



Process Evaluation Report:

In Defence of the Child – V Project

January 2013

Submitted to:

Committee for Legal Aid to Poor (CLAP)
Bimaladevi Memorial Building,
Plot No. 367, Sector-6,
Marakata Nagar, Cuttack,
Odisha, India
Phone: 91-671-2363980/2365680,
Fax: 91-671-2363454
Email: info@clapindia.org
Website: www.clapindia.org



Supported by:

Bernard van Leer Foundation,
The Netherlands



Study Team

Adarsh Sharma, Ph.D.
Advisor

Anubha Rajesh, Ph.D.
Project Coordinator, ICF



Process Evaluation Report: In Defence of the Child – V Project

January 2013

Study Team

Anubha Rajesh, Ph.D.
Project Coordinator, ICF

Vini Gupta
Research Associate, ICF

Manvika Sharma
Research Assistant, ICF

Shefali Pai Samant, Ph.D.
Quality Assurance Expert, ICF

Adarsh Sharma, Ph.D.
Advisor

Priya Nath Pattayat, Ph.D.
Local Research Expert

Submitted by:

ICF International
2nd Floor, Western Wing,
Thapar House, 124, Janpath,
New Delhi-110001
India

Note - The report is based on the information and documents provided by CLAP related to the progress and the targets achieved in the project IDC-V. The observations, interactions and feedback of the representative of ICF during the field visit supplemented the information and analysis. ICF takes no responsibility of authenticity of the information furnished.

Table of Contents

Acknowledgement	4
1. Executive Summary.....	6
2. Introduction to CLAP.....	13
2.1 Committee for Legal Aid to Poor: Civil Society Engagement.....	13
2.2 In Defence of the Child Project: An Introduction	14
2.3 Objectives and Strategies of the IDC-V.....	16
3. Relevance of the IDC-V Project for ECCE	19
3.1 Why Invest in ECCE?	20
3.2 ECCE in the Indian Context	21
3.3 ECCE in Odisha	24
3.4 Process Evaluation of IDC-V Project	27
4. Evaluation: Processes and Methods.....	29
4.1 Processes.....	29
4.2 Desk Review	29
4.3 Field Visit.....	30
4.4 Tools for Data Collection.....	31
4.5 Limitations of the Evaluation	34
5. Data Analysis and Findings.....	36
5.1 Structural Arrangement of Advocacy	39
5.2 Demand for Law/ Policy on ECCE.....	40
5.3 Social Activism: Advocacy at the Macro Level.....	45
5.4 Reaching the Child: Field Interventions for Knowledge and Evidences	51
5.5 ECE Resource Centre.....	60
5.6 Media Advocacy.....	61
5.7 Legal Action.....	64
5.8 Operational Structure and Staffing of IDC-V Project	66
6. Conclusions and Recommendations.....	70
6.1 Advocacy and Networking	71
6.2 Social Activism.....	71
6.3 Field Intervention and ECE Centres	72
6.4 ECE Resource Centre.....	75
6.5 Media Engagement: Print and Radio	76
6.6 Legal Action.....	77
6.7 Towards Evidence Based Legal Approach.....	78

7.	Sustainability.....	80
8.	The Way Forward.....	82
9.	References	84
10.	Annexure.....	87
10.1	Evaluation Matrix.....	87
10.2	Itinerary for Field Visit	88
10.3	Tools for Data Collection.....	90
10.4	DRAFT ECCE Statute, Submitted by CLAP	100
10.5	<i>Banspal</i> : Stock Taking & Forward Looking Statement.....	102
10.6	Partner Organizations who responded to the Questionnaire	106
10.7	Participation of Experts in the Focused Group Discussion	110
10.8	Feedback on Draft Policy	112

Acknowledgement

ICF International wishes to express appreciation for the valuable support and cooperation provided by the following organizations and individuals:

Organizations:

- Bernard van Leer Foundation
- Committee for Legal Aid to Poor (CLAP)
- Network Members of NCER
- Representatives of Panchayat Raj Institutions

Experts and Individuals:

- Children, Parents and Community Members
- Academicians from Universities and Technical Institutions
- Legal experts
- Team Members – IDC-V
- Anganwadi Workers (AWWs), Supervisor, Child Development Project Officer (CDPO), *Badamba*
- Families and communities from *Badamba* and *Banspal*
- Media Representatives

Executive Summary

1. Executive Summary

In recent years the use of rights based framework has become imperative for programming of child centered interventions. Committee for Legal Aid to Poor (CLAP) is a registered pioneer organization that deals with legal advocacy related to a rights based perspective for providing services to children. CLAP has worked consistently for the rights of children in India for more than a decade through its project ‘In Defence of the Child Project’ in its various phases. The main focus of the project is to protect and promote legal rights of the young child in accordance with the United Nation’s Convention on the Rights of Child 1989. Since its inception, the project has been funded by Bernard van Leer Foundation (BvLF). BvLF an international grantmaking Foundation, based in The Hague, Netherlands endeavours to provide better opportunities for economically disadvantaged young children. In India, the Foundation has been supporting programmes with a special focus on 14 lakh young tribal children in Odisha.

In continuation of earlier phases of the Project, ‘In Defence of the Child’ CLAP designed the phase V in line with Odisha state’s obligation to provide preschool facilities for the young child. The specific objectives of the phase were:

- Promote social activism on ECE among all key stakeholders by creating a demand for quality preschool services for every child.
- Create demand for improved access to quality ECE and successful transition of tribal children from home to school.
- Generate demand for public policy on ECE with a special focus on mother tongue based education for tribal children, to put in place multi-layer accountability mechanisms for scaling of quality early education and enhanced physical environment, resulting in violence free lives of children and supportive pre-school environment.

The project duration was from August 2010 to July 2013 and the strategic project package included networking, advocacy, information dissemination and field intervention. As per the project implementation plan undertaking of an evaluation was one of the integral requirements.

Accordingly, ICF International was approached by CLAP for a third party evaluation of the project. The terms of reference included assessing the present status of IDC V against project objectives and evaluating the progress made by CLAP through its various initiatives.

Subsequently ICF was to provide recommendations to strengthen future interventions of IDC-V. A consultative participatory methodology was designed by ICF thereby involving CLAP at various stages of the process to ensure desired relevance, accuracy and authenticity to the evaluation.

In order to ensure the comprehensiveness of evaluation, an evaluation matrix was developed based on the criteria for assessment. Specific questions were developed under each evaluation objective and these subsequently guided the development of questions in the interview schedules for key informants. The evaluation model focused on activities, outputs, short term and long term outcomes as detailed out in program's logic model. A comprehensive desk review was done on relevant documents project proposal; annual progress reports; reports on trainings, seminars, consultations & research activities; communication material developed by CLAP; resource mapping of ECE network and review of existing ECE provisions and practices under ICDS programme.

In order to assess the field level interventions of ECE component by CLAP a field visit was scheduled by the research team in *Badamba*. A field visit was also planned for *Banspal* to observe and assess '*Demand for Mother Tongue Based ECE policy provision*'. Observations and interviews were conducted on all the relevant stakeholders such as anganwadi workers, ICDS supervisor, CDPO, field level project personnel followed by focus group discussions with village committee members, link volunteers, parents and children. Additionally, questionnaires were mailed to fifty NGOs and Civil Society Organization (CSOs) and discussions were scheduled with network members, academicians and media experts to get overall picture of the work done by CLAP. The data gathered was subjected to in-depth content analysis to arrive at findings and conclusions.

The evaluation revealed that the IDC-V project used variety of advocacy strategies and was instrumental in bringing together various stakeholders to push the agenda of rights of the young child. A consistent, active and participatory role at the State and National levels was played by CLAP. Series of consultations were organized to discuss issues and strategies for improved ECCE services at both state and national level. National Campaign for ECCE Right (NCER) was formulated to generate debate and demand for statutory back-up to the provision of Article-45 of Constitution of India to secure children's access to Fundamental Right to Education as enshrined in Article 21 (A). NCER along with its network partners worked extensively on generating awareness, examining gaps and inadequacies in the existing service delivery system, providing recommendations and demanding rights and services for children with a special focus on mother tongue based pre-school education. Its concerted initiatives with other ECCE stakeholders resulted in incorporation of recommendations in Draft National Policy

on Early Childhood Care and Education, 2012 prepared by Ministry of Women and Child Development. These recommendations were developed from views of people at the grassroots such as, parents, communities, civil society organization, ECCE experts and legal experts. CLAP also submitted a *Memorandum on Universal Entitlement for ECE* in India to various departments of Government of India based on empirical evidences. It also demanded a comprehensive strategy on Right to ECCE and a bill on ECE in Parliament of India. Similarly, a Charter of Demand was submitted to Government of Odisha to formulate a policy or law on ECCE in accordance with the provision in Section-11 of RTE Act based on state-level public discourse titled ‘Dialogue on Section -11’ in India. Meanwhile, CLAP also developed research based draft legislation on ECCE in India. Throughout its various advocacy initiatives, CLAP actively highlighted ECCE issues in online forums and kept the online community aware of its actions and thoughts through National Campaign for ECCE Right’s (NCER) e-group.

Under its efforts at the grassroots, two noteworthy events, a Lawyers Campaign on ECCE and announcement of Young Lawyers for Justice Fellowship Programme were organized. The young lawyers under this initiative undertook a campaign on the theme of ECCE and organized public meetings in Odisha subsequent to which they submitted memorandums to concerned District Collectors with a demand for law on quality early education for young children.

Social activism on ECCE was promoted through networking with NGO partners via workshop for awareness generation and capacity building. A state level convention was also organized to devise action framework for enhanced future engagement. It was identified that some of the partnered NGO’s strengthened their available programmes on ECCE through these initiatives. The network partners appreciated and suggested continuity in the ongoing momentum on development of legal framework on ECCE and media based advocacy efforts. The advocacy efforts of the IDC-V project were commendable as they enabled the network partners to be involved in the participatory process of scrutiny of the draft ECCE policy and provide inputs from the grassroot experiences.

Field interventions at micro-level were done to directly reach out to the child. A systematic approach after needs assessment was followed for meaningful intervention at *Banspal* and *Badamba* districts. Need assessment was done prior to these efforts to provide necessary empirical evidence for meaningful field interventions. Community sensitization and capacity building were carried out at *Banspal* to generate a demand for mother tongue based preschool opportunities for the *Juanga* children. An evidence based preschool education report card was developed in *Badamba* with suggestions for improved ECE services for tribal children. Apart from this a transition monitoring exercise was also done to trace the transition of children from home to preschool and from preschool to primary class using birth registration and preschool

leaving certificate. Evidences from field reflected that community was actively involved in ECCE initiatives at village level and was sensitized to the needs and rights of the child. It was also found that CLAP did provide support to existing ICDS centre to strengthen their overall functioning in both the districts. An ECE resource centre was also set up for easy accessibility to ECE resources. Field visit to the centre suggested that the centre had technically sound resource material along with facilities for audio video presentation.

CLAP effectively used media to engage wider audience about issues related to ECCE. One of the key strategies was sensitization and capacity building of journalists. Throughout IDC-V project, CLAP continued to show its presence in print media with appearance of almost 251 news items between 2010 to July 2012. A successful, contextually appropriate radio programme called *Arunava* was developed which broadcasted expert's views on ECCE to community. CLAP is working towards launching a community radio programme in *Badamba* based on a prior feasibility study.

Within legal actions for effective ECCE practices, notable efforts were made through IDC-V project recently. A Public Interest Litigation (PIL) was filed by CLAP in Odisha High Court for seeking judicial intervention for infrastructure development and accountability in specific to the unfortunate death of seven young children due to collapse of AWC's wall in *Nayagarha* district. Similarly, a petition was also filed to National Commission for Protection of Child Rights, demanding improved physical environment and regulation of preschool in the wake of death of a girl child in Cuttack. A public hearing was conducted at *Keonjhar* to discuss cases about poor ECE services & management. The cases with judgment by juries were then sent to District Collector for consideration and appropriate action.

The operational structure and staffing for the project was found to be well defined and was organized with a systematic operational plan for planning, supervision and monitoring of project activities that formed basis for the annual action plan. The project has provided continuous opportunities for capacity building for employees. The discussions with employers revealed an enthusiastic attitude towards the nature of work, capacity building exercise and activities for IDC-V project and its implementation. However, it was found that apart from managerial staff, other members working on the IDC-V project were not encouraged to visit onsite projects. Encouraging staff participation at the field level, gaining insights on project's interventions, challenges and constraints would have helped the staff to contribute meaningfully in advocacy of the project.

Recommendations: Way Forward

ICF provided some recommendation for CLAP's future endeavours in IDC-V project. As an effective advocacy strategy CLAP may continue its networking with various organizations at state and national level. The lobbying process could be supported by key stakeholders to facilitate pro ECCE policy and legal measures which will enhance the expertise & credibility of the overall initiative. Networking with advocacy forums like *Indian Alliance for Child Rights (IACR)*, *Mobile Crèches* and *CHETNA* could be sought to strengthen it further. The resource mapping exercise by CLAP was a creditable effort and needs to be continued by developing a comprehensive directory of mapped NGOs. The directory may be disseminated widely priced/free copies, depending upon the policy of CLAP and will be helpful in giving visibility to mapped NGO's on public platform.

CLAP should explore the possibility of scaling up its intervention within ICDS across Odisha state. The organization could disseminate its field experiences and professional development training with the ICDS staff. The training module can further be periodically modified with feedback from AWWs, supervisor and Child Development Project Officer (CDPO) to make it more need specific. These efforts would provide the state with best practices and enrich ICDS training curriculum. Also in order to provide comprehensive services at the ECCE centres, partnerships with WCD and health departments for supply of mid-day meal and immunization would be beneficial.

In the context of ECE a few suggestions are worthy of consideration. Field intervention practices from *Badamba* block may be replicated in other tribal areas. Working closely with tribal communities should be encouraged and efforts should be made to improve the competence of service providers from tribal regions. CLAP can also supplement their efforts for developing learning and print material for ECCE centres focusing on mother tongue. CLAP should seek advice from relevant experts to make ECCE materials developmentally and culturally appropriate.

The development of the ECE Resource Centre at *Badamba* was a unique intervention strategy and efforts should be made to utilize it more effectively. The centre can be used to organize meetings; training personnel and community engagement programme. The resource materials at the centre could be used in training AWWs and community. The project could develop a cadre of competent AWWs, supervisors and CDPOs who can further serve as lead trainers for training ICDS staff during different times of the year. If possible, CLAP could also collaborate with organizations like *Room to Read* and/or *Read India* to set up a library for children in the resource centre.

Efforts should be made to sustain media coverage for wider impact. CLAP can collaborate with media organizations for dissemination of its work and may like to explore opportunities to institute media fellowships for coverage of social news. Dissemination of the documents may also be strengthened through conferences, workshops and web. Radio can be an excellent medium to reach out the remote areas hence all efforts in this respect should be continued. The outreach of *Arunava* programme to larger audiences may be attempted. The community radio can be very effective for grassroots participation and has been found successful through similar ECCE related initiatives such as *Galli Galli Sim Sim's (GGSS)* who may like to partner with CLAP for its future endeavours. For all the efforts suggested, CLAP could seek financial and technical support from corporate and banks under their Corporate Social Responsibility.

As a way forward ICF recognizes CLAP as a notable legal agency specifically on its role in a nascent area like ECCE where legal advocacy is difficult and challenging. Advocacy for policy making is a slow process that requires lobbying with Government system, networking and building relationships with NGO partners and CSOs, working with parents and communities. Hence, it requires patience, persuasion and financial investments. To some extent, the consistent, active and participatory efforts of IDC-V, succeeded in mobilization and empowering of the key stakeholders. These awakened interests' need to be effectively harnessed for sustainability of demand for a meaningful ECCE policy. We suggest that CLAP should try to make the project self-sustainable by mobilizing existing systems at the state and grassroots levels.

