

Early  
Childhood  
Education  
Centre



# 2020 through Zoom 2020

**Annual Report**

**Training Teachers Shaping Future**

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# Mission, Vision, Values and Slogan

## Vision

All young children (0-12 years) in Nepal receive developmentally appropriate education and care.

## Mission

To realize this vision, ECEC's mission for the coming 5 years is to:

- Educate teachers and caregivers
- Engage in consultation with schools
- Develop child friendly resources
- Develop a network of like-minded stakeholders, who support and cooperate with Nepal government bodies
- Expand ECEC's services in other major cities of Nepal
- Conduct research for development and innovation in providing quality education

## Core Values

### Love

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

### 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.

### 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 or not we are being supervised.

### Cooperation

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





**ECEC's Slogan:**

*Practical Education for Life*

- ECEC believes that the teachers in Basic Education have a great influence in shaping the future of children. By teaching in a child friendly, developmentally appropriate way, the children will be able to reach their full potential.
- By quality child friendly education for young children, the future of Nepal is being shaped as well: The children while growing up will be able to solve problems and make decisions based on analytical thinking, which will influence the development of Nepal in a positive, appropriate way. The children will be able to reach their full potential and become confident people with practical and social life skills.

## Greetings



### Dear Friends and Stakeholders of ECEC,

The whole world changed in 2020. Who could have thought that a virus would turn the whole world upside down? From freedom to restrictions; from warm, close relationships to distancing; from walking together to just talking together; ECEC's busy training centre, became a deserted building.

In 2020, ECEC had to resort to virtual teaching. Mr. P. Neupane, the General Manager, drafted a plan to guide the team through 2020. The popular practical courses had to be done via Zoom. Persevering and excellent colleagues learnt new skills, concepts and had new experiences. They did their utmost to conduct on-line conferences, teacher training and seminars. Although thankful for the online facilities, there were challenge to be faced, including communicating clearly, constantly trying to make lessons interactive and fun, and combating 'Zoom-fatigue'. ECEC has also been working to develop lessons for a curriculum for primary schools. This package will be different from what has been available in Nepal so far as it aims to develop life skills.

I am thankful for all the hard work, patience, perseverance and cooperation of our ECEC colleagues and for all the support we have received through this difficult year.

Sincerely,

Reiny de Wit

Founding Director/ Chair of BoD ECEC

### Innovation and Creativity with Love and Hope



The year 2020 was not an easy year for any of us. We were unable to do much of what we planned in the ways we had intended. Innovation and creativity are God-given skills to us as humans. Through our innovation and creativity, we have been showing love, care and support to our fellow human beings. When things change suddenly, it is important to use our creativity and adapt to the new situation. Many of us doubted that we could survive, work and still be productive, working from home for so many months. However, I thank God for the technology that allowed

us to continue to work from home. In this annual report called 2020 through zoom, we want to give you an overview of all those activities. We at ECEC are grateful to our dedicated staff who faced many obstacles and challenges. In some countries the government supported businesses with money to pay the salaries, but this was not the case in Nepal. How to survive? Many friends of ECEC from all over the world contributed to filling the gap. We are very thankful for our generous partners, we value all their support, contributions and collaboration towards implementing and developing various programmes.

The year 2020 has taught us many things: how to keep hoping, how to work hard even when we can't see any immediate impact, how to work remotely, how to use technology better and how to utilise our time and talents in order to support the present and future needs of others.

We are excited to introduce our new partner organisation, Three Star Teacher Education Center (TSTEC), who will expand our training and services to different parts of Nepal.

With grateful hearts for all the goodness we have experienced, both present and past, we look toward the horizon and the rising sun, hoping for a beautiful day. Let us continue in love, hope and faith. May these sustain us and provide the energy we need.

## Training and Service

### ECEC Courses Offered

In spite of all that happened in 2020 ECEC was able to continue conducting its training and services, be it under very difficult situations and with lots of creativity. Part of the trainings were done online

Courses	Objectives	Duration	Qualification
ECD (Early childhood Development) Step 1 Level 1	Creates awareness of the need for change	30 hours	Secondary Education Examination or Equivalent
ECD, Step 1	Build skills to change classroom environments in preschool	160 hours	Secondary Education Examination or Equivalent
1 Year Academic Course in ECD (Early Childhood Education)	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	Explore and have fun with phonics	18 hours	Secondary Education Examination or Equivalent
Primary Step 1	Builds skills to change teaching environments in primary schools	160 hours	Secondary Education Examination 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
Leadership Training	How to lead in uncertain times	18 hours	+2 or Equivalent
Online Zoom Day to Day Guidance	To equip teachers with knowledge and skills to conduct child friendly online classes (for Nursery-UKG, Grade 1-3 and 4-5)	24 hours	SEE or Equivalent

### Scholarship Data

ECEC finds it important that persons who are very motivated to take trainings at ECEC are able to enrol, even when there is a financial challenge. To counter this ECEC provides a partial scholarship to persons who are unable to pay the fees fully.

S.N	Training	No. of Students
1	Step 1 Training	2
2	ICDP	1
3	1 Year Course	21



## Training Data 2020

Regular Courses	No. of Participant				Total
	ECEC		Through Partner		
	face to face	Virtual	face to face	Virtual	
Step 1 Level 1 Pre -Primary (5 - day ECD Introduction Course)	137	41	-	16	194
Step 1 Level 2 - 4 Pre-Primary (continuation from Introduction Course)	64	10	9	-	83
Step 1 Level 1 Primary (5 – day training)	55	-	-	-	55
Step 1 Level 2 - 4 Primary (continuation from Introduction Course)	8	-	-	-	8
1 Year Accredited Course (Diploma in ECD, in affiliation with Kathmandu University)	-	35	-	11	46
Phonics Workshop (English)	-	22	-	-	22
Phonics Workshop (Nepali)	14	33	-	-	47
Inclusive Education	7	-	-	-	7
Leadership Training (for school Leaders, management committee members, coordinators)	14	66	-	-	80
Parents’ Seminar	221	-	-	-	221
Certified ICDP Facilitators {(ToF) Traing of Facilitators}	432	-	-	-	432
Virtual ICDP Facilitator’s Network Meeting (ToF)	-	147	-	-	147
Support Staff Training	14	-	-	-	14
Certified ICDP National Trainers {(ToT) Training of Trainers}	20	-	-	-	20
Worksheets Book Orientation	57	-	-	-	57
Webinar on Contemporary Educational Issues	-	520	-	120	640
1 year Alumni	61	-	-	-	61
Online Zoom day to day guidance (schools)	-	51	-	9	60
Intensive Motivational Workshop	30	-	-	-	30
<b>Grand Total</b>	<b>1134</b>	<b>25</b>	<b>9</b>	<b>156</b>	<b>2224</b>



## Training Impact

My first experience with ECEC goes back to 2012, when I attended a training that was conducted in my state, Nagaland, India, by ECEC. It was through ECEC that I was introduced to Early Childhood Education, and today I am an Educator. Since then I have attended several more trainings provided by ECEC. The most recent one was the Virtual English Phonics workshop. I had taken phonics training earlier, but I wanted to learn more. The content, method and materials provided during the workshop were informative and understandable. Every student was given the opportunity to participate and ask questions. The group discussions were beneficial as well. I must say that ECEC has a wonderful team of faculty and trainers - the best teacher training organization, hands down!! Until the next training. . . ! Best wishes to the ECEC Team!

