

A REPORT ON AN IMPACT EVALUATION OF EARLY CHILDHOOD PROGRAMM IN WEST RUKUM, NEPAL



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Acknowledgements

SHRISTI Nepal was committed to do pre post (baseline and endline) comparison study when doing MOU with BOOKs of JOY. As per the commitment, SHRISTI conducted baseline study in May of 2024 and endline study in March of 2025 after 10 months of project implementation. There was no any budget allocated for the study. Thus, Chair of the SHRISTI implemented the study voluntarily. ECD facilitators of the intervention schools supported to collect the data in free of cost. Thus, on the behalf of SHRISTI, we would like to express out heartfelt gratitude to them for their valuable time and support. To see the name of ECD facilitators, see Annex 4.

We extend thank to Head Teachers of the intervention schools and Education officer Tara Pun who cooperated enormously to complete the study.

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Executive Summary

Background: In Nepal, early childhood development (ECD) is considered as the main foundation for a child's future learning and development. It is the preparedness of children for school in terms of their physical growth, mental capacities, and social adjustment.¹ The government of Nepal started the *Shishu Kaksha* Program under the Basic Primary Education Programme in all public schools as ECD Centers in 1997. Early childhood is a thrilling time of exploration, discovery, where young children are curious about everything around them. During these formative years between three and five, toys play a vital role in tapping into this innate curiosity, offering endless opportunities for fun and learning.²

There was an agreement made between Books of Joy and Society for Empowerment and Sustainability – SHRISTI (here after only SHRISTI will be mentioned) to implement Early Childhood Program (ECD) on November 29, 2023. Purpose of the agreement was to distribute ECD materials in 6 public schools of Musikot Municipality ward # 11 and 12. It was agreed to see pre and post situation of the targeted children to see if the use of ECD materials during ECD sessions improves the performance of the children.

The Project Intervention: Goal of the project was to improve well-being of children aged between 3-6 years in Nepal and expected outcome or overall objective of the project was to Improve development outcomes of targeted children in the project locations. Expected output was the targeted school will run Early Childhood Development activities in improved way. There were 4 indicators were set to measure the improvement. See the indicators as below in section of objective of the study.

To achieve the above-mentioned objective, in financial support of Books of Joy, SHRISTI provided 51 sets of various ECD materials, 43 sets of stationaries for drawing and 51 reading books to all targeted schools in the beginning of the new academic year of 2024/2025. Shree Jana Kalyan Secondary School Kanspokhari received double sets of the materials because of higher number of children. In addition to it, wooden rack was provided to each school to keep books and EC kits. To see the details of the materials, please see Annex – 1 for details.

Objective of the study: The overall objective of this study was to evaluate the effectiveness of use of ECD materials (Kits) in the intervened schools by measuring the increment (base line and end-line status comparison) in development outcomes of the 3 – 5 years old children who are enrolled in ECD centers of the schools. And, performance of schools in use of ECD materials, admission and enrollment of the 3 – 5 years old (ECD aged) children from the catchment area will also be measured. So, following are the indicators to measure by the study.

1. % improvement in social-emotional, language and cognitive development of the targeted children
2. % of ECD sessions are run by using ECD materials increased
3. % of attendance of children in ECD class increased
4. % enrollments of children in ECD class increased

Methodology: This study adopted a pre-post (baseline and endline) intervention approach in evaluating the effectiveness of the program. The sample population was purposive. That means children who were enrolled in ECD class were interviewed in pre-assessment and the post-assessment. Data was collected from the same children from whom the pre-assessment data was collected. For Indicator 1, survey questionnaire was developed (see annex 2 for details), for indicator 2, a checklist was developed (see

¹ Shrestha, Dhurba Kumar, 2023: Early Childhood Education and Development in Nepal: Status, Trends and Challenges

² <https://jollyheap.com/development-toys-in-early-education/#:~:text=> dated 4.18.2025

annex 3 for details). For indicator 3 and 4, secondary data of the schools (ECD centers) were used i.e. Attendance register and enrolment register.

Findings: There is significant increment in development outcome of the ECD children in the intervention schools. It is increased by 231% from baseline (pre intervention). The total score of all six domains (social-emotional, executive function, emergent numeracy, emergent literacy, fine motor and gross motor) was 2363 as calculated in the baseline assessment, whereas it increased to 7821 in in end-line assessment. Highest score is in fine motor, second highest is in emergent numeracy and third highest score is in emergency literacy. This means there is enough utilization of the ECD materials. However, there is a need of improvement in communication and social-emotional skills, and need of improvement in executive function.

All ECD facilitators found using ECD materials when running ECD sessions. This practice is increased by 56.88% from baseline. They said all ECD materials are becoming very useful. Though, two of ECD facilitators told some materials like Weighing machine, Geo Board, Attribute Set, Dominoes, Memory Games were less used since they did not know how to use it. All interviewed ECD facilitators asked for ECD training since most of the facilitators were newly hired and not trained in ECD class operation.

Attendance is increased by 2.3% from baseline. From the study, it is realized that ECD attendance is always lower than other higher grades since it is first entry point for children in school. It takes time for children to habituate to be regular in school. Eighty and above percent of attendance was targeted in the project which is found highly ambitious.

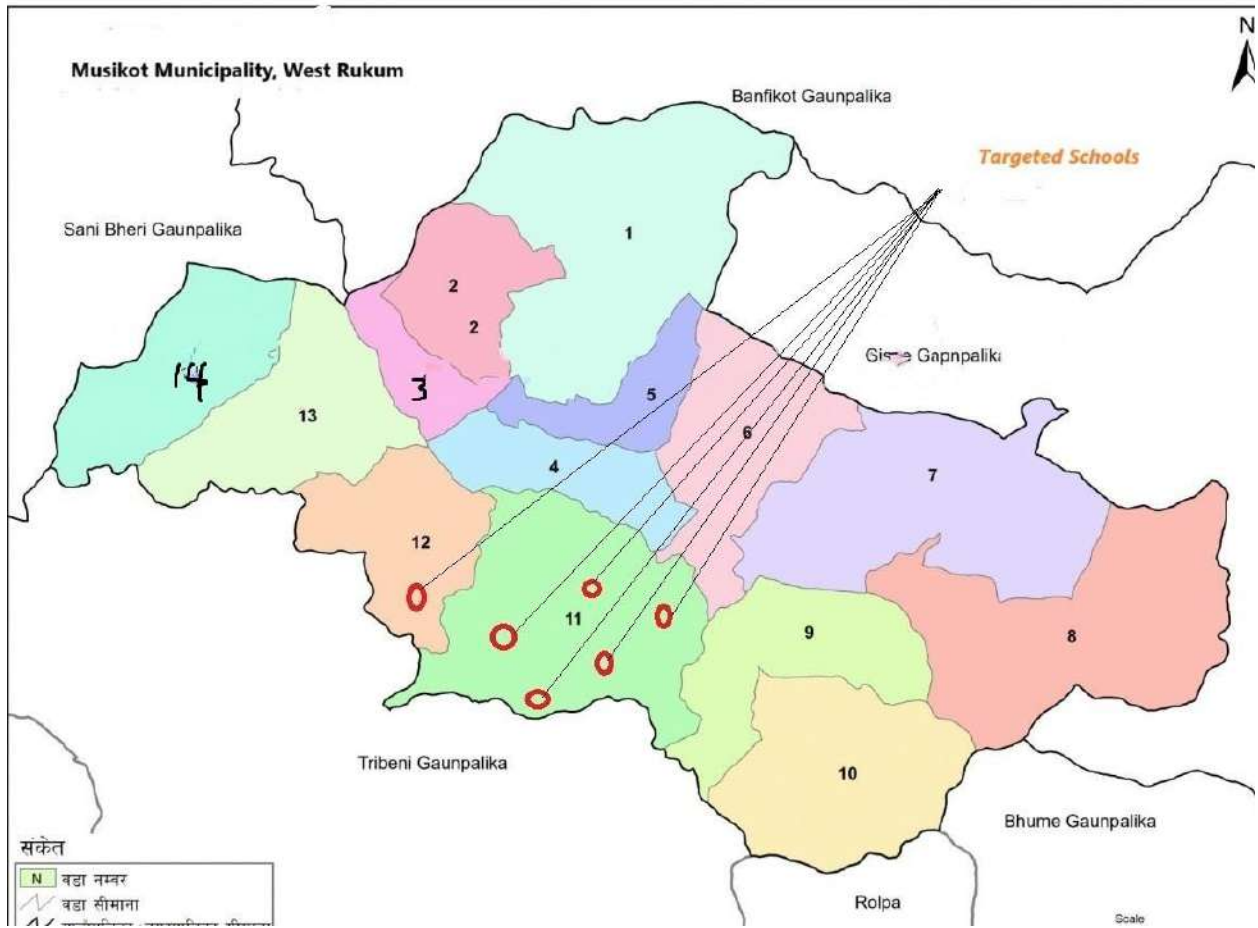
Enrollment is also found significantly increased. Enrollment is increased by 19.5% from baseline. Family migration to India is contributing to lower enrollment and drop out.