With these achievements, it is felt that CLAP is well poised to give concrete shape to its legal advocacy initiatives. These efforts are likely to provide continued support and momentum, much required to sustain activities in achieving the desired outcomes and the vision of a quality ECCE system in India.

Introduction to CLAP

2. Introduction to CLAP

2.1 Committee for Legal Aid to Poor: Civil Society Engagement

Committee for Legal Aid to Poor (CLAP) is a registered Non Government Organization, under the Societies Registration Act 1860 (Act XXI of 1860) of India. It is a legal support and juridical advocacy organization, which seeks to accomplish freedom, liberty, justice, equity and fair play for every individual in the society. For the past three decades, the key focus of the organization is working for legal activism and promotion of human rights with dignity and democratic development.

A rights-based approach is followed by CLAP. The law, legal system and legal processes are used as tools for bringing social change by involving citizens, academicians, researchers, media, politicians and Government. For the last decade CLAP has strategized their focus on realization of the rights of children by adopting appropriate measures. The organization attempts to translate the provisions of *Convention of the Rights of Child (CRC)* into practice through pragmatic approaches. It reaches out to the marginalized population at the grass root level through direct interventions and subsequently translates the evidence into advocacy.

When ECCE was incorporated by 86th Constitutional Amendment under Article-45 as a Directive principle of the Constitution of India, stating therein that the '*State shall endeavour to provide early childhood care and education for all children until they complete the age of six years*', CLAP intensified its advocacy efforts. The approach to advocacy was strategized to ensure that the Government puts in rigorous efforts, especially for quality improvements in ICDS programme and works towards developing a legal framework on ECCE. The vision was to provide the much deserved recognition to the foundation years of the child and ensure that ECCE gets included under the Fundamental right for children. To strengthen its efforts, CLAP launched a strategic, juridical advocacy initiative the **National Campaign for ECCE Right (NCER)** in the year 2007. The NCER was strategically designed to generate debate and demand for statutory back-up to the provision of Article-45 of the Constitution of India. The underlying premise was the existing wide spread discrimination in the Indian social fabric for access to quality Early Childhood Education (ECE). Breaking the link between poverty and early childhood disadvantage was a greater concern, as it limited children from marginalized and disadvantaged sections to participate and access to developmental opportunities. Poverty and restricted access to ECE programmes was preventing children to join mainstream due lack of preparedness and inadequacy in opportunity for holistic development, leading to most significant costs for both individuals and societies. With these objectives, NCER networked

extensively throughout the country to spread awareness, call out for demand, examine gaps and inadequacies in the existing service delivery systems, put forward recommendations to reach out to the Government through media, memorandum, issue-based representation and paper presentations.

2.2 In Defence of the Child Project: An Introduction

The project, In Defence of the Child Project (IDC) was launched in 1998 with financial support from Bernard van Leer Foundation (BvLF), to further the rights of the child and to raise demand for ECCE. BvLF, an international grantmaking foundation based in The Hague, furthers a mission to improve opportunities for children up to age 8 years who are growing up in socially and economically difficult circumstances. In India, BvLF seeks to address 1.4 million tribal children in age group of 0-6 years, many of whom are still not covered under the huge ICDS programme of India. BvLF brought into light several issues that hinder tribal children from accessing quality preschool education and smooth transitions to primary school. Apart from access, there are several other major constraints such as lack of trained teachers, teacher absenteeism, lack of safe infrastructure, attitudes towards tribal families and lack of mother tongue education (BvLF, 2011).

BvLF's implementation strategies to achieve the goal of preschool education services are to (i) fund preschool centres and train teachers within existing preschool services, (ii) set up model preschools to act as resource centres for multilingual preschool education and (iii) develop curricula in tribal languages using local context, including songs, stories, games, music etc. To further push the Government to create a law from the existing policies for ECCE, BvLF recommended strategies for social activism under IDC-V to raise awareness and demand among the masses, influence policymakers, legislators, political parties and other Government bodies using evidence based findings and mobilize the media to cover the issue of multilingual preschools (BvLF, 2011). The project was implemented in various phases covering different aspects of ECCD and rights of young children by reaching out to grassroots level and policy makers. Through the project, CLAP strove to translate the provisions of Convention Rights of the Child (CRC). The main focus of the project was to protect and promote the legal rights of young children through advocacy and field level interventions.

The project saw a successful completion of four phases and is currently in phase V. A brief on each phase of the project is provided in Exhibit 1.1. During phase IV (2007-2010), CLAP spearheaded the movement in India making a demand for statutory backup to Article 45 of the Constitution of India which provides for State Policy on ECCE. During this phase, the organization through its national campaign, the NCER and e-group, networked with NGOs and academic organizations to

Exhibit 1.1 Phases of IDC Project

Phase I (1998 - 2000): *Ascertained the rights and entitlements of children in India in line with United Nations Convention on Rights of the Child (UNCRC)*

Phase II (2001 - 2003): *Exploratory phase to ascertain existing legal issues, especially for children in difficulties*

Phase III (2004 - 2006): *Advocacy to ensure that the constitutional provisions for the children attain a proper expression in the legal system of India*

Phase IV (2007 – 2010): *Advocacy to ensure that ECCE receives legislative sanction and gets enforced as a legal right*

Phase V (2010 – 2013): *Promote social activism, access to quality services and demand for public policy on ECCE with focus on mother tongue based education for tribal children*

mobilize stakeholders and create nationwide impact. Consequently, a legislative provision for ECCE was incorporated in Section 11 of Right to Education Act in 2009 which came into force from 1st of April 2010. At this stage, CLAP re-strategized their juridical advocacy initiative and focused on making a demand for law or policy concerning ECCE in accordance with the provision of RTE Act. As a follow on to the IDC - IV project, IDC-V took a step further at seeking a comprehensive legal framework for public policy which guarantees the right of young children to quality ECCE. In this backdrop CLAP developed various strategies to impact different levels as mentioned below:

- Better access and increased enrolment in quality mother tongue based ECCE for tribal children, thus ensuring smooth transitions from home to school environment and reduction in dropouts.
- Improve the quality of preschool services for tribal children by providing teacher training, resource materials, safe physical environment and involvement of parents, family and community.
- Raise demand for ECCE provisions, better participation and improved local monitoring systems at the various levels that are parent, family, community, communities, CBOs and NGOs, *Panchayat Raj* Institutions (PRI) and concerned Government departments.

With continued support from BvLF, CLAP launched the Fifth Phase of the IDC project from August 2010 for a period of 3-years. This project was part of BvLF’s larger strategy for India and the goal is to have *“Increased access to quality multilingual preschool education services for 3-5 year old tribal children in Odisha”*. The IDC-V was envisaged in line with their existing activities and to fit in the larger picture of

Exhibit 1.2 IDC-V: Demand for Law/ Policy

- *Assures quality early education*
- *Authorises the state to invest in young children in the form of public expenditure on preschool education and*
- *Finally recognises young children as the right-holder of public service relating to quality early education*

BvLF’s vision and strategies for quality ECCE in Odisha (Exhibit 1.2). The focus of the project was also on the rights of tribal children who are vulnerable and need a special mention in the law for ECCE with a provision for mother tongue based education in light of the UNCRC’s Article 30 (indigenous children shall have the Right to Language). In this intervention phase, the focus was to involve important agents of change to make a deep impact. This was envisaged by involving politicians, NGO networks, media, experts/academicians, legal experts, youth, local communities, preschool centres and families.

Through the IDC-V project, CLAP and BvLF endeavored to achieve the following outcomes:

- A. The state of Odisha has a law/policy in place, which creates opportunities and appropriate environment for tribal children to have easy access to mother tongue based pre-primary education centres.
- B. The law/policy has accountability mechanisms with clearly defined service delivery norms to measure outcomes.

2.3 Objectives and Strategies of the IDC-V

The project IDC-V endeavored to create demand for State obligation in Odisha to provide preschool facilities and advocate for formulating a law/ Policy on ECCE. The project was designed to undertake a rights-based advocacy initiative to address the issue of successful transitions of young children from home to school environment by creating universal access to quality early childhood education with mother-tongue based learning opportunities for tribal children. The project objectives were:

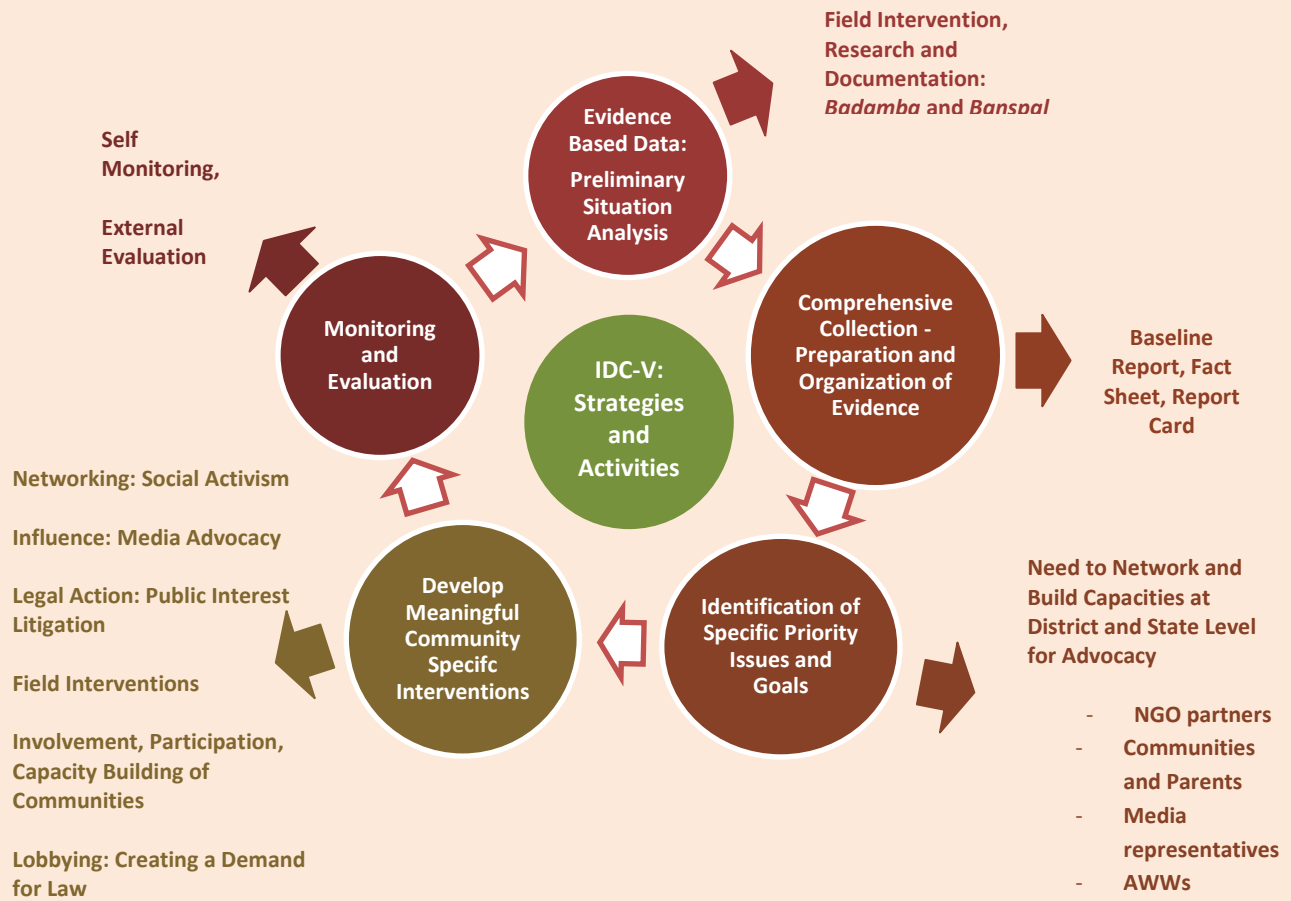
1. **Promotion of Social Activism on ECE** - The project was expected to promote demand for preschool among primary duty bearers such as parents, families, communities and their associations like traditional Village Committee, Cooperatives, Self-Help Group/CBOs and the local democratic institution i.e. *Grama Sabha* of *Panchayat Raj* institutions along with ECCE care givers through active engagement of a Network of NGOs and other Civil Society Organizations. The purpose was to create opportunities for access to quality preschool for children who have no or minimal access to it.
2. **Access to Quality Early Childhood Education** – It aimed to improve access to quality preschool education leading to successful transition of tribal children of 3-8 years from home environment to school environment.
3. **Demand for Public Policy on ECE** – IDC-V also envisaged spearheading demand for legal framework on ECE with provision for access to mother tongue based preschool for tribal children, multi-layer accountability mechanism, scaling quality early education, and enhanced physical environment and violence free lives of children in preschool environment.

In order to accomplish above goals and objectives, multiple **project strategies** were used:

- Networking, Advocacy and Information Dissemination
- Access to quality ECE for children in Anganwadi centres at *Badamba*, a field intervention area of the project through training and provision of teaching learning materials
- Social activism and demand for public policy throughout Odisha through Network on ECE Rights in Odisha, which is an integral part of NCER.
- Legal Action for Realisation of Right to render justice by way of recourse to justice system and catalyzing the response of child right institutions.

The Exhibit 1.3 below demonstrates a holistic approach utilized by CLAP to increase awareness among myriad stakeholders about the rights of young children.

Exhibit 1.3 Strategies and Approaches of IDC-V



Relevance Of IDC-V Project for ECCE

3. Relevance of the IDC-V Project for ECCE

The rights-based argument for attention to the early childhood years is based on the United Nations Convention on the *Rights of the Child* which has received near universal ratification. It's Article 2 (*non-discrimination*), Article 3 (*the best interests of the child*), Article 6 (*inherent right to life, survival and development*) and Article 12 (*participation of the child*) that specifically sets out the basic principles for all the signatories, including India. Under the rights approach, child care is no more a responsibility of the parents and family; rather it is a responsibility to be shared by the community, state and nation. It is therefore mandatory for all the government, civil society and its organizations to make holistic provisions for children below six years beginning even before birth.

3.1 Why Invest in ECCE?

Early Childhood Care and Education (ECCE) refers to a range of support services and systems that support and sustain the holistic development of children from birth to eight years of age. It focuses on the physical, social and emotional, cognitive, and health development of children. It also encompasses family and community support to assist with children's healthy growth and development (UNESCO & UNICEF, 2012).

Research suggests that early intervention reduces social inequalities such as poverty, gender, race/ethnicity, caste or religion (UNESCO, 2006, p 113). The period from birth to six years, lays the foundation for all future growth and development. Critical brain development happens before the age seven, specifically in the first three years of life, when important neuronal connections take place or do not take place depending upon the context of the developing child (UNESCO, 2010, pg 2). The immediate context of young child's life thus creates the foundation for all consequent learning and personality development. The development of the child occurs progressively in stages, where each stage lays the foundation for the next stage. Hence, early childhood is a period of great potential for human growth and development; yet it is also a time when children are completely dependent and vulnerable. Deficits resulting from inadequate opportunities for optimal development multiply, as the child progresses to the next stage and this leads to cumulative disadvantages that affect the rest of the child's life. The benefits of ECCE on children's physical, motor, language, cognitive and social-emotional development lasts into primary grades and beyond (UNESCO, 2010). The Nobel winning economist James Heckman advocates that economically it is more efficient to prevent disadvantage in early years than remediating the deficits at a later stage. When these deficits are addressed in later years,

it is costly and often quite ineffective (UNESCO, 2010) and thus investment in ECCE is considered sensible.