Moamenla Jamir  
Administrator,  
Joybells School  
NAGALAND, INDIA

Extensive training in Leadership has been a significant and informative experience for me, amongst various courses offered by ECEC. The content and mentoring offered by ECEC ignited a true sense of leadership and its practicality. It has encouraged me to consider my wellbeing: being mentally and physically well as a leader can only produce rational thoughts beneficial for the team and organizations as a whole. This includes proper handling and acknowledging the team's efforts, recognizing individuals' competency and developing leadership attributes in them through multiple workshops and frequent meetings. This was key learning for me. The training has also helped me to understand how a leader can achieve a synergy effect by promoting and managing individuality without disrupting the good chemistry of the team. Overall, this course gave me a distinct perspective and prospects about leadership.

Binita Shakya  
Academic Coordinator  
Ullens Kindergarten, Jawalakhel





I deeply appreciate support from ECEC which helped me to continue the 1 Year Course in this pandemic situation. I have been working in the teaching sector for the last four years. After taking the ECEC Course, I will attend to and continue my passion for teaching in creative ways. Thanks to you, I am one step closer to that goal.

**Sara Sunuwar**



I am a teacher at Hansol International Academy in Thaiba. I was looking forward to taking this course in order to learn and to enhance my teaching ability, but because of financial difficulties, I was not able to join. But now, because of you, I am here!

By awarding me the ECEC scholarship, you have lightened my financial burden, which allows me to focus more on the most important aspect of Course: Your generosity has inspired me to help others and give back to the community.

I will do my best, and I hope one day I will be able to help students achieve their goal just as you have helped me.

**Utshaha Sunuwar.**

I am Bindu Shahi from Kathmandu. During the lockdown period I was looking for an opportunity to learn and update my skills. I had the chance to attend the Pre-Primary online training through ECEC. The training sessions were very helpful and useful for my classroom teaching. The content of the training has equipped me better than I was before. I am trying to implement what I have learned in my daily classroom activities with my students. It was a good experience connecting with ECEC.

**Bindu Shahi**  
**Peaceland Montessori**



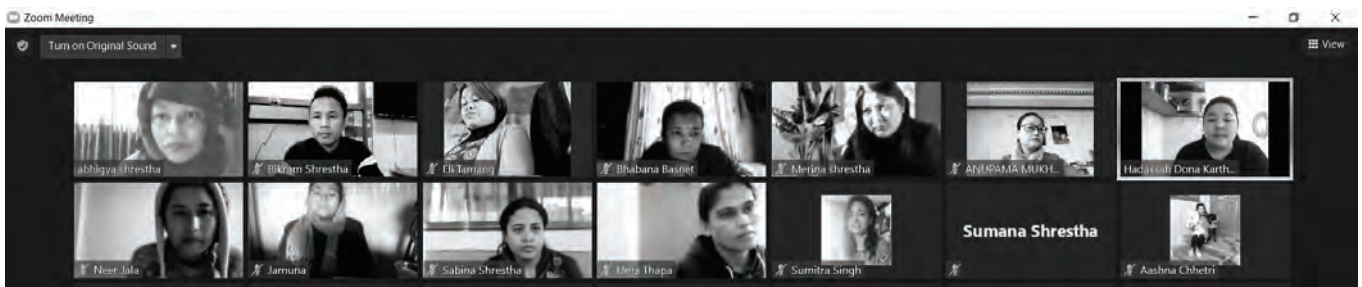
The Nepali Phonics Online class was helpful and effective in terms of practical implementation.

We were taught different ideas and methods of teaching Nepali language to the students.

Whatever activities we plan for our students, they should have holistic developmental objectives.

I personally implemented what I learned with the students in my class, at home with my son who has difficulties in learning Nepali and also shared it with my colleagues. My students began to enjoy the class more than class using the traditional method that we used to use before. Now I don't focus only on a child's cognitive development, but I also plan different activities which help children to develop holistically.

**Ms. Isha Kafle Sharma, Principal  
Heaven's Montessori & Children House  
Dhangadi, Kailali**



## 1 Year Academic Course 2020

At the beginning of 2020, 68 students graduated on February 23, from the eleventh batch of the Post-Graduate Diploma in Early Childhood Development. (Photo Page 27) The twelfth batch started March 5, with 46 students. At the beginning of the pandemic, it was tough and extremely challenging, like putting together a difficult jigsaw puzzle. ECEC spent a lot of time and effort looking for the best educational technology that would allow the 1 Year Course to continue. Zoom provided a way for students to access the Course virtually, even in the pandemic. ECEC's 1 Year Course teachers received training, guidance and skills to use Zoom effectively. Up till March 5, 2020, we were able to have face to face lessons. When the lockdown started from March 24, 2020 there was a break, but from April 20, 2020 the lessons started again via zoom.