Conclusion and Recommendations: The study indicates that the availability of learning resources including reading materials and other tools contributed to achieve higher numeracy score. The pre and post studies prove that the availability of learning materials and increased engagement in activities could lead to increased learning and development among children. But ECD facilitators should be skillful to use the ECD materials properly. ECD materials can be pull factors to increase enrollment and attendance. However, family migration to India for labor work is contributing school dropout and lower enrollment.

The study recommends as follows:

- **Training with materials support is more effective:** Just materials are not enough to increase learning. If ECD materials provided with training to ECD facilitators, it multiplies the improvement of development outcomes.
- **More efforts needed by ECD facilitators to increase socio-emotional development and executive function:** The study shows there is a need of improvement in practice of collaborative play that promote concentration, communication skill, and social-emotional skills and use of dominoes, geo-board, materials for memory game, that promotes focus or concentration, planning, and self-regulation which is executive function and problem solving, reasoning, hand eye coordination.
- **Learning materials/resources should be simple and contextual:** It is essential to know in advance if the ECD facilitators know how to use the provided learning materials. And, it will be good if the ECD materials are simple and contextual so that ECD facilitators and children can use properly.

MAP OF STUDY LOCATION



1.1 Background:

In Nepal, early childhood development (ECD) is considered as the main foundation for a child's future learning and development. It is the preparedness of children for school in terms of their physical growth, mental capacities, and social adjustment.³ The government of Nepal started the *Shishu Kaksha* Program under the Basic Primary Education Programme in all public schools to establish a number of ECD Centers in 1997. Early childhood is a thrilling time of exploration, discovery, where young children are curious about everything around them. During these formative years. Toys play a vital role in tapping into this innate curiosity, offering endless opportunities for fun and learning. These toys are not just to keep children entertained, they enhance cognitive skills, boost motor abilities, promote emotion growth by engaging with playful toys and materials setting a solid foundation for lifelong learning⁴.

There was an agreement made between Books of Joy and Society for Empowerment and Sustainability – SHRISTI (here after only SHRISTI will be mentioned) to implement Early Childhood Program (ECD) on November 29, 2023. Purpose of the agreement was to distribute ECD materials in 6 public Schools of Musikot Municipality ward # 11 and 12. It was agreed to see pre and post situation of the targeted children to see if the use of ECD materials during ECD sessions.

Books of Joy is a 501(c)(3) non-profit organization, EIN 47-5365321, based in Redmond, Washington. The organization's mission is to empower children in underserved communities to achieve their full potential through education. Books of Joy partners with local organizations and communities to provide books, school supplies, scholarships and establish learning environments to promote literacy.

SHRISTI is a national, non-governmental organization run by a group of women with diverse expertise. It is registered at the Kathmandu District Administration Office of Nepal Government under the Social Act 2034 (AD 1977/78), and affiliated with the Social Welfare Council. The aspiration of SHRISTI is to empower, capacitate and organize women, children and deprived people to create a peaceful, dynamic, self-reliant, equitable and sustainable society by making socio-economic, education, health, protection, livelihood programs for their sustainable development.

Books of Joy and SHRISTI have chosen to establish a partnership to address the quality learning needs of ECD aged children (3 – 5 years old) from the underserved communities in six public schools of Musikot Municipality of West Rukum in Nepal on November 29, 2023. See the table 1 below to know the name of the schools.

1.2. Intervention:

Overall goal of the project was to improve well-being of children aged between 3-6 years in Nepal and expected outcome or Objective of the project was to improve development outcomes of targeted children in the project locations. Expected outputs was the targeted school will run Early Childhood Development activities in improved way. There were indicators were set to measure the improvement. There were 4

³ **Early Childhood Education and Development in Nepal: Status, Trends and Challenges** Dhurba Kumar Shrestha
2023

⁴ <https://jollyheap.com/development-toys-in-early-education/#:~:text=> dated 4.18.2025

indicators were set to measure the improvement. See the indicators as below in section of objective of the study.

To achieve the above-mentioned objective, in financial support of Books of Joy SHRISTI provided 51 set of various ECD materials, 43 set of stationaries for drawing and 51 reading books to each school in beginning of the new academic year of 2024/2025. Shree Jana Kalyan Secondary School Kanspokhari received double set of the materials because of higher number of children. In addition to it, Wooden Book Racks were provided to each school to keep books and EC kits. To see the details of the materials, go to Annex – 1.

1.3. Objective of the study:

The overall objective of this study was to evaluate the effectiveness of use of ECD materials (Kits) in the Intervened schools by measuring the increment (base line and end-line status comparison) in development outcomes of the 3 – 5 years old children who are enrolled in ECD centers of the schools. And, performance of schools in use of ECD materials, admission and enrollment of the 3 – 5 years old (ECD aged) children from the catchment area will be measured. So, following are the indicators to measure by the study.

1. % improvement in social-emotional, language and cognitive development of the targeted children
2. % of ECD sessions are run by using ECD materials increased
3. % of attendance of children in ECD class increased
4. % enrollments of children in ECD class increased

Chapter 2: The Study Design & Methodology

2.1 Study Design:

This study adopted a pre-post (baseline and endline) intervention approach in evaluating the effectiveness of the program. Pre-assessment (baseline) data collection was conducted in early May 2024 prior to the use of the ECD materials in the ECD centers of the targeted school while new academic year was started. Post-assessment (endline) data collection was conducted in February 2025 to measure the initial impact in 10 months. It was planned to conduct survey in February since the schools were planning to carry on annual exam in March 2025. Mid-April is starting time of new academic year in Nepal. The sample population was purposive. Children who were enrolled in ECD class were interviewed in pre-assessment and the post-assessment, The data was collected from the same children from whom the pre-assessment data was collected.