The significance of ECCE as a critical phase in human development has been globally acknowledged and endorsed through several declarations and ratifications. The *Universal Declaration of Human Rights*, General Comment 7 “**interprets the right to education during early childhood as beginning at birth and closely linked to young children’s right to maximum development**” (Committee on the Rights of the Child, 2006, Page 13 Para, 28). Similarly, the *World Declaration on Education for All* held at Jomtein, Thailand 1990 affirms that “**learning begins at birth**”. Complying with this fact, World Education Forum in Dakar (2000) adopted the framework for action to achieve six **Education for All (EFA) goals** by 2015 and Early Childhood Care and Development (ECCD) is the first goal that further forms the foundation for all in the EFA agenda. Goal 1 aims to expand and improve comprehensive ECCE, especially for disadvantaged and vulnerable children (EFA Global Monitoring Report, 2011). These pioneering legal and political commitments recognize **every child’s right** to have their learning needs met through approaches that promote their development holistically.

The first five **Millennium Development Goals (MDG)** goals are intimately linked to eradication of poverty that affects development during early years. Not surprisingly the provision of comprehensive and high quality early childhood services for all young children and their family is seen as effective strategy to attain the MDGs (UNESCO, 2010).

3.2 ECCE in the Indian Context

India has a tradition of valuing the early years of a child’s life with a rich heritage of rituals and ceremonies. These practices were transmitted from one generation to another. In the past few decades, with a shift in social dynamics, India has witnessed an increase in non-familial ECCE services. ECCE has increasingly become an integral part of the national development plans of the country.

The 86th Constitutional Amendment Act 2002, of Article 45 of the Constitution of India has resulted in giving ECCE a legitimate status in governance. Consequentially, it found place in the Section 11 of Children Right to Free and Compulsory Education Act, 2009 which came into operation from 1st April 2010.

There have been Constitutional provisions, legislative measures, policies and action plans for children below six years of age which have evolved over a period of time (Exhibit 1.4). The

largest initiative on ECCE in India has been the **Integrated Child Development Services (ICDS)** which was born out of the National Policy for Children (1974) to provide holistic services including supplementary nutrition, immunization, health check-up, referral services, preschool non-formal education and nutrition & health education (WCD, GOI, 2012).

Another topical noteworthy effort in this direction has been the nationwide deliberation of the **Draft National Early Childhood Care and Education (ECCE) Policy 2012** which reaffirms the commitment of the Government of India (GOI) to provide integrated services for holistic development of all children, along the continuum, from the prenatal period to six years of age. The policy provides a comprehensive approach towards ensuring a sound foundation, with focus on early learning, for every Indian child (WCD, GOI, 2012).

Despite the comprehensive Constitutional provisions, policies and programmes, the shift from child development to a right based approach to reach every young child in the country, India continues to face many gaps and challenges in service delivery, outreach, and monitoring. According to the Save the Children's latest report (2012), India's Child Development Index has fallen down 12 places between 1995 and 2010 among 141 nations. One of the major issues is that often the 0 -3 years age group does not get much attention in programmes and interventions of ECCE, even though the policies consider the continuum of 0-6 years as a critical period in the development of child. The issue becomes grave when indigenous populations in far reached geographical locations who require these interventions the most, have inadequate or no access and quality of service delivery.

Exhibit 1.4 Constitutional Provisions and Policies in India regarding ECCE

- In **National Policy for Children (1974)** the Government of India declared nation's children as 'supremely important assets'. The policy provided for a National Children's Board to act as a forum to plan, review and coordinate the various services directed towards children
- **National Policy on Education (1986)** considers ECCE to be a critical input for human development necessary for school readiness and a first step towards education in later years
- The **National Nutrition Policy (1993)** has also recommended interventions for child care and nutrition during early childhood. The **National Health Policy (2002)** and **National Plan of Action for Children (2005)** have also been supportive policy initiatives for early childhood
- In the **86th Constitutional Amendment Act 2002** (93rd Constitutional Bill) ECCE has been included as a constitutional provision but not as a justifiable right of every child through article 45 of Directive Principles of State Policy that states that "The State shall endeavour to provide ECCE for all children until they complete the age of six years"
- **National Charter for Children (2003)** emphasized Government of India's commitment to children's right to survival, health and nutrition, standard of living, play and leisure, early childhood care, education, equality, life and liberty, name and nationality, freedom of expression, freedom of association and peaceful assembly, the right to a family and the right to be protected from economic exploitation
- **National Curriculum Framework (2005)** recognizes early childhood years as critical period and states that "all pedagogic efforts during the primary classes greatly depend on the professional planning and the significant expansion of Early Childhood Care and Education (ECCE)"
- The **Right of Children to Free and Compulsory Education Act (2009)** under sec 11 mentions that "with a view to prepare children above the age of three years for elementary education and to provide ECCE, appropriate Government may take necessary arrangements for providing free preschool education for such children"
- The **11th Five Year Plan** has acknowledged the importance of Early Childhood Care and Education (ECCE) as the stage that lays the foundation for lifelong development and the realisation of a child's full potential and directs that "all children be provided at least one year of preschool education in the age group of 3-6 years"
- The **12th five year plan** envisions ECCE rooted in the concept of "whole child" who's learning. The development needs of the child are not only integrated but also interdependent. Thus it emphasizes on strengthening ECCE as a core service of Anganwadi centre with a need for restructuring and strengthening ICDS centre thereby promoting ECCD in "life cycle continuum" through delivering quality ECCE to all. It also mentions on creating a National and State Early Child Development Councils as mentioned in ECCE Policy 2012
- India is also a signatory to both the **Convention on the Rights of the Child (CRC) 1989** and **Education for All (EFA) 1990**. The latter has postulated ECCE as the very first goal to be achieved for Education For All, since "learning begins at birth". The **Dakar Framework for Action (2000)** and **Moscow Framework for Action (2010)** have reaffirmed the commitment to ECCE
- In 2012 the Government of India designed **National Early Childhood Care and Education Policy (Draft)**, ECE Curriculum Framework (Draft) which will soon be released as per the MWCD Strategic Plan 2011-2016 giving ECCE its due importance

Source: NCPDR, WCD websites

3.3 ECCE in Odisha

The earlier sections inform that the Constitutional obligations, policy provisions (NPE, 1986 & 1982) and 10th Five Year Plan (2002-2007) emphasize the need for quality education for tribal children and improved access to ECCE education. The Government and Non-Government Organizations (NGOs) have been working hard to improve the situation in Odisha through various programmes, policies and interventions. However, Exhibit 1.5 presents a dismal picture for the state of Odisha. The Census of India, 2001¹ informs that out of the total tribal population of 74.6 million in India, a large section of approximately 8.1 million belongs to Odisha. The Scheduled Caste and Schedule Tribe child population as per Census 2001 was 5.36 million. The literacy rates are only 37% compared to 65% for the country and the primary school drop-out rates are also as high as 39% in Odisha as compared to 29% for the country (SPAC 2012). Integrated Child Development Services (ICDS) is the only comprehensive programme available for 0-6 year olds in Odisha but is still not able to cover all the children and is short of 4184 centres to reach all children. Of these, most of tribal children do not have access to quality preschool education (Programme Strategy (2009-13); Successful Transition for young children in Orissa; BvLf) because:

Exhibit 1.5 Odisha Profile

Indicators	Orissa	India
Population (million in 2006)	39	1112
Under -5 population (in million)	3.6	
SC and ST population (%)	38.5	24.4
Sex Ratio (female per 1000 male)	972	933
Population below poverty line (%)	46	27.5
Per capita income	346	736
Literacy	63.1	64.8
Female Literacy	50.5	53.7
Out-of school children (6-14 years)	7.2 %	4.3%
IMR	69	55
MMR	302	301
Under weight U-3 children	44	45.9
Dropout rate in primary (%)	39	29

Source: Census 2001, NFHS-3, SES 2004-05, DIES 2006-07, NSSO 61 Round, Economic Survey 2007-2008, SRS 2008 ASER 2008

Reference: SPAC 2012

- Limited provisions are available mostly in urban tribal villages for preschool/ ICDS centres.
- Among the available options there are inadequate resources and high absenteeism among ICDS workers.
- The ICDS functionaries have limited or no training in ECE and the transaction methodologies.
- The children are first generation learners. With no access to preschool/ ICDS centres the children lack the readiness for primary school.
- The parents due to lack of awareness do not get involved in their children’s education and do not see the importance of participating in their children’s preschool activities.

¹The latest 2011 Census data is not available.

- Accountability mechanisms are not effective and not in place.
- Though the efforts towards making of an ECCE policy have commenced, it is not a priority and may take time to get implemented. It continues to rank low on the political agenda.

Similar shortcomings were presented in the provision of education of tribal children by Vision 2020, a document commissioned by UNICEF and Department of School and Mass Education and resources on MLE from National Multilingual Resource Consortium (NMRC) and are listed below:

- Inadequate number of centres to meet the need of the children in tribal areas
- Poor infrastructure, lack of teachers and trained staff
- Discriminatory attitude of staff towards tribal children and families
- Mother tongue is not used as the language of instruction in the majority of centres
- Children are involved in child labour
- Absence of appropriate curriculum and teaching learning materials especially in mother tongue.

In this context it is relevant to mention here that the Odisha state had taken initiatives of developing Multi-Lingual Education (MLE) Programme for tribal children from 2006-07. The MLE is offered in 544 primary schools at eight district of Odisha in 10 Tribal Languages namely *Munda, Santhali, Kissan, Oraon, Kui, Saura, Koya, Bonda, Juanga, and Saura*. The MLE Programme provides teaching to tribals in their respective mother-tongue to ensure equity and quality. The programme intends to empower children with reading and writing skills, literacy and developing self-respect in tribal children. As per recent data 544 schools (OPEPA, 2012) were selected for MLE intervention in various districts - *Mayurbhanj (135), Sambalpur (37), Sundargarh (67), Rayagada (95), Malkangiri (60), Keonjhar (30) Kandhamal (60), Gajapati (60)*.

It is a well documented fact that **mother tongue based education** not only affects the quality of schooling but also impacts the children’s feeling of pride, respect and value for their culture. The family and community are more likely to appreciate and support their child’s education

- Mother tongue instruction as a means of improving educational quality by building on the knowledge and experience of the learners and teachers;
- Bilingual and/or multilingual education at all levels of education as a means of promoting both social and gender equality and as a key element of linguistically diverse societies;
- Language as an essential component of inter-cultural education to encourage understanding between different population groups and ensure respect for fundamental rights.

UNESCO, 2003a, page 30

when it involves their mother tongue. This also affects the enrolment and dropout rates (UNESCO, 2004). Finally, not only does mother tongue education facilitate better learning but sets the stage for **smooth transitions** from home to preschool and to primary school.

In recent years, there has been a massive effort by the Government in partnership with NGOs and Civil Society Organizations to improve the situation of education in Odisha as detailed below in Exhibit 1.6. The Government of Odisha, Government of India, Ministry of HRD and Ministry of Tribal Affairs, NCERT, Central Institute of Indian Languages along with the International organizations like UNESCO, Summer Institute of Linguistics are providing proactive support to promote Multilingual Education in Odisha. In pursuance of this UNESCO, India has sponsored people from Odisha on MLE training for capacity building of MLE resource persons. The National Multilingual Education Resource Centre (NMRC), funded by UNICEF, has been established as a resource-cum-research facility to provide the required institutional level support and initiative for promotion of Multilingual Education (MLE) particularly for tribal children in different states in India.

The Government of Odisha has also recently made an attempt to provide Mother Tongue based early childhood education to children for selected tribal groups. It is heartening to note that the recently proposed National Policy on ECCE explicitly also provides for Mother Tongue based Early Childhood Education for tribal children.

Exhibit 1.6 Policies and Government Efforts Concerning Mother Tongue and MLE

*Article 31- The right to engage in one’s own culture, religion and **language** are also particularly significant to bear in mind as young children progressively learn through engagement with the world around them*

Article 350A of the Indian Constitution recognizes the importance of mother tongue education for linguistic minorities

Article 39 (f) which “mandates States to ensure that children are given opportunities and facilities to develop in a healthy manner with freedom and dignity and that young people are protected against exploitation, moral and material abandonment

The Department of School and Mass Education prepared Vision 2020 document which emphasized the importance of mother tongue education for the tribal children

In 2006, The Government of Odisha with UNICEF initiated the Multilingual Education Intervention (MLE) in the tribal-dominated districts of the state

*In the backdrop of Article 39 (f), The Government of Odisha has worked on a **State Plan of Action (SPAC)** 2009-2012, for protection, survival, development and participation of children*

- KCCI 2008, SPAC 2012, NMRC, Draft ECCE policy 2012

3.4 Process Evaluation of IDC-V Project

The project, In Defence of the Child Project (IDC - V), executed by Committee for Legal Aid to Poor (CLAP), is currently in its fifth phase. This current project continues to be funded by BvLF, the Netherlands, for the period June 2010 to December 2013. During early 2012, CLAP approached ICF for a third party midterm evaluation of the project. The process proposed for evaluation was to review relevant document and data, identify gaps in implementation and suggest the way forward with respect to the juridical advocacy initiatives of CLAP.

The specific objectives for the evaluation of IDC-V project were to:

- Assess the current status of the IDC-V against the project objectives
- Assess and document outcomes with a specific focus on activities around NCER in reference to the indicators and outputs provided by CLAP. Some of the proposed indicators were Social Activism, Accountability, Legal Framework, Engagement of Local Self Government, and Media Advocacy
- Assess how the efforts of NCER have brought about improvement in ECCE service delivery system with regard to Access, Quality, Management, Policy
- Review and document the challenges and provide recommendations to strengthen future interventions

Evaluation Processes and Methods

4. Evaluation: Processes and Methods

4.1 Processes

The aim of evaluation was to assess the implementation process of the programme, focusing on the activities and strategies used. The evaluation design comprised of an in-depth desk review, strengthened with observations and data from the field visit and meetings with various stakeholders.

In order to ensure greater relevance and accuracy of the evaluation, ICF utilized the consultative participatory approach. Thus, the involvement of the CLAP team was requested from the very beginning of designing the evaluation. The sharing and learning during the evaluation process provided opportunities for learning from each other and arriving at meaningful conclusions.

The IDC-V project designed to undertake the rights-based advocacy initiative was initiated in August 2010. In order to ensure the comprehensiveness of the evaluation, an evaluation matrix was developed based on the criteria for assessment (A brief sample in Annexure 10.1). The evaluation model focused on the activities, outputs, short term and long term outcomes as detailed in the programme logic model. Specific questions were developed under each of the evaluation objectives and these subsequently guided the development of questions in the key informant interviews.

Key information on the project, implementation and perceived outcomes were collected from beneficiaries (parents, community and Anganwadi workers), NGO representatives, and government functionaries through interviews, questionnaires, focus group discussions and observations.

4.2 Desk Review

Several reports and documents related to the project were obtained from the CLAP office. The information from the desk review helped to examine the operations of the project and the activities planned and conducted. A diligent review of the information also guided the preliminary design and formation of data collection tools. The main documents included in the desk review were:

- CLAP Proposal submitted to Bernard van Leer Foundation, 2010
- IDC-V Periodic Progress Report, August 2010 to December 2011

- Preliminary Final Report, IDC-V, January 2012 to August 2012
- Workshop Brochure: Perspective Building on Policy Advocacy for ECCE
- Memorandum on Universal Entitlement to Early Childhood Education in India, submitted to GOI, 2012
- Judicial order
- Programme Calendar on Networking and Advocacy, IDC Project
- Media clipping
- Fact sheet on Preschool Education: *Banspal* ICDS project
- Report card on Preschool Education: *Badamba* ICDS project
- ECE Provisions for Young Tribal Children in Odisha: A Baseline Assessment, Ullash 2011
- A Field Visit Report on Early Childhood Education: Peer Review, Experience Sharing and Learning Among BvLF Partner Organizations, Ullash, 2011

The research team developed a matrix consolidating information from the desk review into categories. This provided a framework for organizing and analyzing information. The information from the available documents was systematically coded in the matrix as per objectives of the project, activities undertaken, and the progress made. Gaps were identified from the matrix and additional questions were submitted to CLAP for additional information.