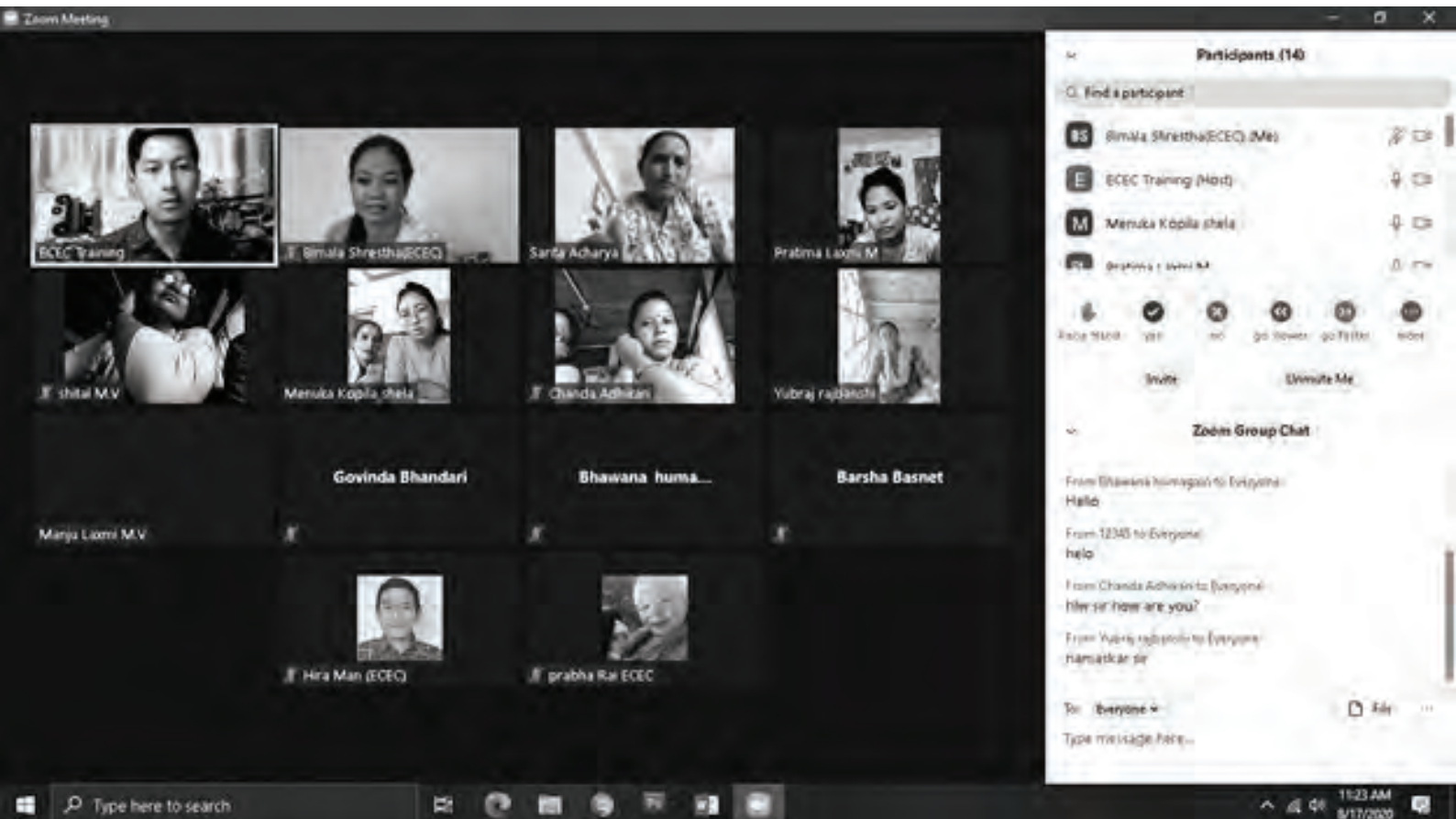
During the pandemic in 2020, the 1 Year Course not only inspired the participants to develop an attitude of lifelong learning and to encourage transformation of educational pedagogy and the education system, but it also taught them how to be comfortable using technology and develop digital literacy. Despite the unpredictable circumstances and the obstacles faced, through perseverance and endurance, the students gained knowledge, skills and positive attitudes, as they engaged in teaching and learning.



## Developing Online Classes through Zoom

Due to lockdown, many schools came to ECEC requesting a program that they could use to teach online through Zoom. So the ECEC Team developed thematic, online, interactive classes for teachers and children. When it was rainy weather, teachers were inspired to talk about rain topics. A thematic learning approach in an environment that children are seeing and experiencing gives them an opportunity to better grasp the content and to enjoy effective learning. The teachers who had received the ECEC training provided very positive feedback. Because ECEC saw the need for this kind of curriculum, they have been inspired to continue creating similar learning and teaching programmes in the coming years.

All ECEC consultation schools were given the opportunity to take part in this programme. ECEC is very pleased that during a time of crisis it was able to serve its partner schools through this programme, and that the children still received fun-filled, activity-based learning through zoom. More than fifty schools benefited from this programme, including the following consultation schools: Columbus, Genuine, Vajra, Livingstone, AVM (Adarsha Vidya Mandir), Mahendra Bhawan, Atisha, Namgyal and Strongtsen School.





# Projects



## In Partnership with Different NGOs *Asal Chhimekee Nepal (ACN) in Gorkha*

Asal Chimeeki Nepal (ACN) supports four schools in Srinathkot, Gorkha. This year right before the lockdown began in Nepal, two days' intensive motivational workshop was held on 17-18 March 2020, with the objective to train, equip, encourage and sensitise School Management Committee (SMC) leaders with learning about current educational practices and theories. Thirty participants (chair, secretaries and other members of SMCs attended this workshop. The topics included in the workshop were Introduction to Learning, Teaching and Curriculum, Knowing Children, Team Building, Transformational Leadership, Knoster Model, Stakeholder Analysis and Professional Development 'Strength, Weakness, Opportunity and Threat' (SWOT). Participants responded positively and were grateful to ECEC and Asal Chhimekee for giving them this opportunity to learn.







## SOS Children's Villages Nepal

One positive side of running courses virtually was that we were able to reach participants outside Kathmandu. From 6-13 August 2020, ECEC conducted an eight-day Step 1 Course (Levels 3 and 4), Pre-Primary training for seventeen Early Childhood Development (ECD) teachers in Barpark Sulikot Rural Municipality in mixed groups. The participants were from different Early Childhood Development (ECD) centres in Sulikot and had completed their Step 1 Course (Levels 1 and 2) the previous year.

The training was organised by SOS and held in Barpark Sulikot Rural Municipality 5. Internet, laptops and screens were made available to the participants at the location. An ECEC staff member onsite helped the participants to do group activities and micro teaching. Classes on various topics were conducted by trainers from ECEC via Zoom from Kathmandu. The training started at 10:00 am and finished at 3:30 pm. The participants were interacted and were co-operative with one another. It was a good learning experience for both teachers and trainers.



### Testimony: Testimony from Hekka Kumari Malla:

*Even though the training was done virtually, it was just as good as face to face training. In the beginning, I wondered how the virtual training would be conducted. However, we were involved in group discussions, sharing, songs and craft work, just like a face-to-face experience. Ramesh Sir helped us in many ways and explained again if needed. This helped me to understand the lessons. I also was able to practice making a lesson plan again, and now I am confident about doing that.*







### **Snow Lion Foundation**

Snow Lion Foundation (**SLF**) supports 9 schools in Nepal from Kathmandu, Pokhara, Mustang and Manang. These schools provide education to Tibetan children. This year, SLF with technical help from ECEC launched a school consultation programme for three schools in Kathmandu. Under this programme, all the teachers from these schools received twenty days of Step 1 Basic Pre-Primary training. SLF under the guidance of ECEC also provided resources in the classrooms of these schools. ECEC trainers, along with SLF members also conducted several SMC and mentoring talks with school leaders and teachers via Zoom. When the lockdown began, the school started online classes. Once again the teachers used ECEC's day to day zoom guide for virtual classes.

### **Educational Horizons Nepal**

Educational Horizons Nepal (**EHN**) is a non-profit non-governmental organisation (NGO) in Nepal working for children, women, and marginalised ethnic communities through education, capacity development programmes, awareness raising, advocacy, sponsorship, child development programmes and income generation programmes.

**EHN** has selected ten ECD centres and has been working on helping them become model ECD centres in Dhading. This year, with ECEC's technical support, ECD teachers took part in six days' refresher training. Certain parts of the training were done virtually via zoom and other parts were done face to face with support from EHN staff.

