaching with adaptations for children of diverse abilities	25 hours	ECEC step 1 Level 1 or Equivalent
ICDP (International Child Development Programme)	To increase psycho-social wellbeing for the children of Nepal through improved parent-child communication	64 hours	+2 or Equivalent

Theme Development



After nearly a decade of training pre-primary teachers from various parts of Nepal, the need for a complete package of curriculum framework with worksheets and activities to go along with themes, as well as language and math activities seemed to be the logical next step. Aware of this lack of a proper and complete preschool package in Nepal, ECEC envisioned and developed themed teacher guides, worksheets and table games for preschools. After nearly four years of planning and development, the initial part of the theme curriculum was published in 2019. This included Nepali, English and Math worksheets for preschool accompanied by a curriculum framework and table games for the whole school year. At the same time, more than five schools piloted the themed teacher guides and worksheets to get an indication of how best to take the program forward. The initial sale of language and math workbooks in nearly twenty schools was a good start. This was made possible through rigorous marketing and result-oriented trainings and programs provided by ECEC.



Envisioning Change in Early Childhood Development

The 1 Year Post Graduate Diploma in Early Childhood Development and Education accredited with Kathmandu University is the only practical-based academic course in the field of ECD in Nepal. In 2019, for the eleventh year, ECEC conducted this 1 Year Academic Course, with a total of 70 students completing it and participating in graduation. Course participants receive a full early childhood educational package that integrates theory and practice, which in turn, has a positive impact on young children. In the 2019 batch, ECEC recruited new trainee trainers to be part of its vision to take the 1 Year Course to a wider audience across the country. The course has inspired the participants to develop attitudes for lifelong learning and encouraged them to be forward thinking about ways to transform the educational system and pedagogy, using their gained knowledge, skills and attitudes. On completing the Course, many trainees find that it provides a key to open the door to future career possibilities, leading them from practitioner to researcher.

Training Impact

“We have been practicing phonics with our students in school, but we had never heard about Phonics before. I have experienced Jolly Phonics as a very helpful and effective method, because it is a fun, multisensory approach to teaching and learning. Students will definitely enjoy this way of learning phonics. I am very glad to have received this training at ECEC.”

Ms. Chimi Sherpa
Malpi International School



“I am fascinated with the idea of using low and no cost materials in order to prepare teaching materials. We received many ideas for making teaching materials and these ideas are very helpful, especially for the teachers in remote areas. I have worked many years with privileged students in a reputable school who have many opportunities, but the children in remote areas don’t get to learn with different teaching materials. This idea could be very helpful in those areas for effective teaching and learning activities.”

Ms. Trishala Pradhan

"I am very thankful to ECEC for giving me a scholarship for the 1 Year Course. This scholarship really helped me financially and enabled me to manage my daily expenses along with this Course. Thank you so much for guiding me through this journey and helping me out with everything.

The things I learnt in this reputable institution cannot be compared to others. ECEC has helped me to bloom and sharpen my skills for use in my teaching in the coming days. The Course has helped me understand myself more clearly and encouraged me to work on my weaknesses. The teachers at ECEC are very helpful and full of grace. I have gained so much love, blessings and knowledge from this institution.

Lastly, thank you so much for everything; ECEC and its donors have been a great blessing in my life. ECEC has changed me positively, both as a person and as a teacher."



Ms. Dolma Lama
Makalu Group 2019



"ECEC provides wonderful trainings! I feel one of the most progressive ones is the Inclusive Education Training. It is not easy to include children with disabilities in a regular classroom. The training showed us how we can recognize different disabilities and behaviors and make physical adaptations accordingly, as well as adapting materials to make the lessons and the environment effective for these children. We can provide real help to these children by making them feel safe and able. In the training, I learned the value of using repetition, reviewing lessons and being flexible and patient. It has helped me be open minded about these beautiful children who want to be normal."

Mrs. Rajina Shah

Primary Training in Solukhumbu

"In the first phase of training, I was wondering how the things being taught would work in practice, but deep down, I knew that it was very good, not only for children, but for all of us teachers as well. Holistic development is the key learning. In this last phase of training, we were with children. We had a chance to practise our learning in the classroom. We received feedback from the trainers and had opportunities to improve our teaching styles. So, it was very good. We will try to apply what we have learned. Thank you Chinding Foundation and ECEC for everything."

Mr. Dan Bahadur Kulung (Teacher): *Primary Training Shree Pattale Basic School, Pattale, Solukhumbu.*





Scholarship

Scholarship Training Data 2019

S.No.	Trainings	Total number
1	One year course	27
2	Step 1 full course	0
3	Step 1 level 2 - 4	0
4	Step 1 level 1	1
5	ICDP (parenting program)	0
6	Leadership course	3
Total no. of students		31



Mrs. Shanti Maya Tamang

ECEC has been providing up to 50% scholarship to those taking our courses who need financial support. The scholarship fund is made available through the generosity of various donors who have been contributing to the Scholarship Fund for many years.

Mrs. Shanti Maya Tamang, a Step 1 Course student, received a fifty percent scholarship. After completing the Course in April 2019, she got a job and chose to give her first month's salary to the Scholarship Fund. Shanti Maya said that she is thankful for the support she received and is very happy to help others who have a strong interest in taking training or working with children but are unable to do so for financial reasons.

ECEC is proud, encouraged and grateful for Shanti's inspirational act of support. ECEC is also very thankful to all the donors who make scholarships like these possible and who support trainees like Shanti.

Training Record 2019

S.N.	Name of Course	No. of Participant		
		Head Office	Kathmandu Office	Total
1	Step 1 Level 1 Pre -Primary (Introduction Course)	372	181	553
2	Step 1 Level 2 - 4 Pre-Primary (continuation from Introduction Course)	75	77	152
3	Step 1 Level 1 Primary (Introduction Course)	156	20	176
4	Step 1 Level 2 - 4 Primary (continuation from Introduction Course)	30	16	46
5	1 Year Accredited Course	52	18	70
6	Phonics Workshop (English)	155	35	190
7	Phonics Workshop (Nepali)	65	14	79
8	Inclusive Education	14	0	14
9	Leadership Training	61	0	61
10	Parents Seminar	795	32	827
11	ICDP Training of Facilitator (ToF)	112	8	120
12	ICDP Facilitators Network Meeting	100	0	100
13	Support Staff Training	25	0	25
14	Community Healing Course (CHC)	373	0	373
15	Motivational Workshop	33	0	33
16	Consultation Workshop	21	0	21
17	Friday Workshop	0	25	25
18	Worksheets Book Orientation	184	0	184
19	Early Childhood Basic Education Conference 2019	292	0	292
	Total no. of trainings	2915	426	3341

Projects

ECEC Projects in 2019 were funded and supported by HimalPartner through the International Child Development Programme (ICDP) and INTENT / Driestar. Because of these organizations' vision and generosity, ECEC was able to work in partnership with several Non-Governmental Organizations (NGOs).