4.3 Field Visit

In order to check the ground realities of the project in operation, a field visit was undertaken by an experienced ICF team researcher. The field visit plan was proposed in consultation with CLAP to optimize the opportunity of collecting relevant data from interviews, Focus Group Discussions (FGD), and observations, in the limited time available (see Annexure 10.2).

A social scientist, Dr. Anubha Rajesh, with long standing experience from ICF, along with a local social science researcher, Dr. Priyanath Pattayat, familiar with context and local language comprised the evaluation team.

The evaluation team visited the centres and met with key informants to gain insights into the implementation of activities and the relationships between various players (staff, beneficiaries, community, and existing institutional mechanisms). The field visit added value to the

information gained from the desk review and provided primary data on project implementation.

The **first day** of the field visit commenced with an introduction to the project through presentations made by Dr. Bikash Das, President, CLAP and Mr. Pramoda Acharya, Executive Director, CLAP. During the second half of the day, a meeting was scheduled with the NCER network partners. Active participation by Ms. Dharitri Patnaik, India Representative, BVLF and Ms. Preeti Prada, Communication Support Consultant, BvLF at the meeting, enriched the discussions related to the expectations of the funding organization and role of partner organization. The day concluded at 6.00 pm with verification of documents, records, publications and media clippings. Finally, the evaluation team with CLAP team departed for field visit to the *Banspal* block, in *Keonjhar* district.

On the **second day** of the field visit, the evaluation team visited two mother tongue based preschool centres at *Banspal, Keonjhar*. During the six hour visit to the field, the team had opportunity to interact with the children, community, parents and facilitators. A two hour meeting was scheduled with the network partners in *Banspal*, during the evening. The evaluation team left for Cuttack the same evening.

On **day three**, the evaluation team visited the *Badamba* block. In the morning, four Anganwadi centres, one of which was managed and run by CLAP were visited. During the second half of the day, the evaluation team visited the ECCE resource centre at *Badamba*. A meeting with the Anganwadi workers was scheduled at the resource centre. The CDPO and the Supervisor of the block were present at the meeting.

During the first half of the **fourth day** of the evaluation visit, an interaction was scheduled with experts from diverse groups (legal, education, media) which provided different perspectives and insights to the project.

4.4 Tools for Data Collection

In order to have consistent, reliable, and comprehensive information various research methods were adopted. ICF specifically designed tools for collection of data with a focus on following areas:

- Centre staff roles and responsibilities
- Centre staff support systems
- Training provided by CLAP
- Monitoring mechanisms of centres

- Challenges faced by the centre staff
- Parent and community awareness and attitudes about centre and its activities
- Community participation at the centres
- Perceptions and awareness of mother tongue approach
- Awareness of stakeholders about CLAP's activities
- Enrolment for preschool education and retention
- Transition to primary school
- Enrolment of children in the primary schools
- Increased demand for ECCE
- Law and policy level changes
- Resolutions at grassroots governance institutions
- Study/research and publication
- Social and media recognition
- NGO networking
- Recommendations for CLAP

The following data collection tools were developed and administered with key respondents to find information under the key themes from the evaluation objectives. For carrying out Focus Group Discussions (FGD) and interviews with parents, community and volunteers, FGD and interview guides were prepared (Annexure 10.3).

S.No.	Tool	Sample	Location
i.	Questionnaire for Network Partners	Mailed to 31/ Received 15	Odisha
ii.	Focused Group Discussion (10)	Network Members	Bhubaneswar
iii.		Community	Center 1, Keonjhar
iv.		Community	Center 2, Keonjhar
v.		Network members	Keonjhar
vi.		Community	Center 1, Badamba
vii.		Community	Center 2, Badamba
viii.		Community	Center 3, Badamba
ix.		Community	Center 4, Badamba
x.		PRI members	Badamba
xi.		AWW, Supervisor, CDPO	Badamba
xii.		Experts	Bhubaneswar

xiii.		Media Persons	Bhubaneswar
xiv.		Lawyers	Bhubaneswar
xv.	Interviews (5)	Anganwadi worker	Center 1, <i>Keonjhar</i>
xvi.		Anganwadi worker	Center 1, <i>Keonjhar</i>
xvii.		Anganwadi worker	Center 1, <i>Badamba</i>
xviii.		Anganwadi worker	Center 2, <i>Badamba</i>
xix.		Anganwadi worker	Center 3, <i>Badamba</i>
xx.	Observation (6)	Centre	Center 1, <i>Keonjhar</i>
xxi.			Center 2, <i>Keonjhar</i>
xxii.			Center 1, <i>Badamba</i>
xxiii.			Center 2, <i>Badamba</i>
xxiv.			Center 3, <i>Badamba</i>
xxv.			Center 4, <i>Badamba</i>

To conclude the Exhibit 1.7 below provides details for the method and purpose for the Process Evaluation of the IDC-V Project.

Exhibit 1.7 Method and Purpose for Process Evaluation of the IDC-V Project

Task	Purpose	Sources	Tool
Desk Review	Review and Assessment of relevance and effectiveness of the approach and interventions and activities	Background information of the IDC-V from proposal, reports and other relevant documentation (listed above in Section 4.2)	A log frame of inputs, indicators and outputs was developed by evaluation team
Interactions with key stakeholders	First hand validation from the field	IDC-V stakeholders – NCER members, lawyers, experts, media spokesperson, PRI members, community, parents, AWW	Interview guides FGDs
Web based survey	To supplement the information collected from FGD.	NCER members	Web-based questionnaire
Observations	To supplement information from the field by observing the functioning programmes		Observation checklist

4.5 Limitations of the Evaluation

The evaluation report is based on qualitative and quantitative data. All efforts were made to collect relevant and accurate information from programme records, interviews, FGDs, and observations. However the team experienced following constraints:

- A brief two day field visit appraisal with limited resources of time and finances
- Heavy monsoon hindering access to far reached centres
- Limited interactions with stakeholders especially with PRI
- The place and timings of the interviews rarely provided adequate privacy for conversations
- Some of the key informants such as link volunteers could not be interviewed.

Data Analysis and Findings

5. Data Analysis and Findings

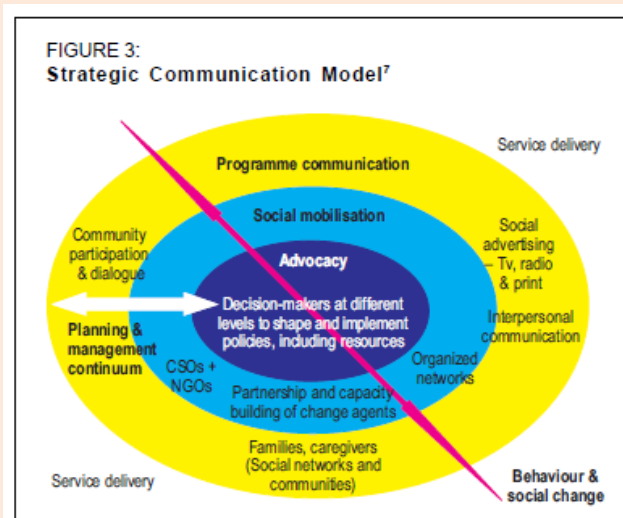
CLAP used successful advocacy strategies to influence decision makers from grassroots to policy level, both at the state and the national level. It played an active and participatory role in changing the mindset of change makers and policy makers. Consistent efforts were made at the grassroots, in both *Badamaba* and *Banspal* to work with the communities and simultaneously collect empirical evidence for advocacy that would be meaningful to the target groups.

What is Advocacy?

Advocacy is a continuous and adaptive process of gathering, organising and formulating information into argument, to be communicated to decision-makers through various interpersonal and media channels, with a view to influencing their decision towards raising resources or political and social leadership acceptance and commitment for a development programme, thereby preparing a society for its acceptance (UNICEF 2005, pg 6)

In order to develop effective communication strategies, CLAP made intensive efforts to gain a sound understanding of the policy and legislative framework. At the same time, the organization was engaged in dialogue with active stakeholders at the grassroots level to ensure that recommendations for policy and legislation were meaningful and pragmatic for the masses and could be implemented with minimal challenges. The strategic communication approach of CLAP was similar to the continuum of planning and management model of UNICEF (Exhibit 1.8). The component of programme communication addresses the knowledge, behaviour and practices of individual while advocacy and social mobilization contribute in creating an enabling social and political environment.

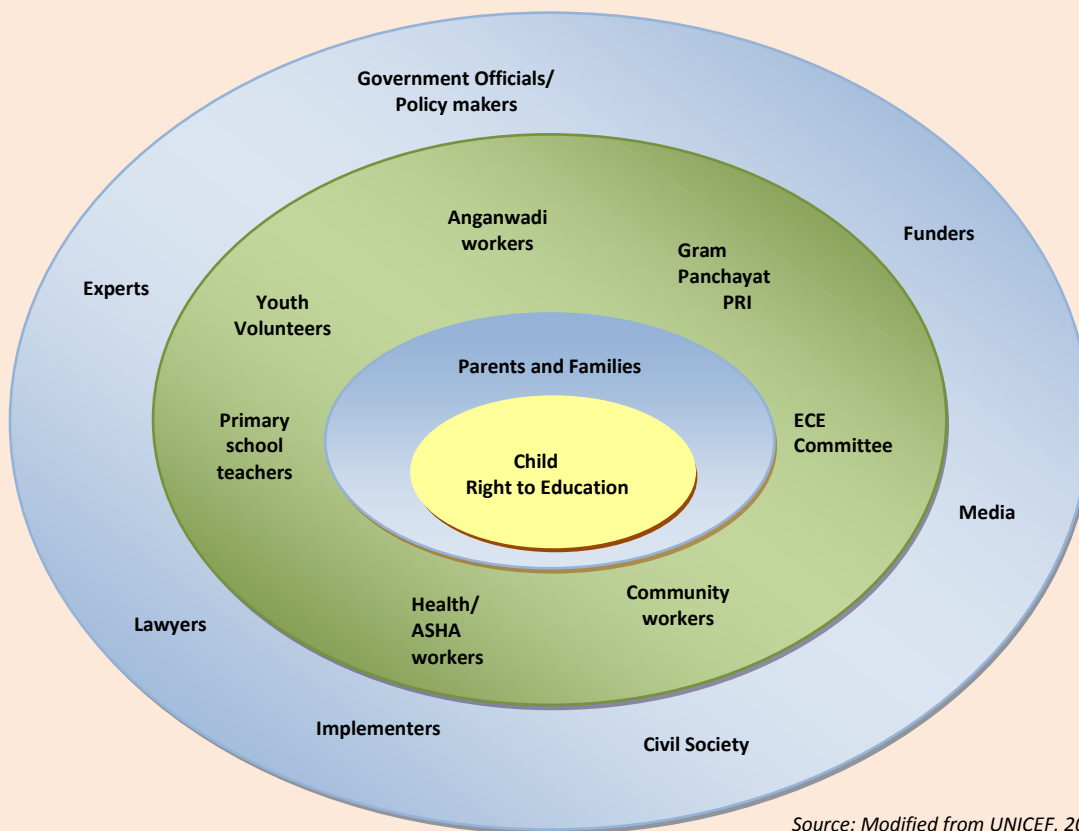
Exhibit 1.8 Strategic Communication Model



Source: UNICEF, 2005, page 7

In addition to the pragmatic advocacy efforts, the project approach was based on rights based programming framework which is important for child-centered communications. In recent years, the paradigm shift from the ‘mother only’ to ‘other family members, social and political networks’ (Exhibit 1.9) facilitate change on a larger scale. Thus the synergies from integration of individuals, partners, civil society, funders, Media and other key players gave the impetus to the advocacy efforts to protect the best interests of children and enhance the quality of their lives.

Exhibit 1.9 Effective Child Centered Communication: Rights Based Framework

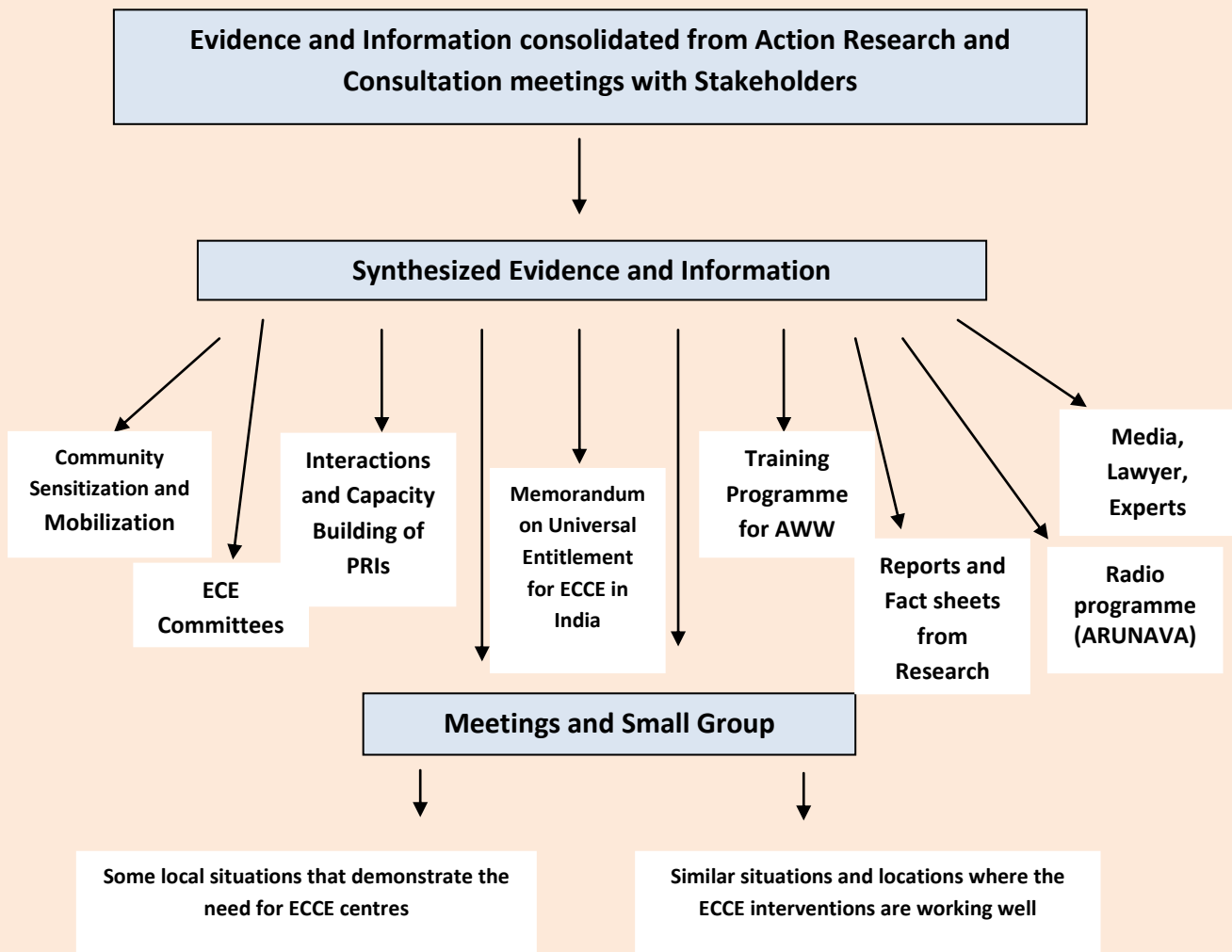


Source: Modified from UNICEF, 2005, page 5

Findings from the in-depth desk review, interviews and observations, revealed that CLAP had used a variety of appropriate advocacy strategies to involve the key stakeholders. Through the IDC-V project, diverse and contextually appropriate strategies for advocacy were developed. Efforts were made to work closely in partnerships with parents and community to gain an understanding of local knowledge. Various strategies like community sensitization and mobilization meetings, ECE committees, training programme for Anganwadi workers, radio programme were planned and effectively used to reach community. Simultaneously interactions and capacity building of PRIs, research to collect empirical evidence for developing facts and figures, memorandum on Universal Entitlement of ECE were developed to conduct

advocacy with policy makers. A working paper of UNICEF on strategic communications informs how research and evidence is important for making arguments for an effective advocacy campaign. The process reported by CLAP for a strategic approach to advocacy is detailed in Exhibit 1.10, using the UNICEF model. The model further details how the evidence collected by IDC-V was used to drive its agenda for law and policy on ECCE. The project developed various advocacy materials like booklets, pamphlets, training programmes, TV/ Radio spots can be prepared to reach out to the intended audience.