## Introducing a New Triangle to Educate Nepalese Teachers (INTENT)

Since 2018 ECEC is part of the International Network of Christian Education (INCE) and as part of this the INTENT (Introducing a New Triangle to Educate Nepalese Teachers) project has been developed.

A project plan has been developed for the International Network of Christian Education (INCE) and Introducing a New Triangle to Educate Nepalese Teachers (INTENT), with the goal of improving the quality of basic education in Nepal. In 2020, the INTENT project work's major focus was on the development of model schools in the project area.

Due to Covid-19, Nepal remained under complete or partial lockdown for more than half of 2020. This had an enormous impact on the INTENT and ECEC project as it was not feasible to conduct the programme as it had been initially planned. ECEC prepared to face the new challenges. "Session through Zoom". Virtual training sessions through Zoom, were conducted with the teachers from the project area. It was a huge challenge to convince the teachers to participate in virtual training in the beginning. In the session on wellbeing, the participants were able to reflect on their situations, which helped them to prepare for the virtual training. The participants took it as an opportunity to explore the technology which enabled them to complete the virtual training successfully. Trainers at ECEC had to completely adapt the teaching methods for this new medium. They had to learn to be technology-friendly and prepare themselves to be competent to conduct the session virtually

### **INTENT Project Activities 2020: School Consultant Development**

This was a course for ten ECEC education consultants, conducted to support them for a leadership programme in developing model schools. The first virtual meeting for the stakeholders for the model school project included the following: connecting and sharing, discussion of a project plan and putting together an action plan for during and after the pandemic.



The next step was to conduct teacher trainings online with 33 preschool teachers and 48 primary teachers, divided into four different groups.

**Afterwards, Mr. Jaya from Siddhi Mangal School stated,** *"I have attended different trainings in my lifetime, but among them, ECEC training has been one of the best trainings for me. What I liked most is the preparation of lesson plans that include the areas of holistic development and teaching methods in an integrated form".*

**Mr. Bhupendra from Janata MV said,** *"I have learnt a lot about the theoretical approach to teaching, but this training has helped me to understand the ways of practical teaching and also about holistic development".*

**Ms. Sheela Phuyal shared,** *"We learnt about ways of helping children develop holistically through storytelling, circle time and songs. We also realised that children in the classroom are from different backgrounds, and it is very important to listen to them and respect their views".*



The next step was to further develop the model schools by providing support for infrastructure, including materials and furnishing. The goal was ‘transforming the traditional basic education system by partnering with local bodies to ensure better learning experiences and opportunities for the children’. Support was provided to 18 schools and 118 teachers received the ECEC training through the INTENT project. Out of these teachers, 79 were from Belbari and 39 from Kathmandu.

**A teacher from Janata School at Belbari shared,** *“Before I took the training, I used to get irritated with my children, but now it seems that the irritation has died within me. I don’t get angry with my students or with my own children at home”.*

Mr. Shambhu, the principal of the same school, shared that the teachers are now more active and positive. They take more initiative and try to find resources for their teaching.

Another part of the project was leadership training. This was done both virtually and face-to-face with 21 school leaders from the model schools. The objective was to provide participants with a clear, big picture, so that they could understand the concept of a model school and the possibility of transformation.



Principals from Belbari visiting schools in Kathmandu.



Programmes held at Belbari included a general talk with the school principals, vice-principals, SMC board members and teachers of seven model schools and also Level 1 Training for pre- primary and primary teachers of each model school.

The Mayor, himself, along with his team, including the Municipality Education and Health Officers, took time to come to the training hall for opening ceremony. They spoke words of encouragement, expressing their commitment to support the teachers and every stakeholder in the future in order to bring transformation to their area. Teachers participating in the training showed their commitment by attending no matter what – one even after getting being involved in an accident and being injured made it to the training! Throughout the training, school heads and SMC members continued visiting and sitting in on the sessions.

Materials were purchased, distributed and guidelines were provided to the school management of the model schools.



**Materials ready to be taken to the schools.**



**Materials**



**Meeting with School management for guidelines**



Classroom before the program

After the program – an interactive classroom setting and an enthusiastic teacher in the new classroom setting



Classroom after the program - interactive classroom setting





Classroom after the guidance

The principal of Mahendra Bhawan School in Kathmandu has a close connection with the school in Belbari, because she was once a student there. She has returned to the school as principal after more than a decade. She stated, *“I have done Step 1 training from ECEC, and I knew the importance of child-friendly teaching and learning, but I was not able to continue due to financial crisis. But now with this project I am happy that I will be able to fulfil my dream”*, She also expressed her gratitude for this project.

ECEC, with guidance from outside experts, worked on the development of a monitoring and evaluation tool. The tool is currently in two parts now - Nursery - Grade 3 and Grade 4-8) and is being piloted.

#### **Network and Advocacy:**

During the COVID-19 pandemic, ECEC was able to connect to a network of Christian schools (ASCI) in India and conducted a webinar about *“Teacher Wellbeing during COVID 19”*.

For ECEC, 2020 brought a completely a new set of circumstances and a steep learning curve regarding new technology. However, with cooperation, teamwork, positive attitudes and determination the different departments at ECEC were able to move ahead in adapting to the new environment and technology. The year was challenging, but with God’s help, ECEC has overcome and become more resilient.

## International Child Development Programme (ICDP)

### *Empowering Parenthood in Nepal*

Since 2014 ECEC has been involved in introducing the ICDP programme in Nepal.

The aim of the ICDP Program is to empower parenthood. In the past five years, ICDP, supported and facilitated by ECEC, has partnered with diverse organizations, working with children and those with special needs, schools, and government agencies. These interactions have helped to ensure the continuity and sustainability of this parenting program in Nepal.

So far, the ICDP program has reached total of 393 certified facilitators and 2213 caregivers. In addition, previously qualified facilitators have continued to run courses, reaching out to a further 954 caregivers from many different civil organizations and local government. As a result of ECEC's support, Nepal already has 20 national ICDP trainers, and ECEC has the capacity to carry this program forward with quality and expanding impact. With the increasing demands of ICDP, five senior ECEC ICDP Nepal trainers have begun training with an International Norwegian trainer. Fourteen more national trainers are also preparing to become trainers.

ICDP in 2020 through Zoom: Despite COVID-19 and lockdown over several months, ECEC ICDP Nepal were able to redesign and adapt the ICDP training, utilizing online facilities. On 6th of November 2020, a Facilitator Network Meeting was held online via Zoom. This was a good opportunity to collaborate with international partners around the globe. Many local facilitators were able to learn from and connect with others doing ICDP in Norway, China and Bangladesh.

Training of Trainers (ToT) and Training of Facilitators (ToF) workshops were also conducted online during lockdown. The participants in the facilitators group included counselors, mental health experts, teachers, church groups and doctors. Lalitpur Municipality was able to conduct caregiver meetings face to face following the COVID – 19 protocol. During pandemic, Save the Children Nepal, an organization that has adapted ICDP for its parenting package used different methods to continue the ICDP program, conducted ICDP Facilitator Training through Zoom meetings, broadcasting radio programs to share ICDP principles, sensitizing communities about ICDP, carrying out home visits and monitoring, holding follow-up meetings with ICDP graduate parents, assessing the parenting program, influencing policy and organizing face to face caregiver meetings. In addition, ECEC ICDP Nepal is working towards generating a qualitative data system for research purposes.

