

# **School Readiness of Children in Nepal :**

## **Issues, Efforts and Results**

**ARNEC, 2017**  
**Siem Reap Cambodia**

**Madhu Rajbhandari**  
**Nepal**

# Presentation Outline

- Introduction
- Context
- Rationale
- Objectives and Questions
- Method
- Major findings of paper
- Conclusions and Recommendations

# Introduction

- School readiness indicates young children's competence at the child level which seeks to know that what an individual child "knows" and can do (Brito, 2014).
- Incorporates multidimensional components:
  - Children's readiness for school
  - Schools' readiness for children
  - Support of families and communities to provide opportunities

# Context

- Nepal: diversified nation regarding language, culture, ethnicity, religion, geographic, climate and economic status of people
- Constitution of Nepal (2016) endows the ECD rights of children as fundamental rights
- Education act of Nepal owes compulsory education from ECD/PPC to grade Eight (MOE, 2016)
- ECD/ PPC in study district benefitted -26719 Children

# Context

- Enrolment rate in ECD/PPC is 81% and ECD experience in grade one is 62% (DOE, 2016)
- Overall promotion, Repetition and dropout rate in grade one is 81.5%, 16% and 2.4% respectively (DOE, 2015)
- Study shows 34 percent of second graders and 19 percent of third graders could not read a single word of Nepali (USAID, 2014)

# Rationale of study

- Existing ECD program intends quality learning environment to support School's readiness, while implementation is not aligned as per policy, plans and program
- Trained ECD teachers role is to manage child centered learning environment and facilitate to improve children's developmental and literacy skills (DOE, 2011) while teacher ability and efforts are not confirmed
- Children stay in the ECD/PPC for at least one year to improve overall development and learning (DOE, 2006), but their readiness to School is hardly monitored

# Study Questions

**Objective** -to identify the issues, efforts and results with respect to School readiness of children at ECD center/Preprimary class(PPC).

## Study Questions

- To what extent do children in ECD center /Preprimary Class demonstrate School readiness?
- What efforts are made by teachers?
- How is the environment of ECD center/PPC for learning?

# Methods

- Study Approach- Qualitative paradigm
- Method-Case study
- Technique- interview, observation, literature review
- Criteria- 48 to 60 months, girls & boys, at least six month experience

Study District	Center/ School	Type	Number of Children in <u>ECD/PPC</u>		Parents	Teachers
			Total	Case Children		
<u>Tanahu</u> (Western region, Hilly district)	<u>Setogurans Bal Batika Damouli</u>	Community Managed	37 (Two sections)	5	5	2
<u>Rautahat</u> (Earstern region, Terai)	<u>Krinsa Pranami Primary School, Najarpur 14</u>	School Managed	35 (Three sections)	5	5	2
Total			72	10	10	4



# Findings: Children's readiness

- Almost all observed children showed physical skills, social skills and more than half of the children showed cognitive and emotional regulation skills
- **Less than half of the children showed pre literacy and pre-math concept and skills**
- Children do not get enrolment in grade one until able to perform in entrance examination (reading/ writing)
- Children from minorities, pro-poor , illiterate family and local language speaker face more challenges in access to ECD /PPC at early age



# Findings: Schools' readiness

- Learning environment of ECD centers: Arranged learning areas
- Language, Pre-maths, Science, Dramatic play, Arts /Creativity , Block play, additional arrangement - and outdoor play in community ECD)
- Inadequate materials in comparison to number of children
- Inadequate use of learning play materials in School PPC
- Access to School for Children from marginalized community

# Schools' readiness

- Trained Teachers, committed, bounded with School norms in School PPC than in Community ECD
- Teachers Understanding - responsible to prepare children for **further education**
- School PPC: content based educational activities
- Community ECD center: Integrated holistic curriculum
- National Curriculum, ELDS, Minimum Standard (48 to 60 months)

# Findings: Support from family and community

- Parents Understanding:  
School readiness -reading writing and math knowledge (academic)
- School management conduct three years (Nursery, KG A/B)
- Community managed ECD - Children allowed to stay for at least two year or join Preschool

# Issues and Challenges

- Enrolment and Access
- Approaches of instruction, learning and curriculum implementation
- Minimum standard of ECD/PPC
- Policy and Program design address diversity
- Inclusion of children with disabilities and learning challenges
- Monitoring and Evaluation mechanism
- Resources and budget management

# Recommendations

- Policy should address integrated, holistic and contextual modalities
- At least two years ECD/PPC for School readiness of children and opportunity to learn early literacy and pre-math skills
- ECD/PPC should maintain enabling environment as per the ECD National Minimum Standard
- Awareness and parenting education program to be obligatory
- Monitoring and assessment mechanism should be established to address individual ability

# Conclusion

- Though this study is based on two case studies:
  - Contribution in children's physical, social and emotional development confirmed
  - However, school readiness (pre-literacy/ pre-math) found weak
  - Teachers : Hard working, weak in early literacy and numeracy facilitation
  - ECD/ Schools support children for better transition
  - Family support : Inadequate support from low economic status family / parents for motivation, care and interaction with children



# References

- Murphy, D. A. & Burns, C.A. (2007). *Development of a Comprehensive Community Assessment of School Readiness*, ECRP
- Britto, P.R. (2012). *School readiness: A Conceptual Framework*, UNICEF
- Rimm-Kaufman, S. (2015). *School Transition and School Readiness: An Outcome of Early Childhood Development*
- Marie Hirst, M., Jervis, N., Visagie, K., Sojo, S., & Cavanagh, S. (2011). *Transition to Primary School: A Review of the Literature* [www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)
- Department of Education. (2004). *Early childhood development handbook (Curriculum) 2062*, The author
- Department of Education. (2015). Flash I report. The Author
- Ministry of Education. (2011). Early learning standards of 48 to 60 months age children. DOE, Sanothimi,
- Ministry of Education. (2016). *School sector development plan*. The Author
- National Planning Commission. (2015). *Sustainable Development Goals, 2016-2030, National (Preliminary) Report*. Government of Nepal, National Planning Commission, Nepal
- Policy Brief. (2008). Rethinking School Readiness [www.rch.org.au](http://www.rch.org.au)
- Carlton, M.P., & Winsler, A. (2009). School readiness: The need for a paradigm shift [www.offordcenter.com](http://www.offordcenter.com)
- Dockett, S., Perry, B., & Kearney, S. (2010). School readiness: what does it mean for indigenous children, families, schools and communities? <http://www.aihw.gov.au>
- RTI, (2014). Nepal Early Grade Reading Assessment (EGRA) Study.

# Thank You