Partner NGOs



Asal Chhimekee Nepal (ACN) in Kailali

ACN is a Non-Governmental Organization (NGO) serving poor and marginalized communities as well as disaster survivors in Nepal to bring positive transformation in their lives. This year, ECEC partnered with ACN for the following programs:

Community Healing Course in Kalaiya

Immediately after the 2015 earthquake, ECEC developed a Community Healing Course (CHC) to guide teachers and parents to help children process trauma. Once again in 2019, this course has been used to help children in Kailali who were recently affected by a terrible hurricane that swept away many homes and lives. In line with this initiative by Asal Chhimekee Nepal, ECEC gave CHC training on 22-28 May to teachers and parents in Kailali. A total of 138 parents and 25 teachers took part in this program. According to the participants, this course helped in healing their own trauma too.

Motivational Workshop for Siranchowk Teachers:

In September 2019, 28 Primary School teachers of Siranchowk, Gorkha received three days' Motivational Training. The training was organized in Shree Jana Kalyan Secondary School. These sessions were very helpful for the participants.



Chimding Foundation (Stichting Chimding in Dutch) in Solukhumbu

Chimding Foundation aims to improve the prospects of children in Nepalese villages by supporting schools and establishing libraries. ECEC and this Foundation have worked closely together to bring change in schools located in the remote villages of Solukhumbu for more than five years.

Three schools in Kerung, Solukhumbu have taken part in ECEC's training and consultation program since 2013. In 2018, this program was extended to two more schools in Bagam and Pattale. In 2019, the last phase of the training was completed. This is an ongoing program, and ECEC, together with Stichting Chimding, envisions continuing to bring positive change to schools in these areas.

Family and Friends Project

Shikshyalaya School, with the support of Family and Friends Project (F&FP) received a Basic Consultation Package from ECEC in 2018. In 2019, after observing positive changes in the school, F&FP further extended its support to the school and its team by funding and making provision for them to access ECEC's Advance Consultation Service. The school is moving towards becoming one of ECEC's model schools. Its teachers and school leaders are ECEC 1 Year Course-trained and the school has implemented child friendly and developmentally appropriate practices.

The goal of F&FP is to help provide opportunities for improved education, welfare, and health for handicapped and disadvantaged children in Nepal and to promote cross-cultural understanding and raise awareness of certain issues facing people in the developing world. ECEC and F&FP envision a continued partnership in the coming years to provide opportunities for improved education for other schools who have the same motivation to bring positive change.



Save Our Souls

SOS is a non-denominational and Non-Governmental Organization, working primarily to ensure the future of the children who have lost or are at the risk of losing parental care. It works in communities to strengthen families and safeguard the future of the children. The organization has been implementing the Family Strengthening Program (FSP) since December 2016, which focuses on education, health care and support.

With technical support from ECEC, an Introductory training was given to 42 ECD teachers of Barpak Sulikot Rural Municipality-5, Taku Majh Lakuribot (Ta.Ma.La.Bot), Gorkha in late 2018. In December 2019, the same 42 teachers received another five days of training from ECEC.

Snow Lion Foundation

The Snow Lion Foundation supports nine schools in Nepal in Kathmandu, Pokhara, Mustang and Manang. These schools provide education to Tibetan children. The Foundation requested that ECEC do an assessment of its Early Childhood Education programs. In May 2019, Mr. Pitambar Neupane from ECEC did an intensive assessment of three schools in Kathmandu Valley and three schools in Pokhara. The Foundation has decided to provide further support to its Kathmandu schools through ECEC's Consultation Program in the coming year.



Education Horizons Nepal

Educational Horizons Nepal (EHN) is a non-profit, Non-Governmental Organization (NGO) in Nepal working for children, women, and marginalized ethnic communities through education, capacity development program, awareness raising, advocacy, sponsorship, child development program and income generation program.

EHN has selected ten ECD centers and has been working on making them model ECD centers in the district of Dhading. In 2019, EHN organized a six-day Refresher Training for the ECD teachers with ECEC's technical support. Both EHN staff and ECEC trainers made regular visits to these ten centers. The main reasons for these visits was to assess and give regular guidance to teachers. In addition, ICDP Facilitator Training for school leaders and ECD teachers was organized.

Out of Valley Trainings

Dang

In 2015, ECEC gave training to the pre-primary and primary teachers of Madan Memorial School in Dang. In 2018, Mr. Nava Raj Adhikari, an education enthusiast, and the proprietor of Himchuli Training Centre has organized ECEC trainings in Dang since 2015. Again in 2019, ECEC Step 1 (Levels 1 and 2) training was organized for more than thirty participants from different schools of this area.

Trainee Feedback:

“I learned how to prepare a daily plan. Before, I used to teach classes without planning, but from now on, when I go back to my school, I will prepare daily plans and then teach the children according to it.”

-Ms. Kumari Devi Roka

“After Level 1, I had the opportunity to continue on to Level 2. In this training, I learned practical ways of teaching. I learned about theme planning, circle time, PE and how to use materials while teaching. I became aware of the importance of making children’s learning interesting and fun.”

-Ms. Chhabi Palli Magar

Kalimpong, India

Many times, ECEC has been approached to provide its training, not just within the country, but also outside Nepal. In 2019, Rockvale School in Kalimpong, India requested ECEC’s Level 1 training for teachers there. Thirty teachers from well-known schools in Kalimpong, Darjeeling and Kurseong completed this training with full enthusiasm.



Sarlahi

Founder-Director of the Gayatri Montessori, Mr. Yogendra Shah, is an ICDP facilitator. When he did the Leadership Course at ECEC, he found ECEC’s methodology appropriate for his school in Sarlahi which was established three years before. So, from this year, Mr. Shah decided to use ECEC worksheets as classroom teaching guidance for his school’s children. ECEC trainers visited this school and guided the teachers on how to use the worksheets and also helped in setting up the classrooms. In addition, a Parents’ Seminar and Continuous Assessment System Workshop were done.