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### Some of The Activities of 2020

The 2019 ICDP training led by Lalitpur Municipality, in collaboration with ECEC, local level leaders and HimalPartner, provided further opportunities for local government to get involved and to implement the program more broadly in the community. In 2020, despite the COVID pandemic, Lalitpur Municipality conducted ICDP Caregivers Meetings in the local Newari language.

Save the Children Nepal, as part of a joint venture with ECEC ICDP Nepal, was introduced to the ICDP program by training its facilitators in 2017. Since then, Save the Children Nepal has been working with different municipalities to bring ICDP to their communities. This year, they have implemented ICDP in three municipalities in two districts through the mobilization of 40 facilitators, 26 in Mahottari and 14 in Dolakha.

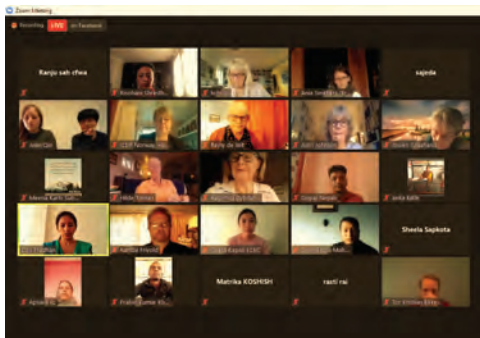




## Virtual ICDP Facilitators' Network Meeting:

On 6th of November 2020, ICDP Facilitators' Network Meeting was held via Zoom and 147 individuals attended. The program opened with a welcome ceremony and reflections from ECEC's founding Director, Ms. Reiny de Wit, followed by ICDP international updates from Norway (Ms. Heidi Westborg Steel, Chair of the Association ICDP NORGE), China (Ms. Jean Qin, Director of ICDP China), Bangladesh (Ms. Sajeda Bobby, Project Coordinator of Normisjon Bangladesh) and Nepal by ECEC (Ms. Risohani Pradhanang, ECEC ICDP Project Coordinator) and Save the Children Nepal (Mr. Gopal Nepali, Project Coordinator of Child Sensitive Social Protection (CSSP)). The panel discussion session was a real highlight: participants gained insight from the expertise of the three panelists, Ms. Helen Christie (ICDP International Trainer / Norway), Ms. Ania Smithers (Special Needs Coordinator and Dyslexia Specialist at The British School) and Mr. Pitambar Neupane (ECEC General Manager and ICDP Trainer). The focus of the discussion was 'ICDP Practices as a Means to Help Children's Wellbeing during COVID Times' and included a discussion question and answer session, brainstorming and sharing resources and information.

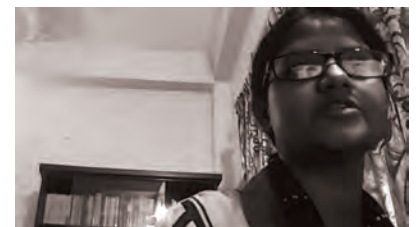
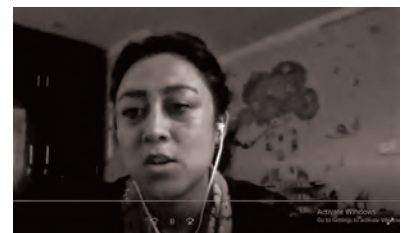
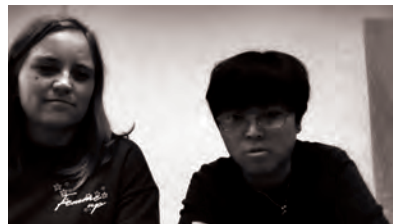
Those attending the meeting included organization heads and representatives from Child Workers in Nepal Concerned Centre (CWIN), UNICEF Nepal, Koshish, Plan International, Selfhelp Group for Cerebral Palsy (SGCP), SOS Children's Villages Nepal, Save the Children Nepal, Seto Gurans, Autism Care Nepal and Maiti Nepal as well as Lalitpur, Kirtipur and Thimi Municipalities.



*Participants included ICDP facilitators, trainers, ICDP International Trainers, ICDP representatives from Norway- HimalPartner and ICDP Norge, China, Nepal, Associate Professor Ms. Ragnhild Dybdal from Norway as a Keynote Speaker, Government officials as special guests, representatives from NGOs and INGOs.*



**Ms. Heidi Westborg Steel**



*ICDP Updates: From left to right top to bottom, Norway (Ms. Heidi Westborg Steel, Chairman of the association ICDP NORGE), China (Ms. Jean Qin, Director of ICDP China), Nepal (ECEC - Ms. Risohani Pradhanang, ICDP Project Coordinator and Save the Children Nepal, Mr. Gopal Nepali, Project Coordinator, Child Sensitive Social Protection (CSSP)) and Bangladesh (Ms. Sajeda Bobby, Project Coordinator, Normisjon Bangladesh).*



*The keynote speech by Ms. Ragnhild Dybdal, Associate Professor from Norway, on the topic “What Promotes Good Mental Health in Children and What are the Risk Factors?”*



*Panel Discussion session with Ms. Helen Christie, ICDP International Trainer / Norway*

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### **ICDP Training Impact:**

During the pandemic, in a confined space without any social interaction outside and the financial crisis caused by parents being unable to go out to work, has added pressures and stress to many families. Those who have participated in ICDP as facilitators and caregivers have been able to understand their children, families better and apply the ICDP concepts.

### **Facilitator Ms. Ranju Shah from Save the children Nepal (Mahottari Districts):**

*“ICDP Caregivers Meetings were conducted in Dalit communities during the COVID-19 pandemic with fourteen different groups and 170 parents, across different municipalities, maintaining COVID protocols. ICDP played a significant role during this pandemic situation. ICDP helped to improve the relationships between children and parents in their families. Now parents are equipped to support their children’s psycho-social development”.*



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### **Participant Responses from Caregiver Meetings (Mahottari District):**

*There was a notion of impurity to eat the food before elderly seniors of the house. After attending the ICDP sessions, I realized that my children are also independent people, just like my father and mother in law. Now I feed my children earlier, giving them higher priority.”*

**(Rajkala Das, Bardibas-7, Mahottari)**



**Ms. Punya Kumari Shakya, Lalitpur Municipality (ICDP Facilitator in Newari Language, Ward Member and a Teacher):**

*“We conducted eight caregiver meetings in Yatbahal Chowk, Ward No. 11, Lalitpur Metropolitan City as a member and a teacher. Before the ICDP sessions, our participants used to consider their children as unimportant, compare them with other children and sometimes hit them. After participating in ICDP classes, they now recognized the importance of understanding and sensitizing through the ICDP program. Following the powerful impact of these sessions, they are also planning to conduct ICDP classes for fathers and members of Child Protection Committee, Lalitpur Municipality.”*