Exhibit 1.10 A Strategic Approach to Advocacy in IDC-V

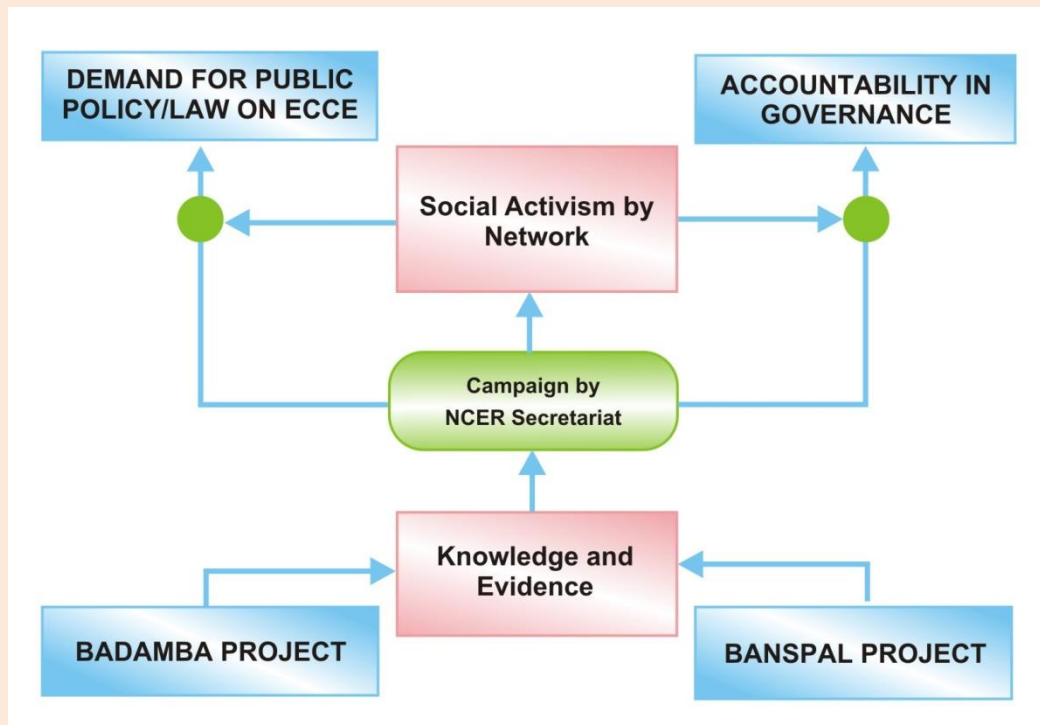


Source: Modified from UNICEF, 2005, page 13

5.1 Structural Arrangement of Advocacy

The overall advocacy was coordinated and facilitated by the NCER Secretariat comprising of a group of Legal Professionals and Social Scientists. This was also based on knowledge and evidences gathered from the experiences of the field labs of *Badamba* Block of Cuttack district and *Banspal* Block of *Keonjhar* district. While *Badamba* provided a general overview of access to quality early childhood education, *Banspal* was a source of evidence related to the use of mother-tongue based early childhood education for *Juanga* tribe. Based on the continuously emerging evidence, the Secretariat initiated a demand for law or public policy on use of mother tongue making the system of governance accountable. These efforts of the Secretariat were fortified by engaging a wide range of civil society organizations across the state who joined the NCER network. This has facilitated the process of social activism, building synergy through capacity building of the Network and using the Secretariat as a platform for interaction as shown in the diagram below:

Strategic Design

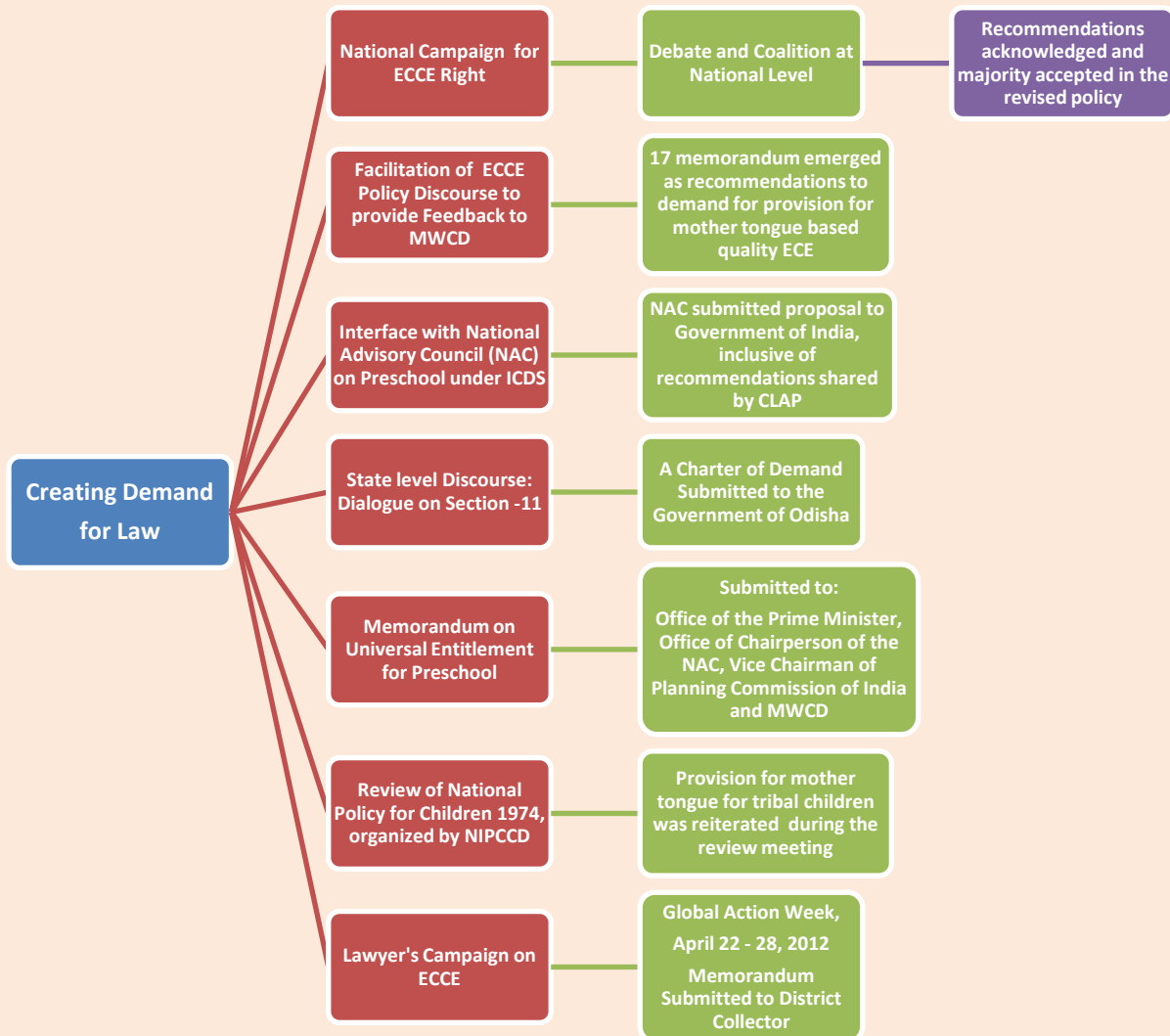


Apart from the broad advocacy strategy to influence policy and legislative process, the knowledge, evidence emanating from the field has resulted in developing micro advocacy models contextualized to different locations on various themes of ECE.

5.2 Demand for Law/ Policy on ECCE

CLAP has the unique distinction of being one of the few NGOs in India to spearhead the demand for a legal framework on ECCE drawing sanction from Article 45 of the Constitution of India and relating to state policy on ECCE incorporated by 86th Constitutional Amendment. Soon after the statutory recognition of Article 45 of the Indian Constitution in Right of Children to Free and Compulsory Education Act 2009. Once the RTE became effective in April 2010 with the provision of Section 11, CLAP ventured into the legislative framework for making a demand for law or public policy on ECE at the state level. Taking the complexities of the policy issues in cognizance, CLAP made strategic efforts for advocacy and lobby initiatives to influence the policy makers (Exhibit 1.11).

Exhibit 1.11 Activities Undertaken and Outcomes to Demand Law/ Policy on ECCE



CLAP under the aegis of its **National Campaign for ECCE Right (NCER)**, launched in 2007, is engaged with a network of NGOs to undertake advocacy for bringing policy and practice reforms in ECCE in Odisha and India. Through its project, IDC-V, CLAP continued to network with NGOs and Civil Society Organizations (CSOs) for increased awareness and to generate demand for legal framework for ECCE. This was strategized further in 2011 with the initiation of IDC-V project focusing on the crucial component of mother tongue for the tribal children of Odisha. As a part of this network drive various activities were undertaken in the year 2011 – 2012. Through this process the potential NGO partners working on issues of child rights were identified and registered through online membership drive. As a consequence an ECCE network comprising of 150 NGO partners across 30 districts of Odisha were established. This is inclusive of the 13 districts that are declared as Schedule Areas as per 5th Schedule of the Constitution of India which have high concentration of schedule tribe population.



The ultimate goal of this networking was to spearhead the demand for legal framework on ECE and to showcase a successful model of advocacy that could be replicated by NCER networks in other states. Various activities detailed below were organized to achieve the envisaged objectives.

During the **Facilitation of Policy Discourse**, CLAP proactively got involved to provide feedback on the Government’s **Draft Policy on ECCE** along with **Policy on Curriculum Framework** and **Quality Standard for ECCE**. Using the policy statement regarding formulation of a legal framework as a stepping stone, CLAP pushed its advocacy agenda to highlight the issues of quality, accountability, and the provision for mother tongue based education for tribal children. While making a demand for a law, CLAP also contributed to recommendations for the Government on the policy. CLAP organized consultations and provided several platforms for various stakeholders to come together, deliberate on the draft policy and provide

NCER E-Group Discussion Forum

The NCER promotes an E- Group discussion forum to enable open discussion in public domain regarding ECCE issues. Over the last two years, more than 300 informative articles have been shared. E-Group is managed by CLAP for information sharing on policy discourse in India

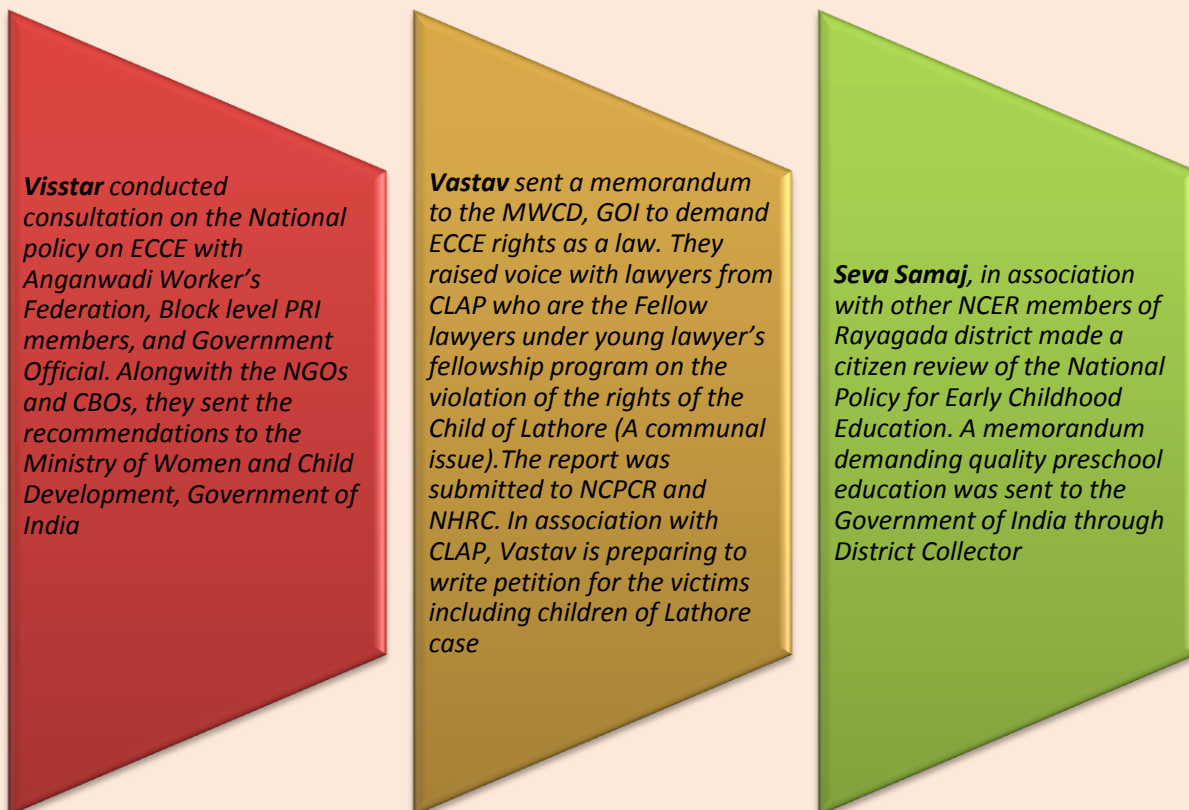
More information related to the campaign and its activities can be located on www.earlychildhoodindia.org The website should be regularly updated and it can be a powerful medium for interactions among ECCE advocates. This may require strategic Public Relations for effective dissemination

recommendations. The recommendations originated at various levels including parents and communities, civil society organisations, general public, ECCE experts and legal experts.

The recent meaningful contribution of the project was the significant involvement of CLAP and the network member organizations in **providing feedback to the Ministry of Women and Child Development (MWCD), on the ECCE policy** shared on the MWCD portal by the Government of India. Consultations and district level workshops were organized to involve various people from different cross sections. The policy dialogue was taken to the grassroots by the network. Through these efforts, **17 number of Memorandum that emerged as recommendations** from different tribal locations of Odisha to **demand for provision for mother tongue based quality early childhood education** with multilayer accountability as well as space for participation of parents, community and local self government institutions.

Several network members in their response to the evaluation team elaborated on how they participated in the above mentioned activities spearheaded by CLAP and contributed to the memorandum and other recommendations that were sent to the Government. Some examples are detailed below (Exhibit 1.12):

Exhibit 1.12 Network Partners Feedback on ECCE Policy: Illustrative Citations



***Visstar** conducted consultation on the National policy on ECCE with Anganwadi Worker’s Federation, Block level PRI members, and Government Official. Alongwith the NGOs and CBOs, they sent the recommendations to the Ministry of Women and Child Development, Government of India*

***Vastav** sent a memorandum to the MWCD, GOI to demand ECCE rights as a law. They raised voice with lawyers from CLAP who are the Fellow lawyers under young lawyer’s fellowship program on the violation of the rights of the Child of Lathore (A communal issue).The report was submitted to NCPCR and NHRC. In association with CLAP, Vastav is preparing to write petition for the victims including children of Lathore case*

***Seva Samaj**, in association with other NCER members of Rayagada district made a citizen review of the National Policy for Early Childhood Education. A memorandum demanding quality preschool education was sent to the Government of India through District Collector*

CLAP actively highlighted ECCE issues in online forums and kept the online community aware of its actions, recommendations and thoughts. The **National Campaign for ECCE Right’s (NCER) e-group** was used as a platform to create a nationwide debate. Subsequent to this, *the Indian Alliance for Child Rights² (IACR)* gave a positive feedback, requested permission to cite and include their feedback as an enriching input to joint NGO input and invited CLAP to join the coalition at the national level. The feedback on ECCE policy was also shared at a consultation organized by *Forum for Crèche and Childcare Services³ (FORCES)* in Delhi. As a convener organization of the state chapter of FORCES, CLAP was actively engaged in advocating the rights of the young child at the state level for Odisha. It was encouraging to note that the recent revised version of the ECCE policy acknowledges the feedback by CLAP and has accepted majority of the suggestions.