School Consultations

ECEC has developed its School Consultation Program for pre-primary and primary schools, based on years of experience of working with teachers, School Management Committees, parents and other stakeholders. Many schools have benefited from this service. The changes seen in these schools has encouraged the ECEC team to further improve the Consultation Program. In 2019, the following schools joined ECEC’s School Consultation Program: Columbus School, Vajra Academy and Shikshalaya, Somang Academy.

International Child Development Programme (ICDP)

Empowering Parenthood in Nepal

ECEC envisioned to empower parenthood in Nepal through ICDP, and this vision has taken its shape in this last 5 years with the support from HimalPartner. The ICDP approach is based on the idea that the best way to help children is by supporting their caregivers. Although it is a program aimed at the healthy psychosocial development of children, its principles are applicable to all relationships.

Today, Nepal has 393 ICDP Facilitators who represent different local governing and civil society bodies like UMN, Higher Ground, Tiny Hands Nepal, Shanti Nepal, Purnaa, EHN, Transformation Nepal, ABBS, Global Family, ECTC, Save the Children, SoS Children's Village Nepal, SGCP Nepal, CWISH, Sabal Nepal, Rise and Shine Nepal, Seto Gurans, Lalitpur Municipality, CWIN, Koshish, Kopila Nepa and Autism Care and different Pvt and govt schools and training centres. ECEC is thankful to all these organizations for helping in spreading the impact of ICDP.

Save the Children, one of the organizations that has incorporated ICDP into its Child Sensitive Social Protection (CSSP) program in Nepal, published a Qualitative and Quantitative Impact Report of Parenting, prepared by Dr. Ane-Marthe Solei Skar, PhD, and Dr. Emma Emily de Wit. Findings of the qualitative report indicate:

"First, a paradigm shifts in how caregivers perceive children; children are increasingly seen as human beings who deserve respect, love and need attention to grow up well. Similarly, the data shows that various positive parenting principles are increasingly practiced, for children are praised, hugged and kissed more, are encouraged in their learning opportunities, and less harshly punished (e.g. spanking or scolding is happening less). The observational data largely confirms the accounts of the caregivers and facilitators, with higher PICCOLO scores for the dimensions Appreciation, Responsiveness, Encouragement & Teaching. Also, with regards to the ICDP programme, it seems that parents enjoy the sessions a lot, and wish them to be implemented for more caregivers. It was found useful to share parenting challenges with other parents, which, in some cases, leads to better co-parenting between mothers and fathers as well."



From caregivers' testimonies, it is seen that the program is also making positive impact on the care of children with special needs.

This report speaks to the fact that ICDP is relevant in Nepal's context and is an excellent tool to bring positive change in the lives of Nepali children.

From caregivers' testimonies, it is seen that the program is also making positive impact on the care of children with special needs.

Some of the ICDP activities of 2019

Training of Facilitator (ToF for local municipalities

Cheddagad in Jajarkot was one of the local municipality where ICDP was introduced this year. Twenty-five facilitators were prepared for this district in a joint effort with ECEC, Save the Children, Cheddagad Local Municipality and HimalPartner. Another municipality that stepped forward to participate was Lalitpur, providing ICDP Facilitator training to its ECD teachers, social mobilizers and youth leaders.



Facilitator's Network Meeting

On 20 October 2019, a Network Meeting for all ICDP Facilitators and Trainers was held at Ageno, Lalitpur. A total of 109 Facilitators from Kathmandu, Kavre and Mohattori attended this meeting. The keynote speakers were Mrs. Helen Christie, ICDP International Trainer, Norway and Ms. Ingun Brustungun Specialist, in Clinical Psychology and Neuropsychology, Norway. They enlightened the participants with helpful information on 'Children with Special Needs' and "How to Help Children to Develop Resilience and Regulation".

Ms. Bishwa Pun, who is also an ICDP Trainer and Project Manager of Save the Children Nepal, presented the data and findings of A Qualitative Post-Assessment Study on the Impact of a Parenting Programme linked to the Government Child Grant in Nepal.

Organization heads and representatives from CWIN, Koshish, Plan International, CP Centre, SoS Children's Village and Autism Care Nepal also attended this meeting.

Testimonies from facilitators as well as caregivers were presented, and the meeting ended with a discussion session on how to institutionalize ICDP. This network meeting for facilitators and trainers has been a platform to come together under one roof at least once a year. It gives us all an opportunity to know each other as ICDP members, to share experiences and learning, as well as to envision the future of ICDP in the coming years.



Certified ICDP Trainers and Facilitators

ICDP training impact

"I work as a caregiver for differently able children in Banke, Nepalgunj. My duty is to take care of a child with down syndrome, named Rizan. He is very hyperactive, and this behavior used to irritate me at times. After attending ICDP meetings, I realized that, I as a caregiver lacked empathy toward this child. During the sessions, I shared with the participants my shortcomings as a caregiver. I felt very emotional and cried. These eight ICDP meetings have helped me to put myself in the child's shoes, and this knowledge has changed my behavior as a caregiver towards all the children that I take care of in the centre. Thank you ICDP."

Mrs.Sushila Shahi (Caregiver)

Selfhelp Group for Cerebral Palsy



"I am the mother of two sons, Aron (9 years) and Benjamin (2 years). Aron is suffering from global developmental delay, and he is epileptic and keeps having seizures. During seizure attacks, Aron cries, laughs or faints and this lasts from a few minutes to an hour. These seizures usually occur ten to fifteen times a day. Aron goes to Kopila Nepa Care Center for differently able children. I love my children

While attending the ICDP sessions, I reflected that when I was looking after one child, my other child was neglected. ICDP themes taught me to connect, communicate, show my love and affection to my sons and see and analyze their situations and feelings. Thank you Kopila Nepa for ICDP!"

ICDP caregiver from Kopila Nepa

Alina Risal, teacher and mother of an autistic child, attended the ICDP meetings for caregivers. Her son, Maulik, aged twelve, has interest in Nepali script, the alphabet, television and newspapers. Before, whenever they went shopping, her son's demand to buy a newspaper for him used to annoy and irritate her. However, after attending the caregiver sessions and understanding the ICDP principles, she happily buys newspaper for him, even when he doesn't ask for it. This makes him very happy.

She also takes Maulik to malls because he loves to ride on the escalator. According to her, ICDP sessions made her realize the need for her to show love to her child, which is very important. She is very thankful for the ICDP sessions.