2.2 Study Area (geographical) and Sample Size

The study was carried out in the intervened public schools who received the ECD materials

Table 1

Name of Intervention Schools
1. Shree Jana Kalyan Secondary School Bhalakcha, Musikot Municipality Ward No.11, West Rukum,
2. Shree Baldharam Basic School Syabang, Musikot Municipality Ward No.11, West Rukum
3. Shree Saraswati Basic School Kusumdanda, Musikot Municipality Ward No.11, West Rukum
4. Shree Gyanodaya Sec. School Lahu, Musikot Municipality Ward No.11, West Rukum
5. Shree Saraswait Basic School Sipri, Musikot Municipality Ward No.11, West Rukum
6. Shree Jana Kalyan Sec.School Kanshpokhari, Musikot Municipality Ward No.11, West Rukum

The sample of 91 children were assessed though altogether 128 children were enrolled in the 2024/25 academic year. Among them 14 children dropped who either migrated to India or shifted to private school, three are not regular in school, three are promoted in Grade 1 and 17 newly admitted in February who are not included in the study. The children (37 children) who fall in these categories could not appear in the study.

2.3 Study Tools

To collect data for the first indicator i.e. development outcomes, Internation Development and Early Learning Assessment (IDELA) tool was adapted. It is globally accepted a structured questionnaire originated by Save the Children US to assess the development outcomes among 3-5 aged children after joining Early Childhood Development activities. It was considered as base but not used exactly. There are altogether six themes or domains to see the development outcomes of the targeted children

- Emergent literacy
- Emergent numeracy
- Social-emotional development
- Fine Motor
- Gross Motor
- Executive Function

We used all domains and selected only some questions from the tool. Survey tool was translated in Nepali version. Please see Annex 2 for details.

For the second indicator, a check list was developed, see the Annex – 3. For indicator 3 and 4, secondary data of the schools (attendance register and enrollment register) was used.

2.3 Implementation of the study

The Chair of the SHRISTI led the study. She prepared the tool, translated in Nepali version, and oriented each ECD facilitators at individual level by visiting each school. Head facilitators were contacted and requested to allow ECD facilitators to collect data prior to the data collection in both pre and post assessment.

2.4 Data Entry, Cleaning and Analysis

EXCEL Sheet was developed to process the study data. It was followed-up by manual checking of questionnaires and made consultations with the relevant persons. Data was analyzed at the individual level.

2.6 Study Limitation

Main problem of the study was lack of budget. So, as much as possible, it was tried to make study process low or free-priced. Tool was customized, not all activities of IDELA tool was adopted. That is why, though questionnaire is based on IDELA tool but not all steps and activities are adopted thus this study could not considered a IDELA study. This is just a pre-post (baseline and endline) comparative study influenced by the IDELA process.

3.1 Children’s participation in study:

Though a total of 128 children were found recorded in the schools register in academic year 2024/2025, 91 children were included in this study. Because 14 children dropped ECD class, three were promoted in grade 1 during the academic session due to excellent performance, three were irregular and absent in the assessment and 17 students are enrolled very lately, they are enrolled in January and February 2025. . These are the reasons that all children could not appear in the study.

A total of 91 children participated in baseline study and 102 participated in end-line study. School wise details is as below.

Table – 2
Number of ECD children in baseline (pre) and end-line (post) by school

S. N.	Name of ECD center or school	No. of children in Baseline	No. of children in End-line
1	Shree Jana Kalyan Secondary School, Bhalakcha	13	23
2	Shree Saraswati Basic School, Kusumdanda	16	16
3	Shree Gyanodaya Secondary School, Lahu	13	13
4	Shree Saraswati Basic School, Sipri	4	4
5	Shree Jana Kalyan Secondary School, Kanshpokhari	34	33
6	Shree Baldharam Basic School, Syabang	11	13
	Total	91	102

3.2 Achievements in development outcomes of children

As per the monitoring and evaluation plan of the project, objective of the project is “to improve development outcomes of targeted children in the project locations” and indicator is % improvement in social-emotional, language and cognitive development of the targeted children. So, to see the improvement in development outcome of the children, the following themes (domains) and sub-themes (sub-domains) were assessed by comparing the pre intervention and post intervention situation of the children.

Table 3

DOMAINS (THEMES)	SUB-DOMAINS (SUB-THEMES)
SOCIAL EMOTIONAL	Self-awareness, Friends, Emotional awareness and Regulation
EMERGENT NUMERACY	Comparison size and length, Sorting and Classification, Shape Identification, Number Identification, One to one correspondence, Addition and Subtraction, Puzzle completion
EXECUTIVE FUNCTION	Short Term Memory, Inhibitory Control
EMERGENT LITERACY	Expressive Vocabulary, Letter Identification, Emergent Writing, Oral Comprehension
FINE MOTOR	Coping a Shape
GROSS MOTOR	Hopping

3.2.1 Domain wise development outcomes:

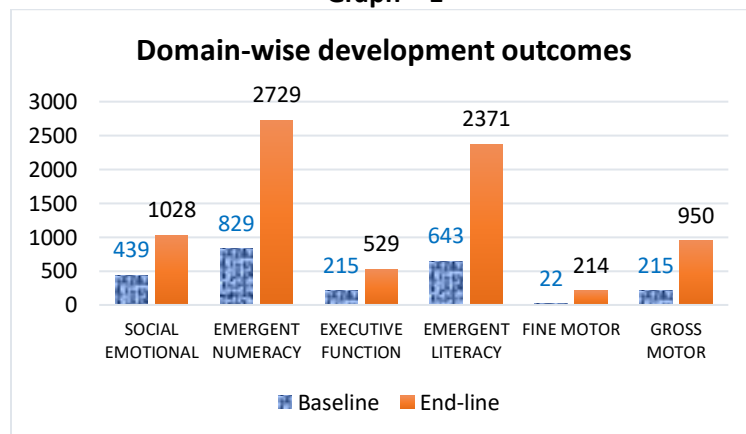
In the baseline study, a total of 91 children were found in all six schools, and in the end-line study, a total of 102 children were found. It means a total of 11 children were enrolled after the baseline study;

therefore, the findings of the study of those 11 children has not been included to compare the changes in the end-line against baseline. A total of six domains were included in the performance of ECD children in both baseline and end-line assessment. The total score of each domain was calculated by adding the value of each item/sub-domain. The domain-wise performance of all ECD children is as given below:

Table 4 : Domain-wise development outcomes

S.N.	Domain	Total Score		Increased by %
		Pre (Baseline)	Post (Endline)	
1	Social Emotional	439	1028	134
2	Emergent Numeracy	829	2729	229
3	Executive Function	215	529	146
4	Emergent Literacy	643	2371	269
5	Fine Motor	22	214	873
6	Gross Motor	215	950	342
	Grand Total	2363	7821	231

Graph – 1



The table and graph show that there is significant increment in development outcome of the ECD children in the intervention schools. It is increased by 231% from baseline (pre intervention). The total score of all six domains was 2363 as calculated in the baseline assessment, whereas it increased to 7821 in in end-line assessment. It indicates that the development outcomes of ECD children significantly increased. The highest increment is seen in fine motor domain that improved by over 800 percent in the end of the academic year as compared to the beginning of the year. Similarly, Emergent Numeracy and Emergent Literacy are also found very high. Social Emotional and Executive Function are found comparatively lower.