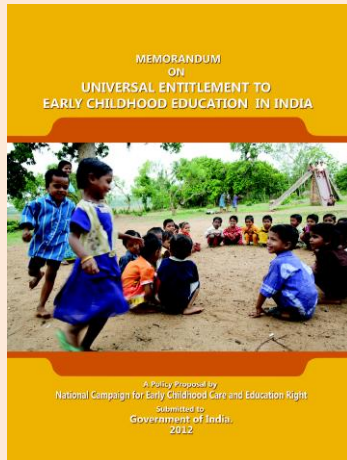
As a part of its advocacy efforts, the IDC-V project organized the first ever state-level public discourse titled ‘**Dialogue on Section -11**’ in India. This discourse provided a platform to initiate a discussion on the provision of Section 11 of RTE Act related to ECCE policy and involved diverse groups namely, civil society organisations, government representatives and institutions like State Commission for Protection of Child Right. A demand was placed to the Government for formulation of public policy or a law on ECCE. This created an impetus for initiating policy discourse for the development of a legal framework on ECCE.



² This country alliance was formed in 2001, to carry forward the commitments of the UN Convention on the Rights of the Child (1989) and the decisions of the UN General Assembly Special Session on Children (2002).

³ FORCES is an advocacy network which is committed to the survival, protection and holistic development of the young child.

As an outcome to the endeavour, a **Charter of Demand** was submitted to the Government of Odisha, by the advocates of Right to ECE for young children to formulate a Policy or Law in accordance with the provision of Section-11 of RTE Act.



The **Memorandum on Universal Entitlement for ECE in India** was developed from empirical evidences consolidated from research, review of existing laws and policies at the national and international level, and views and knowledge from various forums to appeal to the Government for a comprehensive strategy on ECCE and a Bill into Parliament of India for ECE. This memorandum was submitted to *Government of India, Office of the Prime Minister, Office of Chairperson of the NAC, Vice Chairman of Planning Commission of India and MWCD*. This was further aligned with the developme

nt of **Policy Discourse** at the national level.

In an interface with the **National Advisory Council (NAC)**, CLAP was invited to contribute to the process of bringing about reform in the ICDS and strengthening the preschool

component. The state of Odisha was represented by the Secretary, Department of Women and Child Development and CLAP. A set of recommendations were shared by CLAP in this Consultation with a clear demand to bring ECCE under the provision of law by developing a legal framework. Subsequently, the NAC submitted a proposal to Government of India for reform in ICDS to strengthen preschool component.

Themes covered in the Memorandum:

1. **ECCE – Evidence Base and the Case for Government Intervention**
2. **Position in India – Law, Policy and Practice**
3. **Purpose, Issues, Outcomes of NCER**
4. **Proposals – A Right to Early Education within a Strategy for ECCE**
5. **Infrastructure and Workforce Development**
6. **Quality Assurance and Regulation**
7. **Entitlement and Delivery**
8. **Governance, Accountability and Parental Involvement**
9. **Next Steps – Outline Implementation Programme**

A consultation on **review of National Policy for Children 1974** was organized by **National Institute of Public Cooperation and Child Development (NIPCCD)**. CLAP as an invitee to the consultation actively participated to provide recommendations for access to *quality early education for all young children in the age group of 3-6 years and mother tongue based ECE for tribal children*. When public opinion was solicited by Government, CLAP again reiterated the major issues of concern including *a provision for mother tongue based quality early education and accountability*.

As a part of advocacy initiatives, CLAP started a **Lawyers Campaign on ECCE under its Young Lawyers for Justice Fellowship Programme supported by Department of Justice, Ministry of Law & Justice, Government of India & UNDP**. The young lawyers under this initiative were required to undertake a campaign during the Global Campaign Action Week – 22nd April to 28th April 2012 on the theme of ECCE. These 20 selected young lawyers organized public meetings in 10-districts of Odisha subsequent to which they submitted Memorandums to the concerned District Collectors with a demand for law on quality early education for young children. Two of the 20 lawyers have shown voluntary interest to conduct research on mother tongue based preschool education in areas of *Keonjhar* and *Mayurbhanj*.

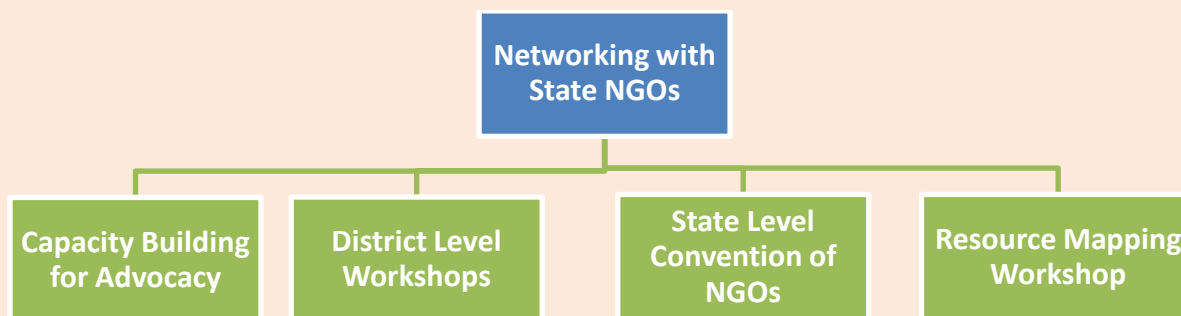
Another strategy of CLAP’s advocacy efforts was to work on **Draft Legislation**. The process of draft development included (i) thorough review of the existing ECCE legislative measures both at the central and state level, (ii) views collated from consultations with lawyers and ECCE experts, (iii) CLAP’s research on global legal perspectives. CLAP has strategized to submit this to key players after the approval of the National policy on ECCE. Summary of Draft ECCE Statute is attached in Annexure 10.4.

5.3 Social Activism: Advocacy at the Macro Level

Through the IDC-V project, CLAP has engaged in creating a state level network of NGOs in Odisha to achieve the objective of **Capacity Building for Advocacy** and thereby building collective voices advocating for the common cause of ECCE and mother tongue. Workshops were organized for NGO partners with the objective of building an understanding about the present situation, policy and practice on ECE; developing hands on experience on different methods of advocacy; understanding the role of different stakeholders and their level of influence at the policy level; and integrating micro level issues in the process of macro-advocacy. Two state wide workshops were organized in December 2011 and May 2012 which facilitated in developing an advocacy plan. Various strategies listed below in the Exhibit 1.13 were adopted to engage a Network of NGOs to promote demand for preschool among primary stakeholders.

Role of the Network

- *To share experiences on ECCE*
- *To have a common Action Programme on ECCE*
- *To communicate and Advocate for ECCE*

Exhibit 1.13 Social Activism: Networking with State NGOs

District level Workshops with NGOs partners were conducted in 11 districts of Odisha. A total of 389 participants attended these consultative meetings. These workshops were organized with a twofold objective. One of the objectives was to sensitize partners about the constitutional mandate under Article 45 and the provision made under Section 11 of RTE Act and the second objective was to orient the member organisations to the objectives strategy and activities of NCER. It was envisaged that the workshops would generate interest among the NGOs to enrol themselves in the NCER and an agenda for advocacy could be planned.

A **State level Convention of NGOs** was organized in September 2011. It was attended by 150 participants from 28 districts of Odisha to formulate an action framework for enhanced engagement of NCER network for policy and practice changes in ECE. The objectives were to develop a common understanding among the network partners about future directions for the campaign and develop communication strategies for sharing and learning of best practices and innovations. The following decisions resulted from this convention:

- organize workshops on building ECCE policy advocacy
- undertake a study for resource mapping of Odisha ECCE Network
- document best practices and innovations and share resources.

A **Resource Mapping Workshop** was organized with 33 NGO participants to identify geographical coverage, resources (human, financial, and technical) and expertise (research, advocacy, networking, learning material development, training, community mobilization, and operating ECE centers) of network partners. A semi-structured questionnaire was developed in consultation with an expert to collect this information. The resource mapping exercise facilitated the identification of strengths and opportunities of network partners. This process was seen as a pre-requisite for strategizing convergence of resources for sustainability of the campaign for advocating ECE in Odisha. A report “Resource Mapping of NCER Network” documenting the workshop is in process.

The desk review revealed that some of the members were able to strengthen activities relevant to their scope of work with inputs from CLAP. *Centre for Youth and Social Development (CYSD)* strengthened the **Child Resource Centre at the Gram Panchayat level and empowered the AWW through supply of IEC material, class room transaction**

List of Activities conducted by Network Members

1. Consultations for Network Promotion at District level.
2. Resource Mapping Exercise.
3. Consultations to review National ECCE Policy.
4. Sending Memorandum on National ECCE Policy to Government of India.

and pedagogy. Another network member organization named *Institute for Social Development* developed and published preschool reading materials in tribal language for Juanga & Munda tribe. Similarly, as reported in the annual report, *Society for Weaker Community*, recognized by Government of Odisha to run ICDS Training Centre, became inspired to **conduct preschool training for AWW in accordance with the training module developed by CLAP.**

In July 2012, seven children had died due to collapse of a wall of AWC in Nayagarh district of Odisha. A PIL was filed to seek judicial intervention for increased compensation, ensuring physical safety, and accountability within the ICDS system. One of the partner organization, *Viswa Yuva Kendra*, conducted a fact-finding study jointly with the Child Welfare Committee, Angul on physical unsafe conditions at the ICDS centre. The fact-finding report was submitted as additional evidence to the PIL filed by CLAP in Odisha High Court.

Validations from the field

On the first day of the evaluation, a meeting was scheduled with the network members from various districts of Odisha. The evaluation team interacted with 15 – 17 network partners during the meeting to understand how the organizations had benefitted from CLAP’s networking strategies and what kind of challenges they had experienced.

The meeting provided a platform to understand the **perceived value of CLAP’s networking action.** The network members appreciated the role of CLAP in creating demand for a law on ECE, mobilizing the community at the field level, and building capacities of network. They reported that CLAP

“There is social exclusion and discrimination in preschool and primary school for Juanga children. This is one of the reasons why they do not like to go to such schools and even if they go they feel shy and do not perform. There was a pressure on teachers through legal awareness. There was some change but this did not change their mindset”
...during FGD for network partners

was able to create common objectives, strategies and collective action for network members.

Network members were able to explain and elaborate on the objectives and activities planned for the network.

During the meeting the discussions provided an opportunity for the network members to share their **understanding of ECCE issues**. Issues related to the tribal areas were discussed. Network members pointed out that an Anganwadi worker (AWW) from the same tribal community was a better option than an AWW from a different community. The non-tribal AWWs need to be sensitized to the language barriers faced by tribal children. They expressed that mother-tongue based teaching would increase the enrolment rates and make parents happier and satisfied. They shared that the local cultural practices and experiences of children should be integrated in the Teaching Learning Materials. The use of indigenous resources like clay, seeds, pebbles etc. should be encouraged to address the paucity of funds. The members were confident that if

“It is suggested that CLAP should make plan for maximum engagement of network partners to lead the campaign at the district level. The campaign must be built up the plan for further expand the network at the district level. For that purpose CLAP, being the patron organization of NCER shall provide technical, financial and material support to the network partners”.

- **Janamangal**

preschool was done in mother tongue, it would facilitate smooth transition to primary school. The exclusion of far flung geographical areas by policy and legal entities was indicated as a serious concern by network members.

As reported by network members, subsequent to their participation in the network activities of CLAP, they submitted **memorandums and recommendations to the Government** as explained in the section on advocacy and lobby (Section 4.1, page 24). The network members held consultations, meetings with their own subgroups thus

sharing knowledge, collecting evidence, and working towards action on advocating cause for quality ECCE and mother tongue education. Some of the network members also worked with preschools, prepared materials, and trained staff when directly involved with preschools. Thus, evidences of **Social Activism** by network members were reported by the representatives from member organizations.

The network members further shared gaps in the existing systems that continue to affect the quality of existing ICDS programme. Though demand generation has been a significant aspect of the NCER, not much is being done for building skills and training the AWW. There is a lack of coordination between Department of Women and Child Development and the state education department. The network members strongly recommended the addition of clause on social inclusion when framing the law on ECCE as the issue of geographical and social exclusion is grave, especially, for tribal communities in India.

In addition to the meetings with the network members, a questionnaire was developed to seek their detailed response to their engagement with IDC-V project. A list of 31 network members was shared by CLAP. The questionnaire was mailed to all the 31 members and response was received from 15 members (Details in Annexure 10.5). Four of the NGO partners were registered as early as 1982-83 and one NGO had recently registered in 2007. The period of association of CLAP with 10 NGOs who had responded was over 5 years and three organizations had recently established (two years) their associations with CLAP. The synergies of working on common areas of interest like tribal communities, women, children and rights had brought the partner organizations together. All the network members commended the efforts of IDC-V. They shared that they gained knowledge on the status and practice of ECCE in India. Some of the responses that inform how the network members benefitted from networking with IDC-V are presented in the Exhibit 1.14 below:

Exhibit 1.14 Networking of NGOs with IDC-V: Increased Focus on Usage of Mother Tongue

District Rayagada comes under KBK region- the most backward zone of Odisha State. Tribal population is high in this district. The tribes like Saura, Budha Kondh, Koya Kandha, Dangoria Kondh, Lanjia Saora are the inhabitants of Rayagada district. Our organization has strong support for mother-tongue approach at pre-school/primary school. But to promote this, intensive intervention is required at the field level like training to pre-school educator, pre-school learning materials in tribal language - **JAGARANA**

Meera is working with Tribal Law Centre of CLAP in advocating , supporting, and promoting of mother tongue approach at pre-school education for Juanga children - **Meera Welfare Society**

In district level forum, we have raised the issue of mother tongue based pre-school education for Koya tribe. As the children don't understand Odiya, we advocate for Koya Worker and teaching & learning materials in Koya language . We have promoted 4 Mother tongue based preschools in the remote pockets of Malkangiri district where there are no ICDS centres. The instructor is from the same tribal community and the households are contributing to serve traditional foods - **ORRISSA**

The community and parents have advocated for mother tongue approach in meetings and at different platforms.