Data of ICDP 2019

Certified ICDP Facilitators
Certified ICDP Caregivers

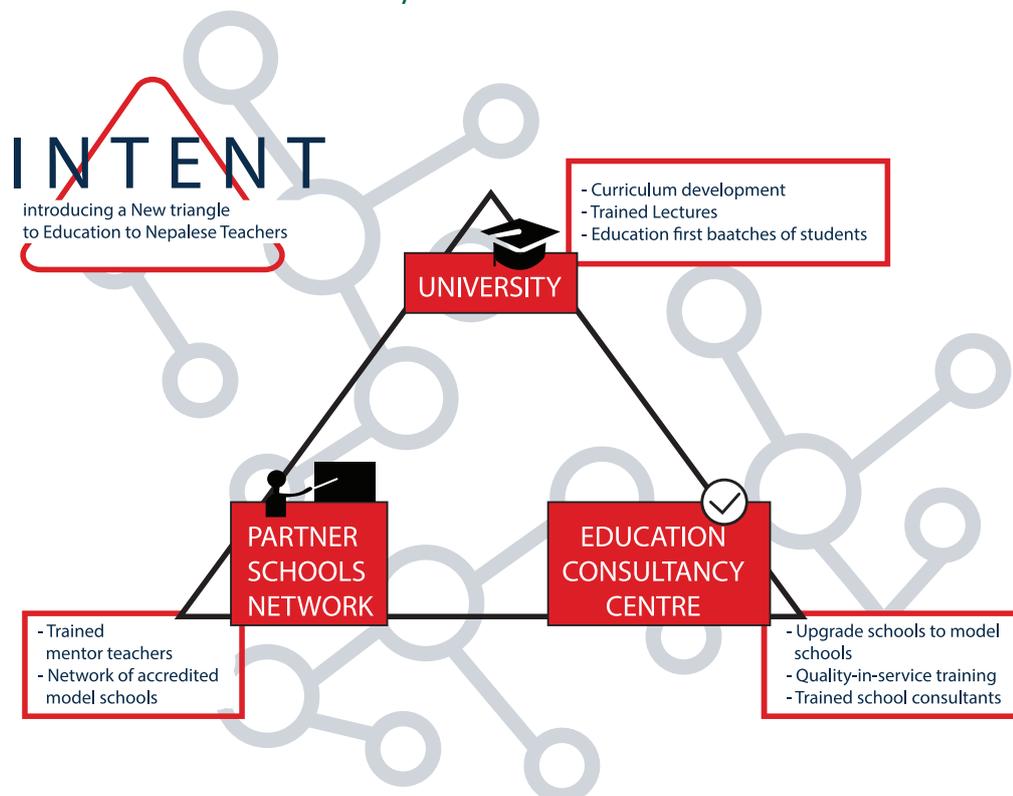
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The INTENT project

A project plan for the INCE (International Network of Christian Education) / INTENT (Introducing a New Triangle to Educate Nepalese Teachers) project in Nepal was developed in 2017, envisioning a project duration of six years with the goal of improving the quality of basic education in Nepal.

Three specific objectives have emerged and were presented in a Theory of Change, each with a corresponding pathway of change:

- ➔ A committed consortium of private and public partners will establish a recognized practice-oriented Bachelor level course for basic education, a Post Graduate Diploma (PGD) course, Certificate Courses and other relevant practical courses for pre- and in-service teachers;
- ➔ These training programs will be linked to model / professional development schools that offer mentoring and support to student teachers and provide an opportunity for them to do internships;
- ➔ Ongoing professional development of basic education teachers will be provided by authorized educational service centers, with close links to the university



INTENT Activities in 2019

The activities that took place for the INTENT project in 2019 are as follows:

- ➔ Development of curriculum frame work for one-year Basic Teacher Education Program for Grades 1-5 is in currently in process, specifically to refine and finalize the second draft.
- ➔ School Consultant Development

At the beginning of 2019, seven trainee trainers were appointed, and they attended the 1- Year Teacher Training Program at ECEC. These trainee trainers participated in the following activities at ECEC as a capacity-building program.

- 1 Year Course
- School Consultancy Training
- Training of Trainers (ToT)
- Adult Teaching Training

➔ ECEC Values and Culture

ECEC's plan was to start a school consultancy / teacher training center in Itahari in East Nepal. Initially, ECEC visited schools in Itahari and studied the baseline situation there in 2019. Seven schools in the area have been selected, and the two-phased training of pre-primary and primary level teachers has been carried out with teachers from the selected schools. Apart from the teachers' training, parents' awareness programs, and consultations with school administrators has also been completed successfully.

➔ In the same way, the baseline study of schools in Lalitpur has also been done. The training for the teachers and the other programs will continue into 2020.

➔ Early Childhood and Basic Education Conference (ECBEC) was one of the highlights in 2019. There were speakers from various Nepali universities, as well as from Singapore, Japan and an Irish freelancer. There were 54 different workshops and presentations conducted which included a panel discussion on 'Important Educational Issues in a Nepalese Context'.

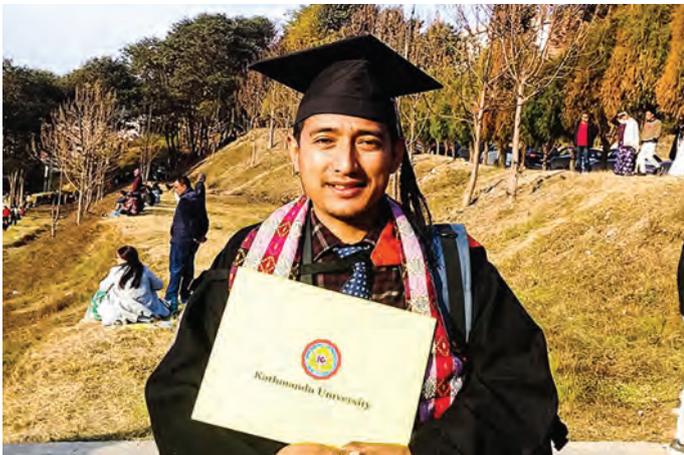
➔ Two Teacher Trainers have enrolled in the Masters Program at Driestar University with the support of the INTENT Project. They have completed their first semester and are beginning their second semester.

➔ One Teacher Trainer has attended a 3-month international course at Gouda, the Netherlands.

➔ ECEC has reached out to Katahari Municipality and is speaking to people there about the possibility of INTENT model school projects happening in their community.