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**Ms. Sheela Sapkota, SOS Children’s Villages Nepal (ICDP Facilitator in Training, Psychologist):**

*“Our Caregiver Meetings started on 27th October 2020 at SOS Children’s Villages Bharatpur. Each SOS Mother (Job title in SOS) is responsible for caring for eight to ten children, aged from newborn to teenagers, who have lost parental care or have been abandoned. Before taking ICDP training, we expected to receive skills regarding discipline and how to make children be obedient. We were thinking from a behavioral perspective.*

*Contrary to this, ICDP training sensitized us and helped us to think more from a human perspective. ICDP’s intervention has helped our caregivers to better understand and handle the overwhelming emotions of the children in their care. Caregivers are more sensitized to the children’s needs. Despite the challenges of the pandemic, caregivers were very keen to join the sessions because of its immediate impact”.*



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**Caregiver Testimony:**

*One day, as I went around inspecting in the children’s bedrooms, I saw a badly folded blanket. I pointed at it and asked, “Who has done this?” When my 10-year-old son, Ravi admitted that he was responsible, I remembered the ICDP class and praised his efforts instead of scolding him. The next morning, Ravi joyfully took my hand and pulled me towards his bedroom. I was surprised to see all the blankets on the brothers’ beds folded. When I asked who had cleaned this room so early, Ravi proudly said, “I did!” He was very happy and motivated by my acknowledgement and praise.*



## Activities of ICDP Nepal 2020:

### Data of ICDP 2020:

Certified ICDP National Trainers	20
Certified ICDP Facilitators	432
Certified ICDP Caregivers	5085

### Ongoing Activities of 2020

Name of the Training	Workshop	No. of Participants
Certified ICDP Facilitators	Second Workshop Completed	5
Training of Trainers of Facilitators (Ongoing)	Second Workshop Completed	14
Training of Trainers of Caregivers (Ongoing)	Second Workshop Completed	70

### ICDP Related Events by Partner Organizations in 2020

Save the Children Nepal

#### ICDP Facilitators training:

Districts	Municipality	No. of ICDP Facilitators
Mahottari	Bardibas	5 (all females)
	Gaushala Municipality	10 (all females)
	<b>Total</b>	<b>15</b>

#### Refresher Training for ICDP Facilitators:

Districts	Municipality	No. of ICDP Facilitators
Dolakha	Baiteshor Rural Municipality	14 (all females)
Mahottari	Gaushala and Bardibas Municipality	11
	<b>Total</b>	<b>35</b>



**ICDP caregivers' meeting in 2020:**

Districts	Municipality	No. of Facilitators Involved	No. of Caregivers Groups	No. of ICDP Participants
Mahottari	Bardibas Municipality	11 (5 new)	15 groups	189 mothers
	Gaushala Municipality	15 (10 new)	25 groups	312 mothers
	Baiteshor Municipality	14 (old)	32 groups	326 (2 batches completed)
	<b>Total</b>			<b>Reaching 827 mothers/caregivers</b>

**ICDP caregiver's meeting with 66 fathers:**

Districts	Municipality	No. of Facilitators Involved	No. of Caregivers Groups	No. of ICDP Participants
Mahottari	Bardibas Municipality	6	3 groups	25
	Gaushala Municipality	5	5 groups	41
	<b>Total</b>			<b>Reaching 66 caregivers</b>

## Capacity Building

ECEC promotes a “life long learning” attitude in its courses. But also for the ECEC staff it is important to keep on developing and learning even in a difficult year as 2020 was.

ECEC held Capacity Building sessions for staff on June 29, July 13 & 20, 2020. These sessions by Corry Nap provided a helpful a roadmap for overcoming any crisis in life. The roadmap was laid out in clear alphabetic format:

**A** – Activating event

**B** – Our core **B**eliefs during that event

**C** – **C**onsequent emotions

**D** – **D**isputing negative beliefs

**E** – Replacing irrational thoughts with **E**ffective new rational thoughts that result in renewed Energy to move forward.

We spent time in the sessions identifying our core beliefs when we face crisis, especially in the current pandemic situation, and then considered how we might change them. It is normal to experience negative emotions, such as fear or loneliness as consequences of crisis, but we learned to evaluate and replace those negative beliefs with effective, new thoughts that will encourage us to explore a new way of life.

### My Experience: Master in Learning and Innovation – Driestar Christian University

I was one of the students from ECEC staff who was registered for the Masters in Learning and Innovation Course from Driestar University, which was scheduled to start from September 2020. However, due to the pandemic, the course did not take place in 2020. Despite that, Driestar University was kind enough to allow me to do some of the modules from different semesters before the full course starts later. I was very impressed with the ways they connect with the students and prepare them before the start of the semester.

The statement ‘slow education - less is more, slower is better’ is something that made me think more about the programmes that I have been working on to bring transformation to education. This made me pause and reflect on whether we are adopting the principle of ‘slow education’ which means transformation does not happen overnight. We need to have perseverance for people to understand and process the new learning. The course has made me realise that if we want to bring change, it is important that we continue to improve.

The historical background of the session helped me understand the reasons behind education being the important tool that works as a change agent. Doing the session with people from across the world is another positive thing about the course. As the students share their experiences and ideas, others discover new information and find out about the challenges people around the world are facing in bringing transformation in education.

Being able to participate in a few of the modules has provided me with new insights and experience about education. I think this course is well worth doing.

Thank you, INCE and ECEC.



**Meena Karki Subba**  
Research and Development Manager

## ECEC Staff Capacity Building 2020

S.N	Course/Event	Participants	Facilitator/Teacher (Organizer)	Hours Remarks
1	INCE Consultancy Training	Head of Business Development Department, Research and Development Manager, Head of Teacher Training Department, Head of Administration Department, Team Leader of Business Development Department and 7 Teacher Trainers	Driestar (Gerben Heldoorn and Jaap Braaksma)	5 days
2	ICDP Trainer of Facilitators' Training	Head of Teacher Training Department, ICDP Project Coordinator, 3 Team Leaders of Teacher Training Department and 5 Teacher Trainers	ECEC ICDP Nepal	27 hours
3	ICDP Trainer of Trainers' Training	Founding Director, Board of Director, General Manager and Head of Administration Dept.	International Child Development Programme (ICDP)	3 days (18 hours)
4	ICDP Facilitators' Meeting	2 Teacher Trainers	ECEC ICDP Nepal	3 days (18 hours)
5	Masters in Learning & Innovation (MLI)	Research and Development Manager and 2 Teacher Trainers	Driestar University	2 weeks (40 hours)
6	Leadership Training	IT and Publishing Officer	Early Childhood Education Centre (ECEC)	3 days (18 hrs)
7	Stress and Coping (Core Beliefs in Crisis)	Administration Department, Business Development Department and Teacher Training Department	Corry Nap	3 sessions (6 hours)
8	Workshop on Writing Story Books	Founding Director, Head of Business Development Department, General Manager, Head of Teacher Training Department and 10 Teacher Trainers	Meekha Mathema	6 hours



# 2020 at a Glance



TSTEC Graduation

## Three Star Teacher Education Center, Pvt. Ltd (TSTEC)

Three Star Teacher Education Center, Pvt. Ltd, or TSTEC, is a partner organisation of ECEC. It is based in the Chabahil area of Kathmandu. There have been many ups and downs in the journey, especially as it was established in January 2020, at the beginning of the COVID. However, ultimately it has been a year of blessings.