This means children mostly used blocks, puzzle, craft supplies (stationaries for drawing) like pencils, color pencils, scissor, craft scissor, painting brushes, glue stick, wooden stamp, eraser, sharpeners craft punch which contributes to fine motor skills, imagination, artistic skills, communication skills. Gross motors are also found highly increased that there are enough physical activities among ECD children going on.

Then second most use of ECD kits/materials colorful beads, shapes, building blocks color, tangle toys, sort and match, stacking set, Legos that the children used for counting, sorting, and measuring them that contribute to understanding emergent mathematics or basic mathematic skills. The study indicates that

the availability of learning resources including reading materials and other tools contributed to achieve higher numeracy score. The pre and post studies prove that the availability of learning materials and increased engagement in activities could lead to increased learning and development among children.

Third most use of ECD kits/materials are water toys, vegetable, fruit set, kitchen set, Doctor’s set, shapes, beads, wooden puzzle blocks, picture books, story books, pencils, alphabets of different blocks that contribute to, letter recognition, sound blending, and word building or basic literacy skills. These materials can be used for a variety of literacy activities, including to develop pre-reading and pre-writing skills. The study indicates that the availability of learning materials like reading materials and other playing materials contributed with higher literacy score.

However, the study shows that there is a need of improvement in practice of collaborative play activities like group work in ECD Kits that promote teamwork, communication, and social-emotional skills. Similarly, there is also a need of improvement in use of dominoes, geo-board, materials for memory game, song, dance that promotes focus or concentration, planning, and self-regulation which is executive function and other skills like problem solving, spatial reasoning, hand eye coordination.

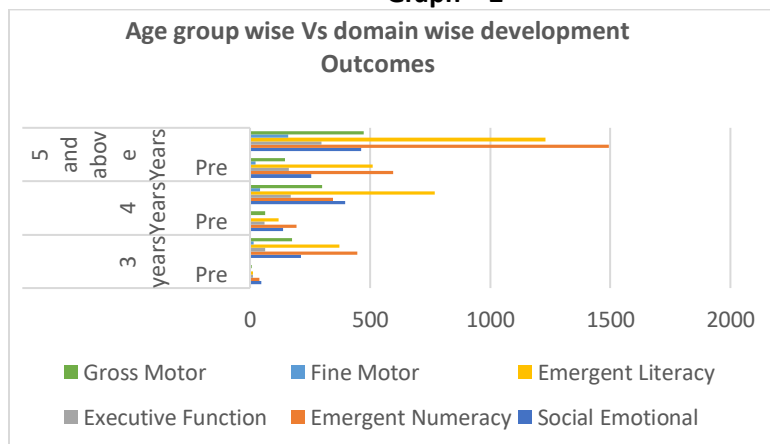
3.2.2 Age group wise Vs Domain wise development outcomes:

To analyze age group wise performance, children are categorized into three groups. There are firstly 3 years old children, secondly 4 years old children and thirdly 5 and above aged children. Under 5 + category, 6 years old 9 children, 7 years old 1 child and 8 years old 1 child are included.

Table 5: Age group wise Vs Domain wise development outcomes

Domain	Age 3		Age 4		Age 5 +	
	Pre	Post	Pre	Post	Pre	Post
Social Emotional	46	211	137	396	256	463
Emergent Numeracy	40	446	193	845	477	1153
Executive Function	13	62	60	169	142	298
Emergent Literacy	12	373	120	768	511	1230
Fine Motor	0	14	0	42	22	158
Gross Motor	7	175	63	301	145	474
Grand Total	118	1281	573	2521	1672	4019
Increased by %	986		340		140	

Graph – 2



The table and graph show that there is significant increment in all three groups of ECD children and in all domains. By age group of 3, 4 and 5 years, the increment percent is 986, 340 and 140 percent respectively. Beside equal resource and equal time and equal support to all age groups, there is the highest increment among 3 years old age groups, second highest is among age 4 and least is among age 5 +. It means learning capacity is higher among lower age of children. But there is no enough evidence, thus this agenda can be separately studied.

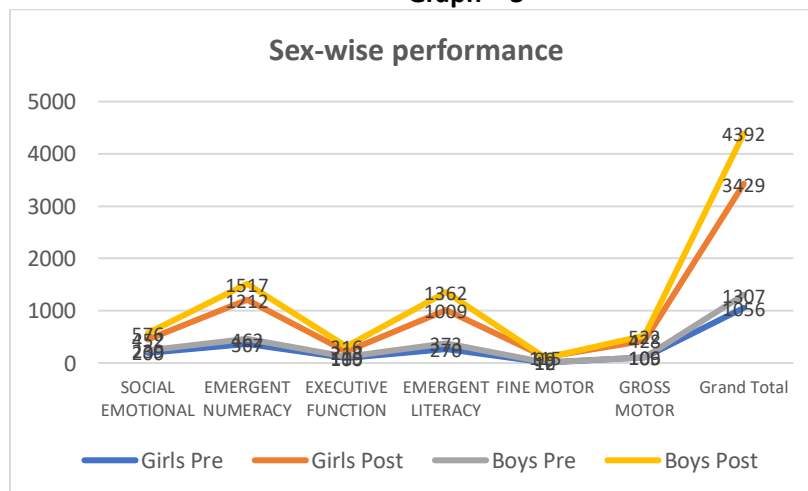
3.2.3 Sex-wise Vs Domain wise development outcomes

To see the achievement by gender, all the data was filtered by boys and girls and data was analyzed.

Table 6: Sex-wise Vs Domain wise development outcomes

Domain	Girls		Boys	
	Pre	Post	Pre	Post
Social Emotional	200	452	239	576
Emergent Numeracy	367	1212	462	1517
Executive Function	100	213	115	316
Emergent Literacy	270	1009	373	1362
Fine Motor	10	115	12	99
Gross Motor	109	428	106	522
Grand Total	1056	3429	1307	4392

Graph – 3



The table and graph show that the proportion of performance among boys is higher than that of girls in all domains in both baseline and endline. This study does not cover examination the reason behind it. Thus this issue could be another opportunity to study in future.

3.3 Performance of ECD Centers:

As per the monitoring and evaluation plan of the project, performance of the ECD Centers is described as output was **‘the targeted school will run Early Childhood Development activities in improved way’**.