Disappointingly they also mention...
We could not support providing the reading materials to the children - **VISSTAR**

Exhibit 1.15 Networking of NGOs with IDC-V: Efforts to Involve Parents and Communities

Responses from Network Partners

Parents are involved in Preschool education system through the village education committee (VEC). JAGARANA is developed education committee in the ICDS centres. The child mothers and parents seated once in a month for better education facilities - **JAGARANA**

Being a Network partner of NCER, we are engaged to creating awareness among parents and community regarding the importance of pre-school education, impact of early education and the learning outcomes of the children. By doing this, community, panchayat bodies are sensitized to create demand for quality pre-school education - **JANAMANGAL**

Meera has able to create a conducive environment within the community to send the children to schools. The attendance of girl child/PWD has been increased and the villages Education Committees (VEC) have taken steps to revive the defunct Govt. schools and set up a Vocational Training for the underprivileged youths - **Meera Welfare Society**

Increased participation of parents and community in running the preschool activities in ¾ centres at D.Karlakunta panchayat of M.Rampur Block - **FARR**

Earlier parent and community members were not participating actively and children attended irregularly in ECCE Centre. But after VEC and meeting with them they understood their role and responsibility for ECCE. Basically mothers are regularly participating in monthly meetings reviewing the ongoing activities and discussing performance of their child. We are also sharing with Panchayat Raj Institution members regarding necessary modification and effective implementation of ECCE and they will take appropriate steps during Palli sabha and Gram sabha - **NYASDRI**

During a village meeting in Malkangiri, the tribal women found that the young children of their community are now disliking millet based foods as they feel it's a poor-man's food. They decided that they will serve millet based/traditional food stuffs in ICDS centres. They started in one centre and now the mothers are serving millet based foods along with ICDS cooked foods in 7 centres of Malkangiri district - **ORRISSA**

As a partner of CLAP led NCER, we have integrated ECCE in one of our programmes named Western Odisha Education Watch Programme. This programme is intended to ensure community participation in the improvement and management of quality basic education; strengthen the formal education through intervention in enrolment, schooling, teaching, and retention; and develop attractive and activity based child centred learning - **RARE**

As associate of NCER, we have given increased focus to pre-school education component in the training programme for AWWs. The module developed by CLAP for pre-school education training is being used in our training programme for AWWs. Also the resource persons and trainers engaged in CLAP's training to ICDS workers of Badamba have been pulled to conduct training in our ICDS Training centers. In course of training, ICDS workers are being encouraged to effectively run their centers so that people could be motivated to make demand for quality improvement for pre-school education - **Society for Weaker Community**

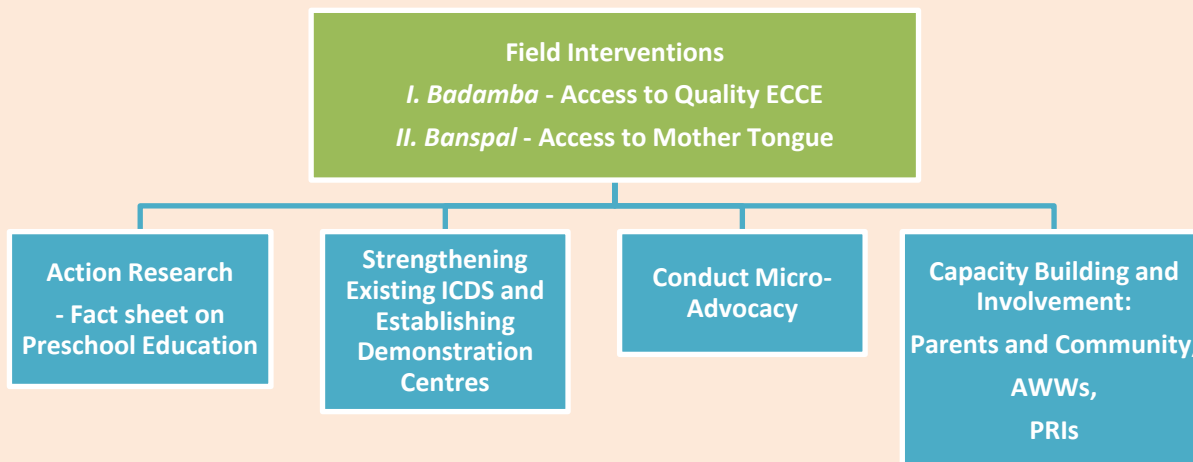
From the above description, it can be concluded that the efforts of the IDC-V project were successful in generating awareness among network members on ECCE and related policy issues. Specifically, network members discussed the inadequacy of mother tongue based teaching for preschool children in Odisha. CLAP was able to empower network members to engage in social activism activities.

The network members appeared to be committed for the cause of ECCE and indicated the need for frequent network meetings and concrete action steps. CLAP could consider efforts to sustain the ongoing momentum. The members recommended CLAP to make further efforts for capacity building and advocacy related to ECCE. A few recommended that IDC-V should explore opportunities, space and strategies to advocate and develop a legal framework on ECCE. Most of them wanted advocacy efforts to be generated at the grassroots with increased media focus.

5.4 Reaching the Child: Field Interventions for Knowledge and Evidences

Multipronged strategies were used by CLAP to understand the existing situation and reach out meaningfully to the grass root communities. The interventions through IDC-V commenced with efforts for *data collection* to understand the needs and existing situation. *Surveys* at the community level related to information on AWC and interviews with the facilitator were helpful in collecting and assessing the ground realities. These efforts further provided CLAP the empirical evidence to plan meaningful field interventions at *Badamba* and *Banspal* as detailed in Exhibit 1.16 below.

Exhibit 1.16 Field Interventions in IDC-V



As part of field intervention, efforts were made to secure Access to Quality Early Education in *Badamba* block of Cuttack district. Simultaneously, efforts were directed to provide mother tongue based quality education for children of *Juanga* tribe in *Banspal* block of *Keonjhar* district. Three major objectives were envisaged under field interventions:

- Collect evidence to use for advocacy through action research by conducting an intensive survey to collect baseline data both at *Banspal* and *Badamba*
- Establishment of preschools especially for tribal children in geographically remote areas with no access to preschool education
- Conduct micro advocacy which operates on the scale of individual child

Community involvement through sharing of knowledge, trust building, and resource mobilization is important to ensure the success of any intervention. CLAP involved the community from the initial stages of its field intervention in *Badamba* Block of Cuttack district and *Banspal* Block of *Keonjhar* district as described below.

I. Interventions in *Banspal*: Focus on *Juanga* Community and Mother Tongue

Through the interventions in *Banspal*, the project made efforts to generate a **demand for mother tongue based preschool opportunities for the *Juanga* children**. Intensive **community sensitization** meetings were organized for **5 Gram Panchayat (GP)**. The GP held discussions on mother tongue based preschool education at the Gram Sabha and **passed a resolution for mother tongue based ECE for *Juanga* tribe**. This was submitted to the line department with a **copy to the Governor** to exercise his power for scheduled tribe areas. Dialogues and consultation were held with the government authorities on preschool education and transition monitoring. A **public hearing** was organized involving the **government, media and civil society**.

Initiatives were made to establish and support demonstration preschool centres in the *Banspal* block. Additionally, efforts were made to **collect empirical evidence of existing ECCE provisions and practices** under the ICDS programme to create a powerful impact at the policy level to recognize mother tongue based ECCE education as a right of children. Specific areas were selected and the following activities were undertaken to promote MOTHER TONGUE based ECCE.

A survey was conducted to ascertain the existing situation of facilities available for tribal children. As an outcome of the survey, a document titled **Fact-Sheet on Preschool Education under ICDS Scheme of *Banspal* Project in the State *Odisha*** was prepared, focusing on the key problems and challenges existing of the ICDS programme. The survey spearheaded by the CLAP

Tribal Law Centre of *Banspal* was commissioned during January-February 2011. The objectives of the survey were to ascertain the enrollment status for preschool education, institutional facilities available in the Anganwadis, educational standards of the PSE facilitator, training provided to the facilitators, and availability of teaching-learning materials in the centers.

The major findings summarized in this report were based on the information collected from a total of 231 Anganwadis, and observation report of the survey team, and from the opinions shared by the AWWs in Practice Documentation Workshops. The report informed that despite the growth of number of AWCs started since 1981 – 82, there continue to exist 18 hamlet villages that were not provided the facility of AWCs. The enrollment in the AWCs did not show increase with the expansion of the ICDS centres (only 65 %among all categories of children). A variety of reasons were listed for unsatisfactory outreach and limited numbers of children in AWCs such as lack of parental understanding about the benefits of preschool education; prevailing misperception of AWCs considered as feeding centers; AWW centres not opening on a regular basis inaccessibility to AWW during rainy season; and limited exposure to education and preschool provisions for children.

The survey collected information related to enrolment of children, looked at quality indicators such as competency level of the AWWs, availability of preschool curriculum, teaching-learning methods practiced and materials used by the facilitator, language used, supervision and monitoring systems and community and parental perceptions. The findings and report from the survey concluded with some useful key suggestions.

As a part of policy advocacy, public hearing was conducted at *Keonjhar* on 21 July 2012. Forty cases in the matter connecting to ECE such as infrastructure, teacher absenteeism, language issue etc were brought to attention of the juries by the community people. The Jury for the Public Hearing was Secretary District Legal Service Authority, Sub-Judge Civil, Assistant Project Director of DRDA, ICDS Programme Officer. The cases along with common judgment of the juries have been sent to the District Collector for consideration and appropriate action.

**Recommendations from the Survey:
CLAP Initiative**

Sensitizing and creating a demand for access to preschool education among the parents and community

Strengthening basic infrastructure and integrated facilities to improve access and mother tongue based education

Strengthening skills of Anganwadi workers through training on areas like teaching methodology, Multi-lingual education and its usage, child assessments and classroom management

Providing a curriculum for the preschool

Institutionalizing a strong monitoring system to ensure an efficient delivery system

Validations from the Field

The evaluation team visited *telephone sahi* centre, a preschool centre for the **Juanga community in Keonjhar** with 32 children (Boys – 11 and Girls – 21) enrolled in age group of 3-6 years. This centre is supported by CLAP as the nearest AWC is located in *Kanjipani* which is more than a km away and close to the National highway. This makes it inaccessible for the *Juanga* children.

Through interactions with community members, it became evident that the villagers had nominated members from the community to be part of a committee that was responsible for the day to day functioning of the centre. The committee conducted meetings once or twice every month to discuss issues related to reducing absenteeism and opportunities for ensuring continuity in children's education. One of the innovative endeavors was the construction of various kinds of swings for children from local indigenous materials. The community also had cleared the ground behind the centre to make a play ground for children. The present centre was functioning in a community hall and the community was willing to provide private land for the construction of a separate house to run the centre. With contribution from CLAP, the community has renovated the centre and was in process of cleaning the area to protect children from malaria.



Developing and distribution of a couple of books by CLAP in *Juanga* language was the beginning of another good practice observed at the ECE centres. The community was also enthusiastic about expanding the centre to accommodate children from a neighbouring village and procure more play materials and uniforms for those children. Their commitment and participation in the programme was commendable. This interest needs to be effectively harnessed by CLAP. For sustainability of the efforts, the community needs to be empowered to identify and discuss their development problems. Community coalitions can be strategized to increase participation and create demand for ECCE in the region. The communities could be connected to the key organizations and resources like *Gram Panchayats* and other CSOs working for the welfare of the community.

Mother Tongue Education: Views and Perceptions of the Community

Through discussions with community members, it was evident that they wanted children to learn in their mother tongue. They indicated that their children were not willing to attend schools that did not use their mother tongue. Their perception was that children in the mother tongue centres learned and enjoyed more than in Anganwadi centres. The community was pleased with the opportunities available for their children to learn to speak, play, dance, sing, identify, and recognize objects. They were happy to provide these opportunities for the children in their community which they themselves had not received as children.

To conclude, the above evidence illustrates that CLAP was able to augment community participation in many ways. The outcomes ranged from the **community nominating their representative, suggesting agenda items for discussion, accessing services, and promoting**

Observation: A contextually appropriate activity at the telephone centre, Kanjapani

“The children at the centre were dancing and signing a folk song. This song was created by the AWW. It was describing how a marriage ceremony of a fox takes place. The animals all come to a Mandap (village court) and they bring variety of fruits. The children were observed to be familiar with the song and the dance steps confirmed their familiarity to the centre and its activities”

participation. CLAP built trust and involvement of parents, families, and community to be

advocates for young children. Although the process took considerable time and resources, project staff was able to convince the targeted communities. This community acceptance was the first step to eventual ownership and sustainability of the project.

Interactions with the facilitator

In-depth interview schedules were conducted with facilitators at *Banspal*. One of the facilitators informed the evaluation team that initially the children were afraid to

come to the centres because they did not understand the language spoken by staff. In due course of time, when the children realized that the facilitator was speaking in *Juanga*, there was an increase in child enrollment. The facilitator was appreciative of the fact that she got support from parents and the community. The parents encouraged and ensured that their children attend the preschool programme and provided timely support in activities like building swings, providing labour for centre renovation. The facilitator had received only two days of training

‘Our children should learn in our own language first and then in Odiya. Some of the learning materials provided to our children are printed both in our Juanga language and Odiya language but the script is in Odiya. We will demand to the government to provide preschool facilities in our village and in our language first - Juanga Community Member

but implemented developmentally appropriate activities with children. This facilitator was observed to be conducting activities to enhance children’s skills for identification of objects. Additionally, the facilitator encouraged children to draw and write on the floor.

The observations indicated that facilitators in both the CLAP run ECE centres in *Banspal* were conducting developmentally appropriate and contextually relevant activities with the children. These activities were not only interesting, but they imparted learning through play method. Only in one instance, the evaluation team observed that though the facilitator was organizing an interesting activity, it could have been more age appropriate.

Being a new locale intensive efforts were made to develop a relationship with the community and leadership groups. The recent efforts namely public hearing, organization of *Grama Sabha*, a dialogue with the stakeholders, formation of village council, youth mobilization, networking with the CSOs are steps that will gradually engage the communities and empower them. This will gradually build their capacities and facilitate them to take up ownership and demand the rights of young children in their communities. In cognizance of the existing situation, CLAP chalked out future direction of the intervention in *Banspal* by contemplating a plan titled Stocktaking and Forward Looking Strategy for documenting the micro advocacy model on mother tongue based education (Annexure 10.6).

Intervention in *Badamba*: Access to Quality ECCE

The interventions in *Badamba* were aimed at improving access to preschool education and to ensure smooth transition from home to school environment. An **action research** was conducted by CLAP to provide baseline data to help them strategize their **advocacy action plan** to bring improvement in the quality of preschool education services. The research aimed at identifying:

- Practical problems faced by ICDS centres in delivering preschool education services
- Training needs of the AWWs/ ECE facilitators
- Health, nutritional and learning status of children

The primary data collection was conducted through a facility mapping survey at 196 ICDS centres, using interview schedules and social audits in selected locations prepared in consultation with research experts, to capture information about the management of AWC’s, infrastructural facilities available, and children’s learning performance at the centre. Interviews also were conducted with AWWs to about their job responsibility, training received, professional expertise, and problems and challenges faced by the AWWs children. Findings from the survey and interviews assisted with the development of the following:

- A database of 12144 children below 6 years of age with information about their health, nutritional, birth registration and learning status
- A preschool education report card on accessibility, quality, and management of preschool ICDS centres
- Baseline assessment of children regarding their general self-awareness, physical development, language development and pre-primary skills
- A fact-sheet on the enrolment status, basic facilities at the centre, profile of the facilitator, and nutritional, learning, and transition status of children in 196 ICDS centers.

Based on the findings of the baseline study, key suggestions for improvement were given in the preschool education report card such as need for sensitization of parents, need for better infrastructural and support facilities in the ICDS centre, need for preschool education training module for training of AWWs, standardized preschool curriculum, strong monitoring mechanism of ICDS centres and measures for successful transition of children from preschool to primary school.

Based on the findings from the mapping report, **community sensitization programmes** were organized to increase the awareness on the need for ECCE among parents, families, communities, and caregivers thereby creating a demand for access to quality ECCE. **Youth rallies, vehicle campaign and village corner meetings** were organized in **136 villages** covering **36 Gram Panchayats (GP)** to discuss the importance of ECCE for children and rights of the children to receive these services. **Sensitization workshop** was organized to orient facilitators and AWWs about the context, curriculum, methodologies, and pedagogy of ECCE. **Village level sensitization meetings** were held in **58 villages** to support, strengthen and monitor the preschool education. Citizen councils were formed at the village level for micro advocacy. 7-members **ECE Committees** were constituted in **58 villages** to demonstrate how to mobilize communities and families to support, strengthen and monitor the service provision of ICDS like day-to-day attendance of children, regular operation of the AWCs, and attendance of AWWs.

Given the significant role AWWs/ facilitators play in delivering preschool education, CLAP initiated training sessions for **Capacity Building of AWW's** in the ICDS centres, prioritising it as a key component of the micro intervention. **A pre-training need assessment survey** was conducted and a training schedule developed in consultation with a child psychologist, and ECE trainer. The schedule included the following topics: context, content, curriculum, pedagogy, teaching methodologies in ECE, preparation of learning materials by using locally available materials, and evaluation of the learning performance of the child. A total of four residential

training programmes for duration of four days were organized. A total of 165 AWWs were trained during these programmes.