Capacity Building Facilitators Jaap and Gerben from the Netherlands did a Consultancy Training for 5 days January 2020



11th Batch 1 Year Course Graduation 23rd of February



Consultancy Training in action



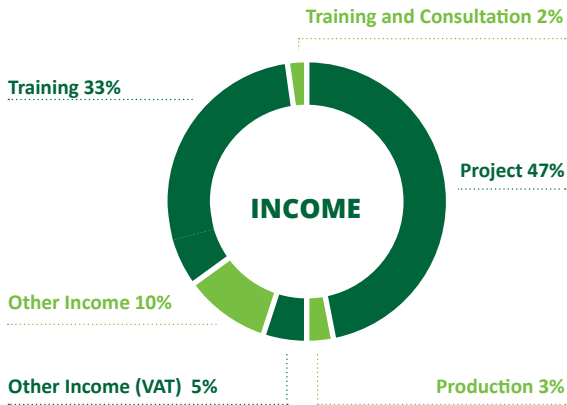
## 'A Trip to Nostalgia'

### ECEC 1 Year Course Alumni Reunion 2017-2018

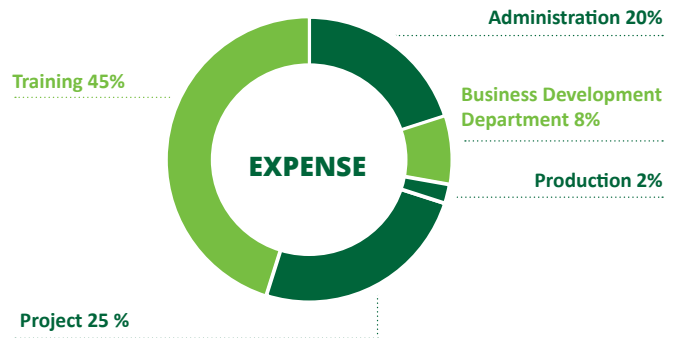
Just as Don Bartolovic said, "A trip to nostalgia now and then is good for the spirit", ECEC hosts a 1 Year Alumni Reunion programme every two years. On 8 February 2020, a total of 61 alumni from the very first batch of 2009 / 2010, to the more recent batch from 2018 / 2019 attended one such event hosted by ECEC at Siddhartha Cottage, Dhobighat. The programme's aim was to renew contacts and network with ECEC 1 Year graduates as well as sharing the latest education news and an opportunity to encourage each other. As the saying goes, "Memories are made when gathered around the table", the alumni greeted their former course mates with tears and tight hugs, spent some time eating together while chatting, taking photos, and talking about how they are doing both personally and professionally. The highlight of the programme was a speech delivered by Lars Lieu and Astrid Aspeland, from Norway. They spoke about Tics and Tourette's Disorder and Their Treatment, Psychological Disorders in Young Children (such as conduct disorder, trauma and trauma treatment) and Prevention of Burnout at Work.