There were three indicators were set to measure which are as follows:

- i. % of ECD sessions are run by using ECD materials increased
- ii. % of attendance of children in ECD class increased
- iii. % of enrollment of children in ECD class increased

3.3.1. Achievement in use of ECD materials

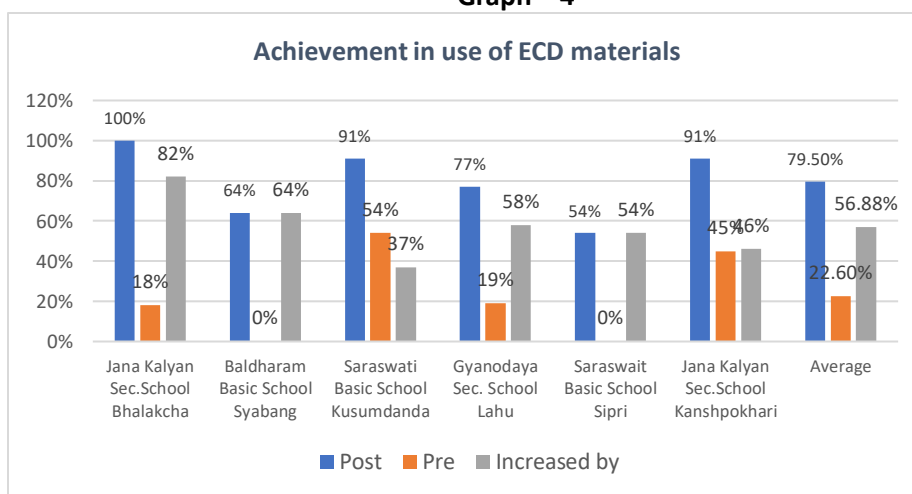
To measure this, a check list developed and consulted with ECD facilitators to get the data. Findings are as follows:

Table 7: Achievement in use of ECD materials

Schools	Post	Pre	Increased by
Shree Jana Kalyan Secondary School Bhalakcha	100%	18%	82%
Shree Baldharam Basic School Syabang	64%	0%	64%
Shree Saraswati Basic School Kusumdanda	91%	54%	37%
Shree Gyanodaya Secondary School Lahu	77%	19%	58%
Shree Saraswait Basic School Sipri	54%	0%	54%
Shree Jana Kalyan Sec.School Kanshpokhari	91%	45%	46%
Average	79.5%	22.6%	56.88%

Note: There are altogether 11 sessions as approved by the education section of the Musikot Municipality, West Rukum. Sessions are 1: Physical skill, 2: Emotional skill 3: Cultural and moral skill 4: Cognitive skill 5: Health, nutrition, protection and environment skill 6) Creative skill 7) Language skill 8) Mathematic skill 9)Visual skill 10. Environment science skill 11: Social study skill.

Graph – 4



The table and graph show that all ECD facilitators found using ECD materials when ECD facilitators run ECD sessions. When comparing among the schools, Shree Jana Kalayan Secondary School Bhalakcha used the most and Shree Saraswati Basic School used the lowest. This practice is increased by 56.88% from baseline. During the discussion with all ECD facilitators, they have expressed that ECD materials are becoming very useful to run the sessions. Especially, colorful beads, shapes, building blocks color, tangle toys, sort and match, stacking set, Legos water toys, vegetable, fruit set, kitchen set, Doctor’s set, shapes, beads, wooden puzzle blocks, picture books, story books, stationaries for drawing are found very effective. However, ECD facilitators in Lahu, and Syabang told some materials like Weighing machine, Geo Board, Attribute Set, Dominoes, Memory Games and Wooden Blocks were less used since they were not well familiar with the materials and they did not know how to use it. All ECD facilitators asked for ECD training since most of the

facilitators were newly hired and not trained in ECD class operation. All interviewed ECD facilitators asked for a ECD training.

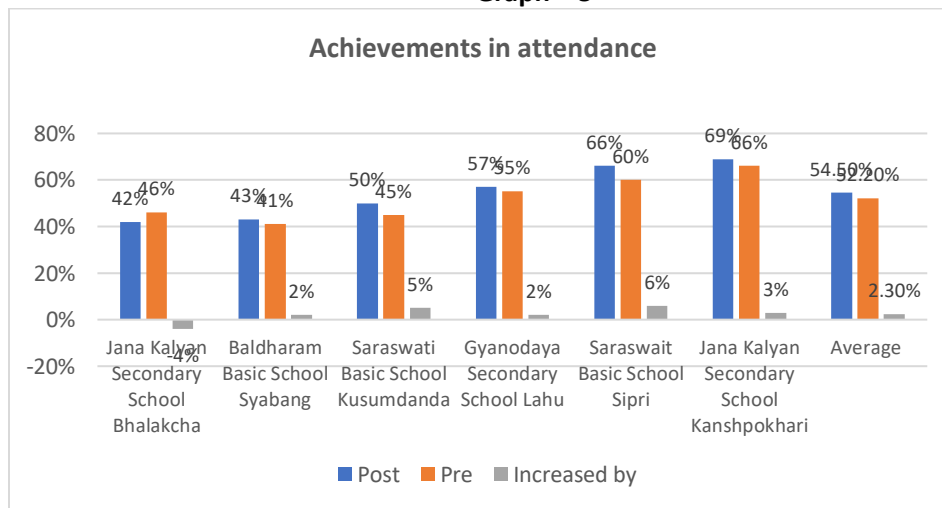
3.3.2. Achievements in attendance

For this, attendance register of academic year 2023/2024 and 2024/2025 in each targeted school was reviewed and compared. It was very challenging to get and calculate the data since attendance registers were not well recorded. They did not follow the given rule of the attendance as stipulated by the government. In some schools, attendance register of last year was misplaced. It took time to find out. As per the monitoring and evaluation plan of the project, only children who attended 80 % and above of total school opening days were counted.

Table 8: Achievements in attendance

Name of School	Post	Pre	Increment By %
Shree Jana Kalyan Secondary School Bhalakcha	42%	46%	-4%
Shree Baldharam Basic School Syabang	43%	41%	2%
Shree Saraswati Basic School Kusumdanda	50%	45%	5%
Shree Gyanodaya Secondary School Lahu	57%	55%	2%
Shree Saraswait Basic School Sipri	66%	60%	6%
Shree Jana Kalyan Secondary School Kanshpokhari	69%	66%	3%
Average	54.5%	52.2%	2.3%

Graph – 5



The table and graph show that attendance is increased by 2.3% from baseline. Except in Jana Kalyan Secondary School Bhalakcha, there is commendable increment in all targeted schools this year than last year. But increment rate is low, i.e. less than 10%. From the study, it is realized that It takes time for children to habituate to be regular in school. 80% + of attendance was targeted in the project which is found highly ambitious. So, we should not target high as of 80%+.

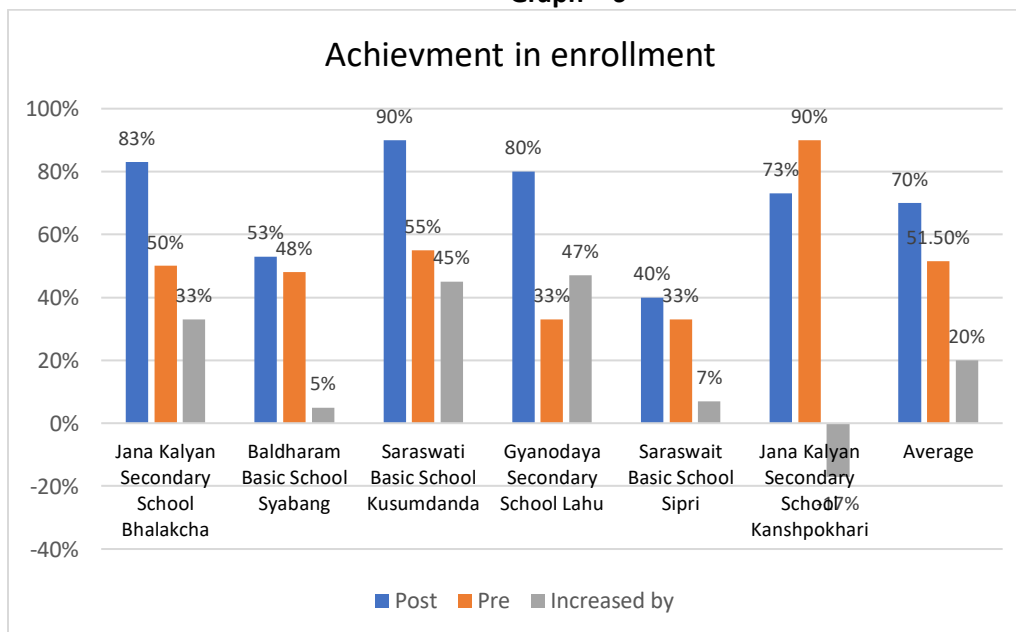
3.3.3. Achievements in enrollment

For this, admission register of academic year 2023/2024 and 2024/2025 in each targeted school was reviewed and compared.