Capacity Building



Post-Graduate Diploma in Education (PGDE)

It has been my dream to be a professional teacher trainer and to contribute to the education sector in Nepal. After completing ECEC's 1 Year Teacher Training Course, I pursued my Post Graduate Diploma. The 1 Year Course's primary focus was on Child Psychology, Pedagogy, Planning and Curriculum Development. When I did the PGDE course, I learned about education in three areas: 1. Foundation of Educational Practice: Educational History, Current Trends on Policies, Plan, Programs and Projects; 2. Teacher Training: Needs Assessment, Session Design, Delivering to Monitoring and Evaluation and 3. Action Research: Identification of the Problem, Planning to Solve, Implementation, Observation and Reflection. Now I am confident in my abilities to work as an effective teacher trainer. Though my contribution is only a drop in the ocean, I hope to try to help solve educational challenges faced in Nepal today. I am happy and grateful to all the donors who made my study possible. My dream has come true because of generous support from Early Childhood Education Centre (ECEC) and Kathmandu University (KU).

Mr. Hira Man Tamang, Teacher Trainer, ECEC

Trainee Trainers Experience



As a part of capacity building under INTENT project six new trainee trainers and one management trainee completed the 1 Year Preschool Teacher Training Course and other courses like Level 1, Step 1, ToT and School Consultation. The Management Trainee was enrolled in Leadership and Business training as well. The trainee trainers group has expressed their tremendous gratitude to ECEC, Management Committee and INTENT Program for its support and for providing opportunities to grow through professional and personal development.

"The trainings have helped us to be more competent and have sharpened our skills and understanding of Early Childhood Development (ECD) and Developmentally Appropriate Practice (DAP), so that we can use it to train teachers and bring awareness to parents all over the country," they say.



Mr. Khagendra Shrestha

"The past one year trainee trainer experience was a wonderful journey of learning together, molding various aspects of myself to be an effective teacher trainer. I gained many experiences in the field of learning and training. The other beautiful part was learning to collaborate and work as a team toward achieving tiny objectives / goal. The joy of sharing and caring for one another, building and teaching in a sound environment and good and proper guidance from the team leader were important to my time at ECEC."

Mr. Paul Basnet



Masters Program at Driestar University, Gouda, Netherlands

As a part of Capacity Building, ECEC, with support from Driestar University, Ms. Hadassah Dona Karthak and Ms. Bimala Shrestha had the opportunity to pursue the International Masters' Program at DriestarEducatief in Gouda, The Netherlands. The

Master's Program is an online program in Learning and Innovation in Value Education. The students are required to conduct Research and Innovation in their workplaces each semester.

Apart from the online sessions, the students also have the opportunity to meet with the Professors and Lecturers once each semester in the on-campus session held in Gouda, NL.

"It has been a worthwhile learning experience for me so far with the advanced Teaching, Learning and Assessing techniques that I have come across in the course. I am extremely thankful for this opportunity and feel blessed to have been a part of this program.

The first on campus session (Sep/Oct 2019) was wonderful experience. This session, conducted by our professors, was intense but very valuable. The exposure to European Education was indeed overwhelmingly exciting. Also, the diverse cultures in the classroom from The Netherlands, France, UK, Indonesia and Nepal made the on-campus sessions even more engaging"

MS. Hadassah Dona Karthak

"I want to thank God for the opportunity to learn as well as to practice and implement what I learn. I have experienced research skills and analysis which enable me to reflect on the methodology and strategies and apply them. This is a wonderful experience of learning together in a diverse group of international friends. I will continue with my study as much as possible at this difficult crisis pandemic time with the help of my change team." I formed change team, which comprises of skillful and experienced colleagues from my workplace who helps me bring innovation into practice."

Mrs. Bimala Shrestha

International Teacher Education Course at Driestar University

"It was an astonishing experience to be part of the three-month course which helped me to develop competency for a well-equipped school consultant and trainer, personally, professionally and spiritually. It was also a great experience to learn about the culture and education systems of other countries like South Korea, Tanzania and Ukraine from other course participants from these countries.

Visiting schools and interviewing school consultants, school leaders, teachers, parents, and students from different schools during my research on "establishing change in schools through school consultation" helped me reflect on the Dutch education system and Dutch (Driestar) way of doing school consultation and how it could be contextualized in Nepal. I saw good examples of adult teaching strategies, through observation of classes taught by the lecturers in the university. The paradigm of how to promote change in school has shifted. The perspective towards learning, teaching and the assessment process in primary school has also changed. Because of my experience at Driestar and as a member of the school consultation team, I am keen to help make changes to the process of ECEC's school consultations. I would like to extend my gratitude to the ECEC management, my colleagues and my family for their support and allowing me this opportunity. I am grateful to the sponsors who raised funds to make my study possible in the Netherlands. I will try my best to apply what I have learned from this course toward fulfilling the vision of ECEC"



Mr. Nanda Nath Khapangi

Community Based Disaster Risk Management Training

ECEC's Health and Safety committee members had the opportunity to attend the Community Based Disaster Risk Management Workshop organized by Multi-Purpose Community Development Service (MCDS), Lalitpur.

ECEC's Health and Safety team has been working on the health and safety of the organization for many years. This workshop was a refresher course for the committee members and was very helpful for the team to learn more about disaster, risk, mitigation and how to manage it. The team also learned more about 'Go Bags' and the code of conduct to follow during relief work.

Following the workshop, the team had a session with all ECEC staff members regarding the disaster, risk and mitigation with a special focus on emergency supplies to be kept in 'Go Bags'. These items should include a radio, a torch light, water, dry foods, first aid kits, a lighter, a candle, spare keys of the house and vehicle, some cash, copies of important documents, personal health and hygiene items, a set of clothes, a list of contacts and a whistle. The point of the 'Go Bag' is to enable survival for at least for 72 hours or until there is a relief response to a disaster.



Administration Accomplishments 2019

During 2019, Administration Department team members attended various meetings and workshops to be updated about the various acts and laws amended by Government of Nepal.

ECEC has been working for quality education for children for almost two decades. Throughout these years, ECEC envision to remain current and in line with the requirements of the different acts issued by the Government of Nepal.

In 2019, with the recent amendment, ECEC complied with the Department of Labor by submitting information to the Labor Office at Tripureshwor for the first time for fiscal year 75/76. The audit report showed that ECEC has been implementing and is in the process of implementing the requirements of the Labor Audit Standard. ECEC has also been registered and enrolled in Social Security Fund (SSF) this year.