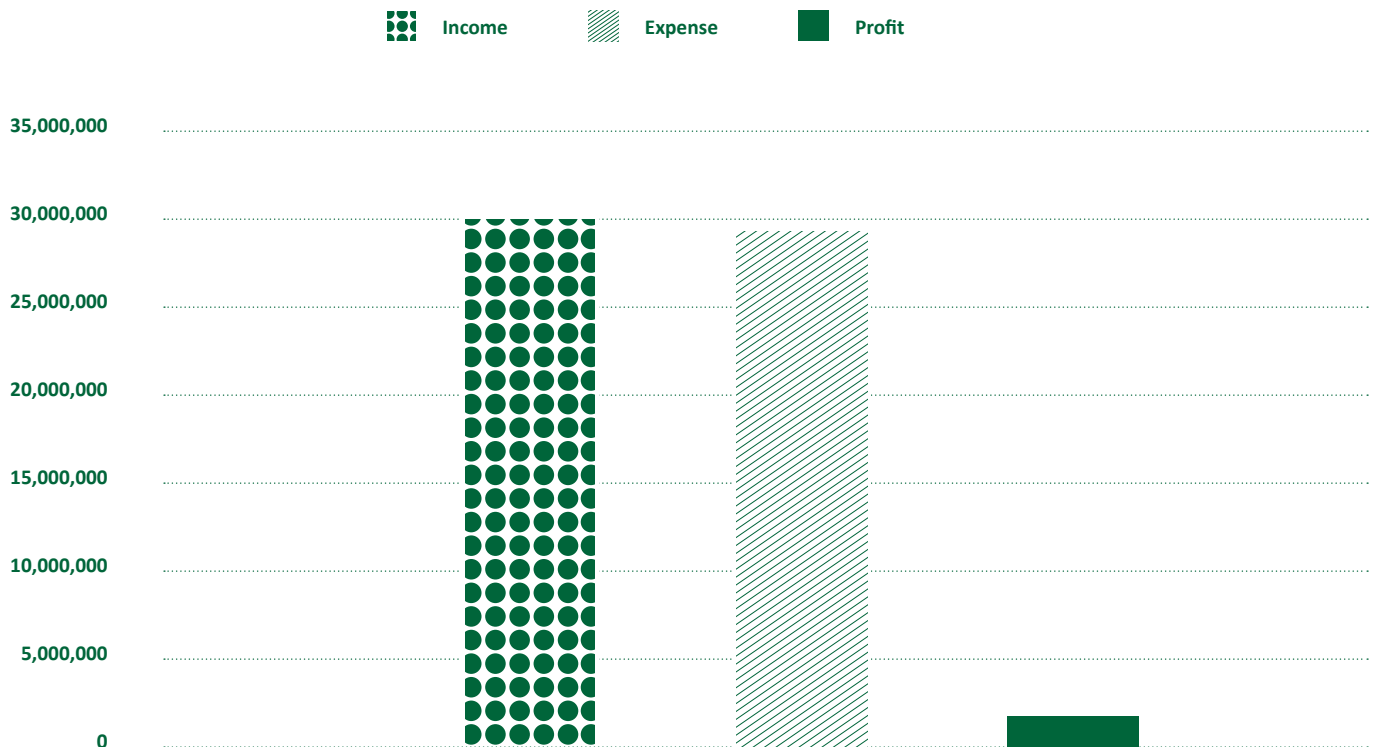
# Financial Data



**Fig 1: Income Fiscal Year 2076-2077**  
( 17 July 2019 to 16 July 2020 )



**Fig 2: Expense Fiscal Year 2076-2077**  
( 17 July 2019 to 16 July 2020 )



**Fig 3: Profit/Loss 2076-2077**



# ECEC Staff 2020

## 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



**Yusouph Mahat**  
Accounts Officer



**Pritima Mukhiya**  
Accounts Officer



**Kris Maya Tamang**  
Administrative  
Assistant



**Gyan Bdr. Thapa**  
Driver cum External  
Work Assistant



**Risohani Pradhanang  
Shrestha**  
ICDP Project  
Coordinator/ Teacher  
Trainer



**Mark Tamang**  
Office Assistant



**Bina Tamang**  
Kitchen Incharge



**Sharmila Pokhrel**  
Support Staff



**Santa Ram Rai**  
Security Guard



**Pasang Tamang**  
Security Guard



**Sahadev Kunwar**  
Security Guard

## Business Development Department (BDD)



**Reann Binnenmars**  
HoD BDD



**Laxmi Gurung**  
Marketing Officer  
cum Public Relation  
Officer/ Team  
Leader



**Meena Subba Karki**  
Research and Dev.  
Manager



**Pabitra Magar**  
Receptionist



**Soniya Tuladhar**  
Receptionist



**Anugrah Manaan**  
Book Designer



**Bibek Shakya**  
Teacher Trainer  
(Focus on IT)



**Ramesh Khadka**  
IT and Publishing  
Officer



**Simrit Dangol**  
BDD Assistant

## Teacher Training Department



**Kamala Thapa  
Chhetri**  
HoD Teacher  
Training Dpt.



**Sabita Thapa**  
Team Leader  
Teacher Trainer



**Singi Lhomi**  
Team Leader  
Teacher Trainer



**Geeta Kapali**  
Team Leader  
Teacher Trainer



**Nanda Nath Khapangi**  
Team Leader  
Teacher Trainer



**Prabha Rai**  
Teacher Trainer



**Hadassah Dona  
Karthak**  
Teacher Trainer



**Anupama Mukhia**  
Teacher Trainer



**Sujit Rai**  
Teacher Trainer



**Kabita Ramtel**  
Teacher Trainer



**Bimala Shrestha**  
Teacher Trainer



**Sharona Thapa**  
Teacher Trainer



**Hira Man Tamang**  
Teacher Trainer



**Sharmila Desemaru**  
Teacher Trainer



**Khagendra Shrestha**  
Teacher Trainer  
Liaison Officer



**Pramila Pradhan**  
Teacher Trainer



**Paul Basnet**  
Teacher Trainer




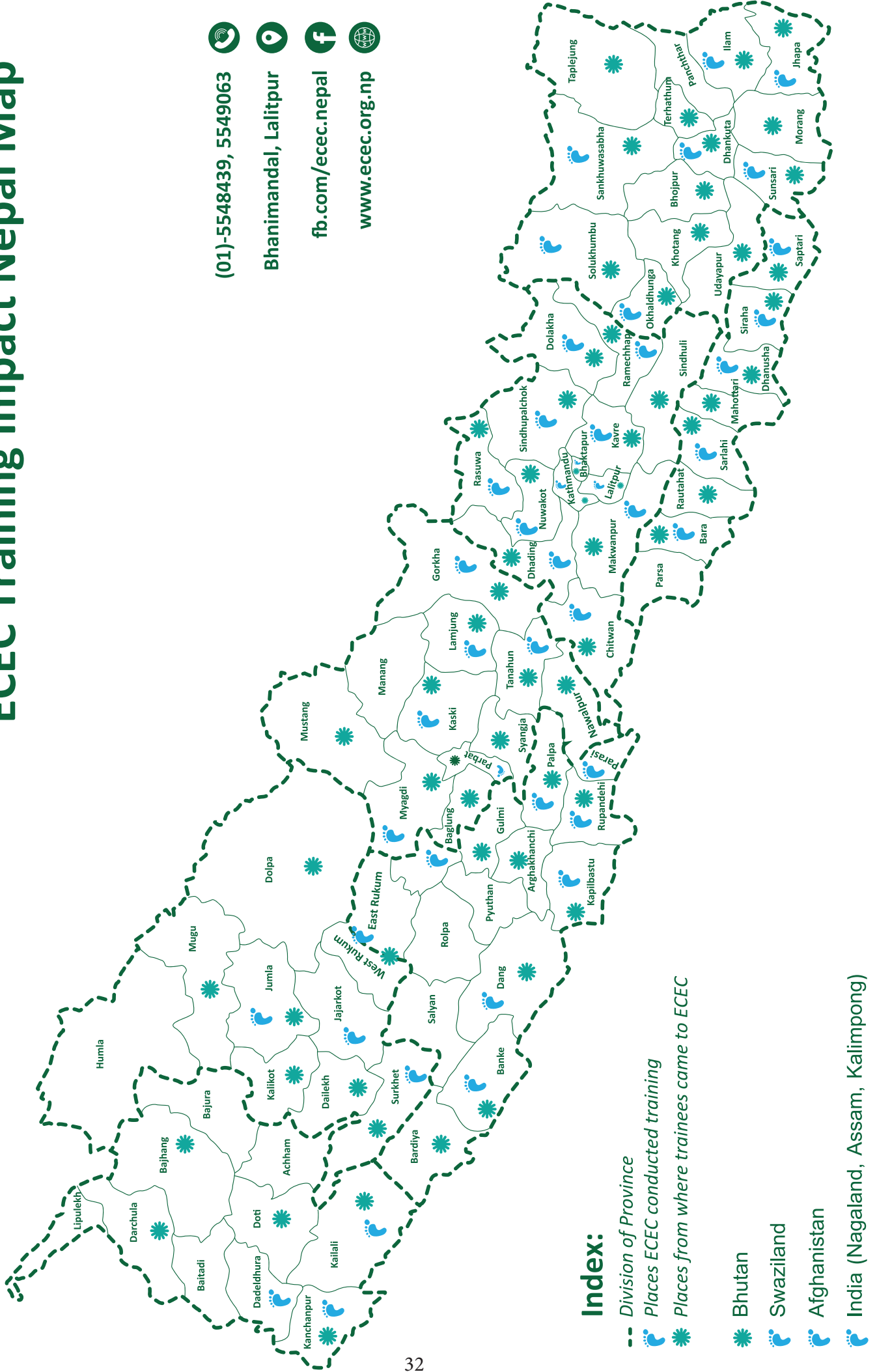
**Bijay Tamang**  
Teacher Trainer










**Esther Rai**  
Teacher Trainer

# ECEC Training Impact Nepal Map

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 Bhanimandal, Lalitpur  
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 [www.ecec.org.np](http://www.ecec.org.np)



## Index:

-  Division of Province
-  Places ECEC conducted training
-  Places from where trainees came to ECEC
-  Bhutan
-  Swaziland
-  Afghanistan
-  India (Nagaland, Assam, Kalimpong)





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 **20** through **20**  
**zoom**