Table 9: Achievements in enrollment

Name of School	Post	Pre	Increased by
Shree Jana Kalyan Secondary School Bhalakcha	83%	50%	33%
Shree Baldharam Basic School Syabang	53%	48%	5%
Shree Saraswati Basic School Kusumdanda	90%	55%	45%
Shree Gyanodaya Secondary School Lahu	80%	33%	47%
Shree Saraswait Basic School Sipri	40%	33%	7%
Shree Jana Kalyan Secondary School Kanshpokhari	73%	90%	-17%
Average	70%	51.5%	20%

Graph – 6



The table and graph show that enrollment is also found significantly increased. Enrollment is increased by 19.5% from baseline. Enrollment in 4 schools is found significantly increased. But in one school i.e. Jana Kalyan Secondary School, Kanshpokhari, enrollment is lower than last year because of family migration to India. Migration to India for labor is contributing to lower enrollment and drop out.

In the intervention year, total 128 children are enrolled. Among them 14 are dropped, 3 are promoted, 3 are regular, 17 are admitted very lately. Total 37 children are regular but could not appear the study. Reasons of the dropped out is migration to India or shift to private school.

Chapter 4: Conclusion and Recommendation

4.1 Conclusion:

This pre and post comparison study confirms that the project initiated by Books of Joy and SHRISTI has contributed significantly to increase the learning and development outcomes scores among the children aged 3 – 5 who are enrolled in ECD centers of the targeted schools. There is significant increment in development outcome of the ECD children in the intervention schools. It is increased by 231% from baseline (pre intervention). The total score of all six domains was 2363 as calculated in the baseline assessment, whereas it increased to 7821 in in end-line assessment. The highest increment is seen in fine motor domain, second highest is in emergent numeracy and third highest is in emergent literacy in the end of the academic year as compared to the beginning of the year. Emotional and Executive Function are found comparatively lower increment. This means children mostly used blocks, puzzle, craft supplies (stationaries for drawing) like pencils, color pencils, scissor, craft scissor, painting brushes, glue stick, wooden stamp, eraser, sharpeners craft punch which contributes to fine motor skills, imagination, artistic skills, communication skills. Gross motors are also found highly increased that means there are enough physical activities among ECD children going on.

Then second most use of ECD kits/materials colorful beads, shapes, building blocks color, tangle toys, sort and match, stacking set, Legos that the children used for counting, sorting, and measuring them that contribute to understanding emergent mathematics or basic mathematic skills.

Third most use of ECD kits/materials are water toys, vegetable, fruit set, kitchen set, Doctor's set, shapes, beads, wooden puzzle blocks, picture books, story books, pencils, alphabets of different blocks that contribute to, letter recognition, sound blending, and word building or basic literacy skills.

So, the study indicates that the availability of learning materials like ECD materials including reading materials contributed with numeracy score and higher literacy score.

However, the study shows there is a need of improvement in practice of collaborative play activities like group work in ECD Kits that promote teamwork, communication, and social-emotional skills. Similarly, there is also a need of improvement in use of dominoes, geo-board, materials for memory game, song, dance that promotes focus or concentration, planning, and self-regulation which is executive function and other skills like problem solving, spatial reasoning, hand eye coordination.

About use of ECD materials by ECD facilitators, colorful beads, shapes, building blocks color, tangle toys, sort and match, stacking set, Legos water toys, vegetable, fruit set, kitchen set, Doctor's set, shapes, beads, wooden puzzle blocks, picture books, story books, stationaries for drawing are found very effective to boost children's learning capacity. However, some materials like Weighing machine, Geo Board, Attribute Set, Dominoes, Memory Games and Wooden Blocks were less used since they were not well familiar with these material

Attendance is increased by 2.3% from baseline. From the enrolled children, 80% + of attendance was expected or targeted. For reasons, one fact is realized that it is first entry point for children in school. It takes time for children to habituate to be regular in school. Attendance in ECD is always lower than other grades. Next reason is admission of children in ECD goes whole cycle of year, so, lately enrolled children contribute to low attendance rate. So, we should not target high as of 80%+. To collect data for attendance,

as per the Monitoring and Evaluation plan of the project, only children who attended 80 % and above of total School opening days were counted which is found highly ambitious.

Enrollment is also found significantly increased. Enrollment is increased by 19.5%. But in one school enrollment is lower than last year because of community migration to India. This trend is found in other schools also like in Lahu and Sipri. Migration to India for labor work is rampant in west Rukum and it is contributing to lower enrollment and school dropout rate.

In conclusion, the study indicates that the availability of ECD kits or learning resources including reading materials and other tools contributed to improve development outcomes. But ECD facilitators should be skillful to use the ECD materials properly. ECD materials can be pull factors to increase enrollment and attendance. However, community migration (not only families but whole settlement) to India for labor work is contributing school dropout and lower enrollment.

4.2 Recommendation:

The following are the recommendations for future improvement:

- **Training with materials support is more effective:**

Just materials are not enough to increase learning outcomes especially where ECD facilitators are new and not trained. If materials with training will multiply the improvement of development outcomes. Otherwise in one hand, the learning materials which new and complex to use, will be wasted and on other hand children will miss the learning opportunity.

- **More efforts needed by ECD facilitators to increase socio-emotional development and executive function**

The study shows there is a need of improvement in practice of collaborative play activities like team work, dance, song, drama among ECD children that promote concentration, communication skill, and social-emotional skills. The study shows there is also a need of improvement in use of dominoes, geo-board, materials for memory game, that promotes focus or concentration, planning, and self-regulation which is executive function and other skills like problem solving, spatial reasoning, hand eye coordination.

- **Learning materials/resources should be simple and contextual:**

It is essential to know in advance if the ECD facilitators know how to use the provided learning materials. And it will be good if the ECD materials are simple and contextual so that ECD facilitators and children can use properly.