ECEC Staff Capacity Building 2019

Course/Event	Participants	Facilitator/Teacher/Organization	Hours/Remarks
Global Leadership Summit (English)	2 BoD, HoD Teacher Trainer and 22 Staff Members	Willow Creek Association	1 day
Global Leadership Summit (Nepali)	Kathmandu Office Manager, Teacher Trainer, 3 Admin Staff and 3 Trainee Trainers	Willow Creek Association	1 day
Community Based Disaster Risk Reduction Training	2 Health and Safety Committee Members	Multiple Community Development Service (DAI)	2 day
Learning to Lead ToT (Servant Leadership for Youth)	1 Teacher Trainer	DAI Nepal	3 Days
Servant Leadership Course	3 Teacher Trainers	DAI	3 times a 3 days
Internal Conference on Quality Education (ICQE)	Kathmandu Office Manager and 6 Teacher Trainers	Rato Bangala Foundation	3 days
Recent Finance Act 2076	Administrator and 2 Accountant	Chartered Education Foundation (P) Ltd	9 hours
Internation Class 2019	Teacher Trainer/Team Leader	Driestar University, Netherlands	3 months
International Masters Class	2 Teacher Trainers	Netherlands	2 years
Personality Development	1 Teacher Trainer	Sprout Technology Services	1 day
Art of Restoration	HoD Teacher Training and 2 Teacher Trainers	Internation Ministries (Rev. Mylinda Baith)	3 days
The Design of Education	Teacher Trainer/Team Leader	Andersen Academy, UK	1 day
Post Graduate Diploma in ECD	1 Teacher Trainer	Kathmandu University	4 months part time
1 Year Academic Course on ECD	2 Teacher Trainers, Management trainee, and 6 Trainee \Trainers	ECEC	1 Year (1050 hrs)
Step 1 Level 1	Management Trainee and 6 Trainee Trainers	ECEC	30 hours
Step 1 (Level 2-4)	6 Trainee Trainers	ECEC	130 hours
Inclusive Education Level 1	3 Teacher Trainers	ECEC	30 hours
Leadership Training 1	Teacher Trainee/Team Leader, Management Trainee and BDD Staff	ECEC/KISC EQUIP	18 hours
Leadership Training 2	Teachers Trainer/Team Leader, Management Trainee and BDD Staff	ECEC/KISC EQUIP	18 hours
Nepali Phonics Workshop	3 Trainee Trainers	ECEC	6 hours
Nepali Workshop	2 Trainee Trainers	ECEC	2 hours
Fun with Nepali Phonics	2 Teacher Trainers	ECEC	2 days
ICDP Facilitator refresher training	2 BoD, 3 Management Staff and 10 Staff Members	ECEC ICDP Nepal	1 day
ICDP Caregivers Program	9 Teacher Trainers, 7 Admin Staff and 4 BDD Staff	ECEC ICDP Nepal	8 times a 2 hours
Value Education	Foundating Director and 16 Staff Members	ECEC ICDP Nepal	
Change Team Members	3 Management and 3 Senior Teacher Trainers	Josien, ECEC Netherland	10 times a 1 and half and hours

2019 at a Glance



A Quest for Quality Education

ECEC continuously works on advocating and creating awareness for holistic education. Sometimes it is done through trainings, education, consultation meetings and sometimes it is done by organizing large conferences. Like in 2016; ECEC organized Early Childhood and Basic Education Conference (ECBEC) with the theme, Practical Education for Life on Nov 31 – Dec 1, 2019. The national experts Dr. Lekhnath Sharma, Vice Chancellor, NOU; Prof. Bal Chandra Luitel, PhD, KU STEAM Faculty; Prof. Rita Shrestha, Head of Central Department of Psychology, TU; Reiny De Wit, Founding Director, ECEC and Mr. Pitambar Neupane, Managing Director, ECEC and the international experts of ECD Dr. Jacqueline Chung, Academic Director and Senior Principal of St. James' Preschool Services, Singapore, Ann Mayeda, an associate professor and coordinator of the Teaching English to Young Learners program, Konan Women's University, Kobe, Japan; Dr. Carrie Mitchell, a researcher in the field of education, development and narrative studies, affiliated with Tribhuvan University since 2015 had a keynote session based on the theme of the conference. Likewise the conference had altogether 54 different parallel workshops, some of which were repetition and four forums in two days. After much brainstorming and research, for the first time ECEC conducted a forum with the burning issues on education for discussion: Investment in Education, Diversity and Inclusion in Education, Pedagogical Aspects of Education for Life and Issues of Curriculum. The core committee had welcomed the panelists for a preliminary talk to introduce the ground rules for the forum. The forum moderator and co-moderator involved the panelists in a healthy discussion of the given topics and encouraged the audience to engage with and take part in the discussion.





Staff Retreat

This year's retreat was held at the Godavari Village Resort on July 12, 2019 with a total of almost fifty staff attending. Because it was ECEC's 18th Anniversary, we celebrated and honored ten staff members who had worked for ten years or more at ECEC. We had a wonderful time, which included playing various games, eating good food and enjoying the beautiful venue. The retreat was well organized by the committee member.

ECEC Teacher Training in Chahabil

ECEC's Teacher Training and Consultation in schools have become very popular. The training is practical and helps teachers to grow, not only professionally, but also personally. The mentoring aspect of training and consultation, offered by ECEC's trainers, helps each trainee to gain deeper insight into themselves, as well as improving their socio-emotional behaviour towards the children and others.



ECEC has rented premises in Chahabil since 2012, so that interested teachers from the north side of the city are able to participate in the different trainings. The heavy traffic in the capital makes it impossible for participants to get to ECEC's original main office, located on the south side of Kathmandu. Many teachers have benefited from the trainings offered in Chahabil.

However, at the end of 2019, ECEC's owners were instructed to close the Chahabil outlet. According to new investment laws, ECEC, as a private company working for Education, is not allowed to branch out. After much prayer and consideration, it was decided that a Nepali company, Three Star Teacher Educator's Training Centre (TSTEC), would take over in executing ECEC's training programmes from the same premises. We know and trust that they will keep up the same quality and hard work in bringing innovation to Basic Education in Nepal.