Annexes

Annex - 1

ECD Materials List		
S.n.	Sand and water corner	Quantity (Set)
1	Sand pit	7
2	Water pit	7
3	Sand tools	7
4	Water toys	7
5	Shapes	7
5	Animals Toys- 5 pkt	7
S.n.	Shop corner	
1	Weighing machine	7
S.n.	Doctor corner	
1	Doctor's Set	7
2	Doctor's dress	7
3	Nurse's dress	7
4	First aid box	7
S.n.	Home corner	
1	Fruits set	7
2	Vegetables set	7
3	Kitchen set	7
S.n.	Other materials	
1	Basket - small - 10 pcs	7
2	Basket - medium - 5 pcs	7
3	Basket - big- 5 pcs	7
S.n.	Construction materials	
1	Beads -3 pkt	7
2	Wooden blocks Natural	7
3	Wooden blocks Colour	7
4	Stacking cubes - 2box	7
5	Tongle toys - 6 box	7

	6 Legos- 3 box	7
	7 Dominoes - 3 box	7
	8 Geo board 4 pcs	7
	9 Attribute set	7
	10 Wooden Puzzle 8 pcs	7
	11 Memory Game - 3 box	7
S.n.	Stationeries	7
	1 Pencils - 5 packets	7
	2 Coloring pencil-5 packets	7
	3 Kids scissor-5 pcs	7
	4 Glue stick-5 pcs	7
	5 Craft scissor -5 pcs	7
	6 Big Brush -5 pcs	7
	7 Eraser-5 pcs	7
	8 Sharpener-5 pcs	7
	9 Wooden Stamp-4 pcs	7
	10 Craft Punch-4 pcs	7
	Total	
S.n.	Books	QTY
	1 Kalam Kapi Harayo	7
	2 Fun Finding Puzzlez Pieces	7
	3 I am Safe	7
	4 Meet my family	7
	5 Bahadakuti	7
	6 Aaphnokamaaphai	7
	7 Sano putali	7
	8 Mero Sathi khoi	7
	9 Ma Ramrochhu	7
	10 Aamakahahunuhunchha	7
	11 Aachhuaachhu	7
	12 Rang nai rang	7

13	Mero bhotoKhoi	7
14	Junu	7
15	Dudh	7
16	Ek din saharma	7
17	Kamilaharu	7
18	Mahuriharu	7
19	Putaliharu	7
20	Kachhuwaharu	7
21	Chhukchhukekosangharsa	7
22	Harkehatti	7
23	Sajeebbastuharu	7
24	Moti is Fast and Smart	7
25	Red Panda Visits the Farm	7
26	Red Panda's Strawberry Cake	7
27	Red Panda and Little Red Panda	7
28	What Moves There?	7
29	Happy or Sad	7
30	Mili is ill	7
31	My Grandpa Lost his Walking Stick	7
32	Miliko Pariwar	7
33	What shall I say?	7
34	We can fly together	7
35	Mili ra Hajuraamaa	7
36	Ma Ke Garna Sakchhu Ra?	7
37	How much do you love us ?	7
38	Room For All	7
39	Where is the Pin?	7
40	Lily ko mala	7
41	Dancing Lily	7
42	Dhanyabad Ko Din	7
43	Dancing Carrots	7

44	Grandma in the Garden	7
45	Call the Policeman	7
46	Pumpkin Seeds in my Tummy!	7
47	Super Sara	7
48	Mero Nam Sara Ho	7
49	The Cake at the Lake	7
50	Saman Ko Guitar	7
51	Sara Lai Ko Manparxa?	7

Annex – 2

Study Tool

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- AfRrfsf] lnFu
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- d"Nof^sgsf] ldt
- d"Nof^sgsf] z'? ;do
- d"Nof^sgsf] aGb ;do
- ;d'bfo jf ufpFsf] gfd
- K|ff/IDes afn lasf; s]Gbsf]\ gfd jf l|Bfnosf] gfd
- ;f]wstf{sf] gfd

clejfbg / ;xdt

gd:sf/,
 d]/f] gfd ===== xf] . d ===== ;+:yfdf sfd u5{' .
 xfdL oxF ltdL
 ltdL;+u s]xL k|Zgx? ' 5 < s] ltd of] s[ofsnfkx? Ufg{ ;xdt 5f] <

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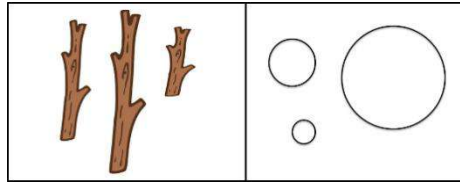
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v_ aRrfn] ;a}eGbf ;fgf] j]Q lrGb5 .	!)	(((
u_ aRrfn] ;a}eGbf nfd] n6\7L lrGb5 .	!)	(((
3_ aRrfn] ;a}eGbf 5f]6f] n6\7L lrGb5 .	!)	(((



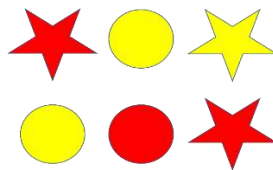
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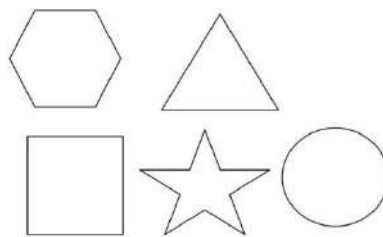
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Vf_ pgnfo{ /fd]f] dx;' ; u/fpg ltdL s] u5f]}<

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v_ ;fyLnfo{ s;/L /fd]f] dx;' ; u/fpg egL aRrfn] Pp6f k ltj]mof lbG5 .	!)	((
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cEof;M of] csf]{ Pp6f v]n xf] . d Pskl5 csf]{ c^asxçsf] Pp6f ;""rL eG5' . ltdLn] tL c^as ;'lg;s]kl5 d]n] eg]s} j]mddf tL c^asxç dnfO{ ;'gfpM . ltdLn] tL c^asxç bf]xf]÷ofpg' cl3 dnfO{ ;a} c^as eGg b]pm . Wofg lbP/ ;'g . s]xL cEof; u/f]+ x} t .

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cEof; - d}+n] 6fpsf] 5f]pmeGbf ltdL s] u5f]{< -d"Nor^sgstf{n} ca 6fpsf] g5'g]_

d}+n] v'6\6fsf] a'9L cf}+nf 5f]pmeGbf ltdL s] u5f]{< -d"Nor^sgstf{n} ca v'6\6f g5'Fg]_
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s_ aRrfn] lgb]{zgxç a%ob5 -obl aRrfn] lgb]{zg a%ob}g eg] csf]{ ljjmofsnfkdf hfg'xf};\ _			
v_ 6fpsf] 5f]pm	l7s -tTsfv v'6\6fsf] a'9L cf}+nf 5'G5_	cfkm}+ ;RofpF5 -uNtL u/]kl5 km]// v'6\6fsf] a'9L cf}+nf 5'G5_	a]l7s -v'6\6fsf] a'9L cf}+nf 5'Fb}g_
u_ v'6\6fsf] a'9L cf}+nf 5f]pm	l7s -tTsfv 6fpsf] 5'G5_	cfkm}+ ;RofpF5 -uNtL u/]kl5 km]// 6fpsf] 5'G5_	a]l7s -6fpsf] 5'Fb}g_
3_ v'6\6fsf] a'9L cf}+nf 5f]pm	l7s -tTsfv 6fpsf] 5'G5_	cfkm}+ ;RofpF5 -uNtL u/]kl5 km]// 6fpsf] 5'G5_	a]l7s -6fpsf] 5'Fb}g_
a_ 6fpsf] 5f]pm	l7s -tTsfv v'6\6fsf] a'9L cf}+nf 5'G5_	cfkm}+ ;RofpF5 -uNtL u/]kl5 km]// a'9L cf}+nf v'6\6f 5'G5_	a]l7s -v'6\6f a'9L cf}+nf 5'Fb}g_
r_ v'6\6fsf] a'9L cf}+nf 5f]pm	l7s -tTsfv 6fpsf] 5'G5_	cfkm}+ ;RofpF5 -uNtL u/]kl5 km]// 6fpsf] 5'G5_	a]l7s -6fpsf] 5'Fb}g_