ICDP Caregiver Meeting for ECEC Staff



Staff Retreat at Godavari Village Resort



ECEC 18 Anniversary Celebration



1 Year Student during Shadow Play Session



ICDP Graduation Participants from Lalitpur Metropolitan



Students Performing Exam by 1 yr Course Students

Financial Data

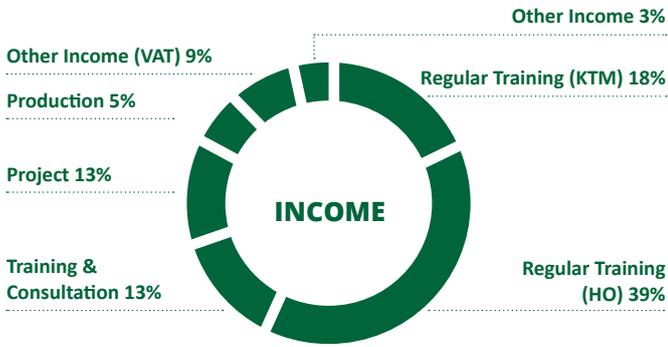


Fig 1: Income Fiscal Year 2075-2076
(17 July 2018 to 16 July 2019)

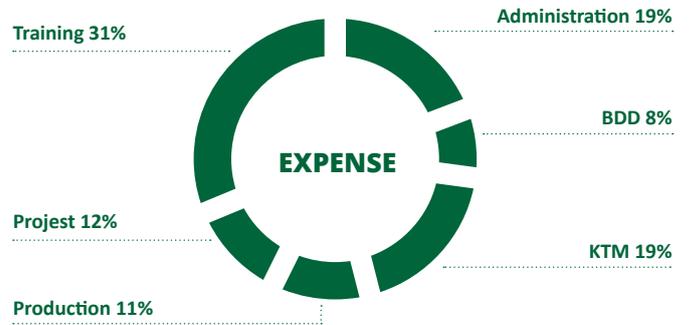


Fig 2: Expense Fiscal Year 2075-2076
(17 July 2018 to 16 July 2019)

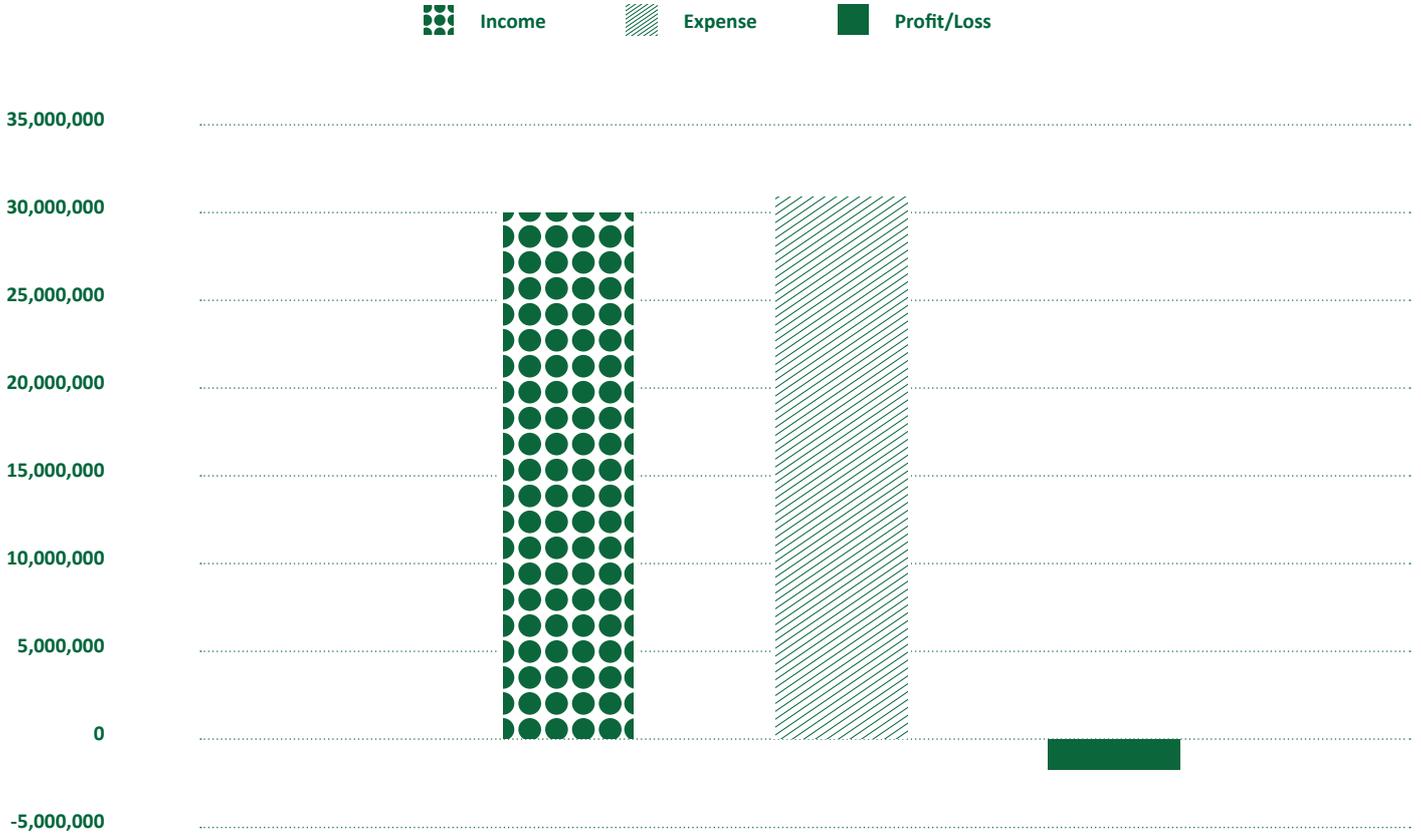


Fig 3: Profit/Loss 2075-2076

ECEC Staff 2019

Administration Department



Reiny de Wit
Founding Director



Josien Los
International
Relation Officer



Pitambar Neupane
General Manager



Doji Pradhan
HoD Administration
Project Coordinator



Elishiwa Rai
Administrator
Team Leader



Yosouph Mahat
Accounts Officer



Pritima Mukhiya
Accounts Officer



Kris Maya Tamang
Administrative
Assistant



Gyan Bdr. Thapa
Driver cum External
Work Assisstant



Bina Tamang
Kitchen Incharge



Sharmila Pokhrel
Support Staff



Sahadev Kunwar
Security Guard



Santa Ram Rai
Security Guard



Pasang Tamang
Security Guard



Risohani P Shrestha
ICDP Project
Coordinator/ Teacher
Trainer



Mark Tamang
Office Assistant

Teacher Training Department



Kamala T. Chhetri
HoD Teacher
Training Dpt.



Sharona Thapa
Teacher Trainer



Sabita Thapa
Team leader
Teacher Trainer



Geeta Kapali
Team Leader
Teacher Trainer



Nanda N Khapangi
Team Leader
Teacher Trainer



Prabha Rai
Teacher Trainer



Singi Lhomi
T T/1 Yearr Course
Manager



Hadassah D Karthak
Teacher Trainer



Anupama Mukhia
Teacher Trainer



Sujit Rai
Teacher Trainer



Kabita Ramtel
Teacher Trainer



Bimala Shrestha
Teacher Trainer



Hira Man Tamang
Teacher Trainer



Sharmila Desemaru
Teacher Trainer



Aditi Adhikari
Educational Project
Officer



Khagendra Shrestha
Management
Trainee Trainer



Bijay Tamang
Trainee Trainer



Esther Rai
Trainee Trainer



Pramila Pradhan
Trainee Trainer



Paul Basnet
Trainee Trainer

Business Development Department



Reann Binnenmars
HoD BDD



Simrit Dangol
BDD Assistant



Ramesh Khadka
IT Officer



Pabitra Magar
Receptionist



Soniya Tuladhar
Receptionist



Laxmi Gurung
Marketing Officer
cum Public Relation
Officer/ Team
Leader



Anugrah Manaen
Assistant Book
Designer



Bibek Shakya
Teacher Trainer
(Focus on IT)

ECEC Kathmandu Office



Meena Subba Karki
Kathmandu Office
Manager



Pushpa Sunuwar
Team Leader
Teacher Trainer



Dr. Shanti P Dahal
Teacher Trainer



Man Bdr. Rai
Team Leader
Teacher Trainer



Sumana Shrestha
Teacher Trainer



Richu Ghimire
Receptionist



Deepa Prajapati
Receptionist



Nisha Gurung
Support Staff



Sabita Mizar
Support Staff



Roshni Limbu
Marketing Officer
cum Public Relation
Officer



Chandrika Magarati
Teacher Trainer

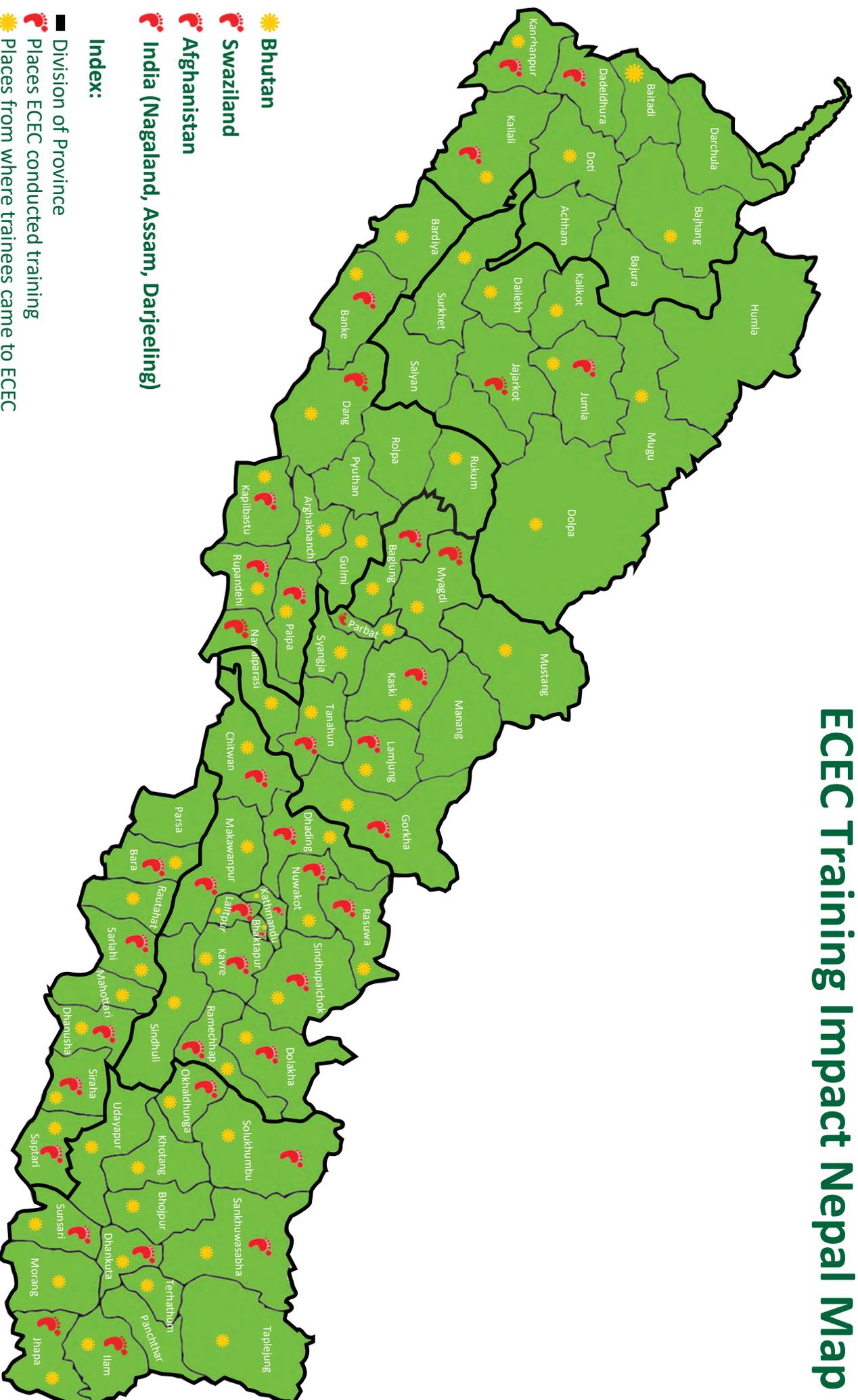


Debora Das
Trainee Trainer



Bikram Shrestha
Trainee Trainer

ECEC Training Impact Nepal Map



Index:

-  Division of Province
-  Places ECEC conducted training
-  Places from where trainees came to ECEC



Pictures of



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Envision



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Bhanimandal, Lalitpur

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