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ca zAbsf] v]n v]nL x]f}+ . ahf/ uO/x]sf] sNkgf u/ / ahf/af6 s] s] vfg]s'/f lSgG ;lS5 vfg]s'/f lSgG ;lS5] gfd eg . ltdLn] ;Dem]hltsf] gfd eGg sf]l;; u/ / d ltgsf] lx;fa u5' . s] ltdL c? s]xL ;Demg ;S5f}<

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	GfDa/	Hjfkm lbg gdfg]sf] / 5f]8]sf]
s_ ahf/sf t/sf/Lxç]sf] gfd atfPsf] ;^Vof -)%_		((
v_ hgj/sf] gfd atfPsf] ;^Vof -)%_		((

ljjmofsnfk !\$ M clf/ lrgf/L -k|f/IDes ;flf/lf lasf;_

;fdu|L M b]zleq k|rngdf /x]sf] w]} bf]xf]l/g] / sd bf]xl/g] clf/xç ePsf] tflnsf

ca xfdL j0f{ / clf/sf] Pp6f v]n v]N5f}+ . d s]xL clf/x₂ b]vfpF5' / ltdLrlx F tL s'g-s'g clf/ x'g\ dnfO{ eg . ltdLn] ;a) hfg]gf} eg] klg s]xL 5}g . s]jn /fd]f] ug]{ k]of; u/ .

aRrnfO{ clf/ tflnsfsf] Pp6f k[i7 b]vfpG'xf];\ . csf]{ Pp6f sfuhsf] kfgf k]of]u u/L klxnf] nfOgafx]s c?nfO{ 9fSg'xf];\ tf ls aRrfsf] Wofg gdf]l8of];\ . klxnf] nfOgsf] klxnf] clf/af6 ;'? ug'xf];\ . clf/ b]vfpFb) aRrnfO{ :f]Wg'xf];

s	n	r	d	u
/	k	;	t	x
g	3	h	lf	7
y	em	z	v	e

c+s k]bfg

	gDa/	hjfkm lbg gdfg]sf]/5f]8]sf]
s_ aRrnf] lrg]sf] clf/sf] ;+Vof		((

l]j]mofsnfk !% M k]f/IDes n]vg -k]f/IDes ;flf/tf lasf;_

cg'dflgt ;do M @ ldg]6 

;fdu]L M Pp6f vfnL sfuh, snd jf l; ;fsnd

xfdL v]N5f}+ clg n]V5f}+ . ltdL ox f s b]lv^a ;Dd n]Vg] k]of; ug{ ;S5f} < ltdLn] h;/L hfg]sf] 5f} To;/L . lrGtf gu/, ltdL /fd]f] ug{ ;S5f} . /fd]f] ug]{ k]of; u/ .

of] ;qnfO{ aRrnf] n]Vg yfn]b]lv @ ldg]6sf] ;do lbg'xf];\ . tkfO{n] ;Nnfx lbPkI5 Ps ldg]6;Dd klg obL aRrnf] s]xL n]Vb]g eg] /f]Sg'xf];\ / eGg'xf];\

xfdL ca xfd]f] csf]{ v]n v]Ng] 5f}+ .

c^a]s k]bfg

	l7s	a]l7s ÷yxf 5}g	hjfkm lbg gdfg]sf]/5f]8]sf]
s_ n]vfOsf] :t/ -)-\$ _ k]hsf] afofF 5]paf6 z? u/]sf], clf/x? l8sf ;Fu l;wf jf em08} l;wf ePsf], ;xL clf/sf] k]of]u	!)	((

l]j]mofsnfk !^ M >'lt af]w -k]f/IDes ;flf/tf lasf;_

;fdu]L M tn lbOPsf] syf h;nfO{ cf]Zos k/] :yfgLo ;Gbe{df ₂klGt/Of ug{ ;lsG5

c^a]s k]bfg

	l7s	a]l7s ÷yxf 5}g	hjfkm lbg gdfg]sf] ÷5f]8]sf]
s_ la/fnf]sf] 6f]kL s;n] nUof] < -d';fn]_	!)	((
v_ 6f]kLsf] / ^a s:t] lyof] < -/ftf]_	!)	((
u_ la/fnf]n] d';fnfO{ lsg nv]6\of] < -lsgg] d';fn] To;sf] 6f]kL rf]¥of]÷nUof]_	!)	((_
3_ d';f sx fF ;dfltof] < -6]ansf] d'lg]_	!)	((
^a _ la/fnf]n] lsg d';f gvfg] lgOf{o u¥of] < -lsgg] d';fn] 6f]kL lkmtf{ lbof]_	!)	((

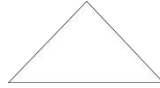
l]j]mofsnfk !& M cfsf/ agfpg] COPYING OF SHAPE -;'ld c+u lasf;_

;fdu]L M l; ;fsnd / sfuh, lqe" h ePsf lraqQL, aRrnfO{ lqe"hsf] lraq b]vfpG'xf];\ / eGg'xf];\

ca xfdL lraq sf]/f]F . s:f]n] of] lraq agfPsf] xf] . o:Tf} lraq ltd]f] sfuhdf sf]g] sf]lz; u/ .

c³s k|bfg

	gDa/	hjfkm lbg gdfg]sf]/5f]8]sf]
Hff]l8Psf aGb sf]0fx?, v'n]sf] st} 5}g -),!,@,#_		-(((
aRrfn] em08} ldNbf]h'Nbf] lrq agfPsf] -s0f{x?;,fk]lfs ?kn] l;wf /]vfx?	!)	-(((



lj|mofsnfk !* M pkm]g]] -:y'n c+u lasf; - Fine Motor _

;fdu|LxŁ M s]xL 5}g xfdL Pp6f csf[] v]n v]Ng uO/x]sf 5f}F . ltid h'g ;lhnf] nfU5 Tolx Pp6f v'Šfdf plep,/ cuf]8 plkm\pm, km]l/ cuf]8 plkm\pm . o:t} =====

c+s k|bfg

	gDa/	Hfafkm lbg gdfg]sf]/5f]8]sf]
pkm]sf] kfOnsf] gDa/		((

Annex 3: Check List for ECD Teacher to know about use of ECD materials

Your Name:
How long have you been working as ECD teacher in this school.
Are you trained in ECD or not ?
How many sessions are there in the ECD curriculum?
Do you use ECD materials when you run the ECD sessions?
Any difficulties to use the ECD materials?
What do you want to say about ECD materials provided by SHRISTI?
Any suggestion?

Annex – 4, Name of ECD Facilitators

S. N.	Name of ECD Facilitators	Name of Schools
1	Ms.Kamala Oli	Shree Jana Kalyan Secondary School, Bhalakcha
2	Ms.Kamala BK	Shree Saraswati Basic School, Kusumdanda
3	Ms.Durga Oli Sharma	Shree Gyanodaya Secondary School, Lahu
4	Ms.Yam Kumari Dadel	Shree Saraswati Basic School, Sipri
5	Ms.Jhupa Oli Rokaya	Shree Jana Kalyan Secondary School, Kanshpokhari
6	Ms.Beena Pun	Shree Baldharam Basic School, Syabang