Strengthening of preschool education was further initiated by **providing teaching learning material** such as charts, flash cards, picture books, drawing books, balls, puzzle toys, colours, numbers, and alphabet cards to **125-AWCs**. **A mobile vehicle** carrying ECE learning materials regularly visited **58 AWCs**. **Five preschool centres were also opened** to provide preschool education to **70 children**.

A **Transition Monitoring** exercise was done to monitor the transition of children from home to preschool and from preschool to primary class using birth registration and preschool leaving certificate. During this reporting period, **1385 numbers of birth applications were submitted at the birth registrar office and 334 birth certificates were received**. **Enrolment of 876 children in primary school** was ensured through this project intervention.

The follow up exercise to monitor transitions of children is a meaningful activity and needs to be continued at various levels to understand the effect of interventions.

Validations from the Field: ICDS, Badamba

The evaluation team visited four AWCs in *Badmaba*. Two of these were the ICDS AWCs and two were being run and managed by CLAP. The field visit provided opportunities to observe the centres and the ongoing activities at the centres. Simultaneously, it provided opportunities to interact with the AWWs and the community. During the field visit, discussions with one of the ICDS worker revealed that the systemic efforts to improve the quality of an Anganwadi Centre substantially reduced the previous ill-will/tension/non-confidence among the community and facilitator. This was widely prevalent when the activity of the centre was mostly restricted to distribution of food as the parents. With no communications, parents had a preconceived notion that the facilitator was not distributing the food appropriately. The regular interventions by CLAP through teacher training, building awareness among the parent's,

Observation: A participative activity at Badamba



The AWW called out a young boy and helped the boy wear a tiger mask. Another young girl was invited to be a cow. The children enacted the story of the tiger and the cow in the form of a play. The teacher encouraged the children to speak the dialogues at points where they were getting stuck. All the children were observed to enjoy the activity with great interest.

facilitated interactions between the parents and facilitator, built strong partnerships and reduced miscommunications among them.

Reflections from AWWs in Badamba....

Why does a child shy away or not wish to attend school?

How do experiences with concrete objects make learning a meaningful experience and help children understand a concept better?

Does using contextually appropriate materials help children understand things better?

Why children get confused when they see certain things that are not natural but painted or depicted?



As a part of the evaluation visit, a meeting was organized with the AWWs, supervisors and CDPOs. Interactions with the AWWs provided positive feedback on CLAP’s efforts with trainings. They expressed that trainings organized by CLAP made them appreciate how preschool education could be strengthened in AWCs as compared to the ICDS training and the ARUNIMA curriculum where the component of preschool education was minimal. AWWs provided several instances of how they found the CLAP training more meaningful and activity based. Some learning shared by AWWs were dipping leaves/ thumbs in paint and stamping them on paper. They shared the excitement of children when involved in this activity. They also shared the variety in songs and dances they learnt during the training. The AWWs themselves got an opportunity to learn and introduce alphabets and numbers in a developmentally appropriate manner like using of concrete objects for counting, encouraging the participation of children. Subsequent to the

training, the AWWs felt that they had a better understanding of child’s needs and development and their skills for planning and organizing interesting activities for children had enhanced substantially.

The AWWs also shared that over a period of one year they witnessed a gradual shift in the parents’ perception towards preschool

“All records of the Committee meetings are maintained. There is no absenteeism in the AWC. The Committee members support in bringing the children to the AWC.....”

Sarojini Nayak, 28 years, ECE community member

“My children are coming to AWC. They will develop a habit of coming to school in future. We are monitoring the Mid Day Meal and the Teaching Learning process at the AWC.....”

Lili Behera, 26 years, Committee member

“My child will overcome the feeling of fear when he goes to primary school. We do not want our children to become daily wage labourer like us. We want them to receive education and have opportunity for employment...”

Rajani Behera, 32 years, Committee member

education. Parents were interested in knowing what their children were learning and the progress they were making. According to the AWWs the parents had become confident and involved in the activities of the centre. Subsequent to the training provided by CLAP, the AWWs felt that they were empowered to convince parents of the benefits of learning through music, movement, art and play.

The discussion of evaluation team with ECE Committee group and community (about 15 – 17 people) at the AWC in *Kuanrpal, Badamba* deserve a mention. The community was expressive in their participation for ensuring preschool quality.

5.5 ECE Resource Centre

In IDC-V, CLAP realized their vision for establishing an ECE resource centre built over 2200 square feet space. The vision was to establish an ECE resource centre to fill the gap in accessibility of ECE resources available at one place for study and research work of academicians, researchers, NGOs and policy makers. The growing resource base includes



materials related to preschool curriculum and activities, audiovisual materials, documentation on child rights, advocacy, smooth transitions and other research and policy documents. CLAP further envisages using the resource centre to provide customized training programmes for Anganwadi workers, facilitators, primary school teachers, *Gram Panchayat* representatives, parents and community leaders.

Validations from the field

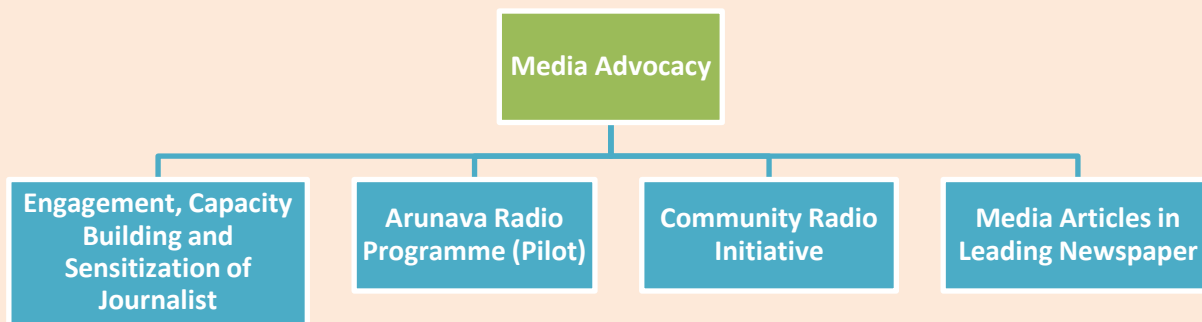
The evaluation team visited the ECE resource centre located in *Badamba*. The infrastructure of the resource centre was well constructed and it was observed that the CLAP team was making efforts to gather resources and learning materials from different sources. The CLAP staff had visited organizations like NCERT and NIPCCD in Delhi to collect resource materials for the centre. In addition to the resources and learning materials, the centre had facilities for audio visual presentations.

There is dearth of resources and materials in most of the far reached areas of Odisha and thus establishing a resource centre in *Badamba* was a commendable endeavour. It is important that CLAP team continues to make concentrated efforts to utilize the space and resources.

5.6 Media Advocacy

Media advocacy is an effective medium to increase awareness and influence the wider audience about early childhood issues. CLAP has taken significant steps to engage with journalists. Workshops and consultations were organized to sensitize media personnel on mobilizing public opinion for recognizing the right to education for ECE. This facilitated building awareness, putting pressure on decision makers, and enhancing the value of ECCE among various stakeholders.

Exhibit 1.16 Media Advocacy Efforts of IDC-V



Print Media

CLAP has strategically used media to cover its ECE events and programmes. Subjects such as the legal position of Section-11 of RTE Act, infrastructural problems of ICDS centres, inadequate budgetary allocation to ECE, and state of preschool education under ICDS programme received coverage in regional and national dailies due to efforts of CLAP.

Further, attempts were made to strengthen the communication strategy of Successful Transition Programme by interviewing eminent persons like Chairperson of the State Commission for Children. A series of 6 newsletters for Ullash (programme liaison unit funded by BvLF) were brought out by CLAP. The IDC-V project was recognized and the efforts of the project were published in Early Experiences Matter as one of the Noteworthy programmes serving children upto Age 3 in the Asia Pacific Region 2011.



Validations from the field

On the last day of the evaluation visit, interactions were scheduled with media representatives supporting CLAP with media campaigns. These discussions informed the evaluation team about the engagement of CLAP with journalist and how CLAP utilizes media advocacy. **Enhanced media coverage on ECCE and mother tongue issues** was observed as a result of these efforts. CLAP made significant efforts to publish news and articles in widely read and circulated National and Regional newspapers such as The Times of India, Indian Express, Pioneer, Telegraph, Statesman, *Samaj*, *Sambad* and *Dharitri. Sambad*, one of the leading regional newspapers in Odisha, dedicated its front page to ECE in the Sunday magazine issue with **two page coverage** story, including a briefing about the model preschool in *Banspal* block of *Keonjhar* run by CLAP. *Sopana* (The Steps), a development magazine, dedicated one of its issue for the cause of ECE and highlighted the demand of NCER. With the assistance of CLAP it also covered initiatives taken by the partners of BvLF, such as Centre for Youth and Social Development (CYSD) and People’s Rural Education Movement (PREM) in Odisha for mother tongue based ECE. As a result of dedicated efforts towards media advocacy during the project period, almost 251 news items appeared in the period of year 2010 – 2012 (end of July).

The state government decided to provide uniforms to preschoolers, after seeing children without clothes in the SOPANA magazine

Exhibit 1.17 Themes of the Articles Published

- ✓ *6 articles were published in 12 different newspapers discussing MT approach to preschool education*
- ✓ *12 articles relating to ECCE and 3 articles concerning use of ECCE materials was published in various newspaper/magazines*
- ✓ *15 articles were published in various newspapers covering quality preschool education, ECCE policy, judicial order on crèches, ICDS programmes, physical safety of children at preschool centres*
- ✓ *25 articles were published on the Right to Education*
- ✓ *An article titled ‘Early Childhood Education: Policy, Practice & Prospects’ was published in the National Seminar Publication on Quality Dimensions on ECCE which was organized by NCERT*

The media representatives reported challenges that prevented them from publishing important articles on ECE. Though the media representatives expressed their interest in publishing awareness on mother tongue based teaching they were honest in sharing that social issues were never a priority for media. They pointed out that there is a constant mismatch between the expectations of NGOs and the role of media. They suggested that NGOs present their messages in interesting, organized, succinct manner and within the specified word limit, to be

able to get space in the newspaper and make it stand out in the context of media reporting. This would facilitate having more social news with accurate information in print media.

Additionally, during the FGD discussions with experts (Annexure 10.7, list of experts), Prof. P.K Sarkar suggested, relevant university(s) may allocate fellowships for media persons for the coverage of social news and this may help in increased media outreach in social and development sector.

Radio

Arunava (the rising sun) Radio Programme became the major tool for public advocacy since it was broadcasted at the community level. The show with 15 minutes duration was broadcasted by All India Radio on pilot basis. The pilot programme had 4-episodes. The show provided views of experts such as educators, activists and child psychologists. It included engaging elements such as regional songs, short plays and messages for audience. Each episode concluded with a set of questions for the audience. Subsequently, in larger consultation with technical experts, the show was extended to 32 episodes. During discussions with experts on the last day of the evaluation visit, Dr. Namrata Chadha gave a positive feedback on the *Arunava* programme. She mentioned that the title song was inviting and energetic, and thus able to hold the attention of the audience. During this period of the project, CLAP was in negotiation with corporate houses to sponsor the broadcast of 32-episodes on All India Radio. As an input of this programme the All India Radio made a 15-minute (in English) discussion on Rights of Children with the Convenor of NCER.

Exhibit 1.18 Feedback from Listeners for *Arunava* Radio Programme

Analysis of the feedback from the listeners after the broadcast of 4-episodes revealed that:

- *First programme dedicated to early childhood education*
- *Educative for the audience*
- *Appealing title song and the show was hosted well*
- *Broadcasting timing was suitable for the audience (6-15-6.30 pm of Thursday)*
- *Helped parents in understanding their responsibilities*
- *Educative and informative for the Anganwadi workers*
- *Should be for 30 minutes duration*

The **community radio show** was going to be launched at *Badamba* and catering to the needs of 197 Anganwadi centres in the block. The objective was to broadcast early childhood programme and generate interest among facilitators and children. Prior to the overall planning

a feasibility study was done. A 67-page report was developed containing general concepts of community radio centre; procedures to obtain permission, license, regulatory clearances; required equipments; studio operation guidelines; establishment & operational cost; types of programme to be broadcast and technical parameters. The estimated cost to establish community radio centre was around 30 lakhs. CLAP proposes to mobilise resources for establishment of a community radio in *Badamba* in the coming year.

The *Arunava* programme and efforts to initiate the community radio at *Badamba* are meaningful for wider advocacy for illiterate audience. Thus intensive efforts need to be made to mobilize funds to broadcast *Arunava* and establish the community radio.

In September 2012, the National Door Darshan television network, Government of India in its prime time regional news channel covered one minute story about mother tongue based early childhood education for *Juanga* children endeavored by CLAP in *Banspal* block of *Keonjhar*. The Door Darshan also made English and Hindi news along with it for other regions of India. The news showed the ICDS centre run in collaboration with CLAP and the interview of the Convenor of NCER. The Convener was subsequently invited by Door Darshan for a 30-minutes discussion on Rights of Children in November, 2012.

The overall media advocacy indicated that the CLAP has systematically attempted to use different possible mainstream media to cover the ECE and mother tongue issues in various contexts. It may be concluded that the media advocacy of CLAP was a low cost initiative that raised public knowledge of grassroots reality and provided themes for debate and has potential to influence public policy.

5.7 Legal Action

As a part of advocacy, Public Interest Litigation (PIL) was filed by CLAP in Odisha High Court seeking judicial intervention for infrastructure development and accountability. This was subsequent to the unfortunate mishap in *Nayagarh* District of Odisha, where seven children died due to collapse of the wall of Anganwadi Centre. The PIL submitted by CLAP stated the serious governance deficit that exists in the process of policy making and implementation. This was a well timed step and involvement of media augmented the efforts.

It has been observed that the CLAP has meticulously spearheaded the issue of poor infrastructure and absence of accountability in course of judicial hearing of the tragic incident. The CLAP highlighted the following issues in its PIL vide W.P (C) No. 12553 of 2012:

- Serious governance deficit in regard to regulation of early childhood care and education as this is part of Directive Principles of State Policy.
- Poor concern of the government for infrastructure development of the anganwadis.
- Poor conditions for physical safety of the child
- Incident like the collapse of AWC causing death for 7-children may dissuade the parents to send children to anganwadi.
- Absence of accountability within the ICDS system
- Lack of inter-ministry coordination between Department of Women & Child Development and Department of School & Mass Education

Direction sought by PIL

- To have quick review of the conditions of the all anganwadis within a stipulated time.
- To devise proper accountability mechanisms.
- To constitute task force representing government and CSO to contemplate plan for infrastructure development.
- To codify proper building standards norms
- To provide compensation of Rs.10,00,000/- too each of the deceased children’s family.
- To bear all the medical expenses of injured children
- To initiate criminal proceedings against errant officials.

As a result of the legal action by CLAP the High Court directed the state to provide a compensation of Rupees five lakh each to the families of seven deceased children. In addition it also directed the state to contemplate accountability in the system. Besides, for the first time since the inception of the Campaign of CLAP the issues being highlighted under NCER found judicial recognition as the Court in its verdict had given a wide coverage to the constitutional and legal issues which CLAP advocated. The timely action by CLAP on a subject ignored for a long by the systems of governance entered into a judicial discourse. The judicial hearing received wide media coverage highlighting the issues comprehensively impacted public and policy dialogue to a large extent. This judgment was reported in a law journal named Orissa Law Review (Volume-1, January 2013, Page-154).



The Campaign also consistently endeavored to catalyze the response of child right institutions in matters of young children. A petition was filed with the National Commission for Protection of Child Right demanding improved physical environment and regulation of pre-school in the wake of death of a girl child in Cuttack city.

5.8 Operational Structure and Staffing of IDC-V Project

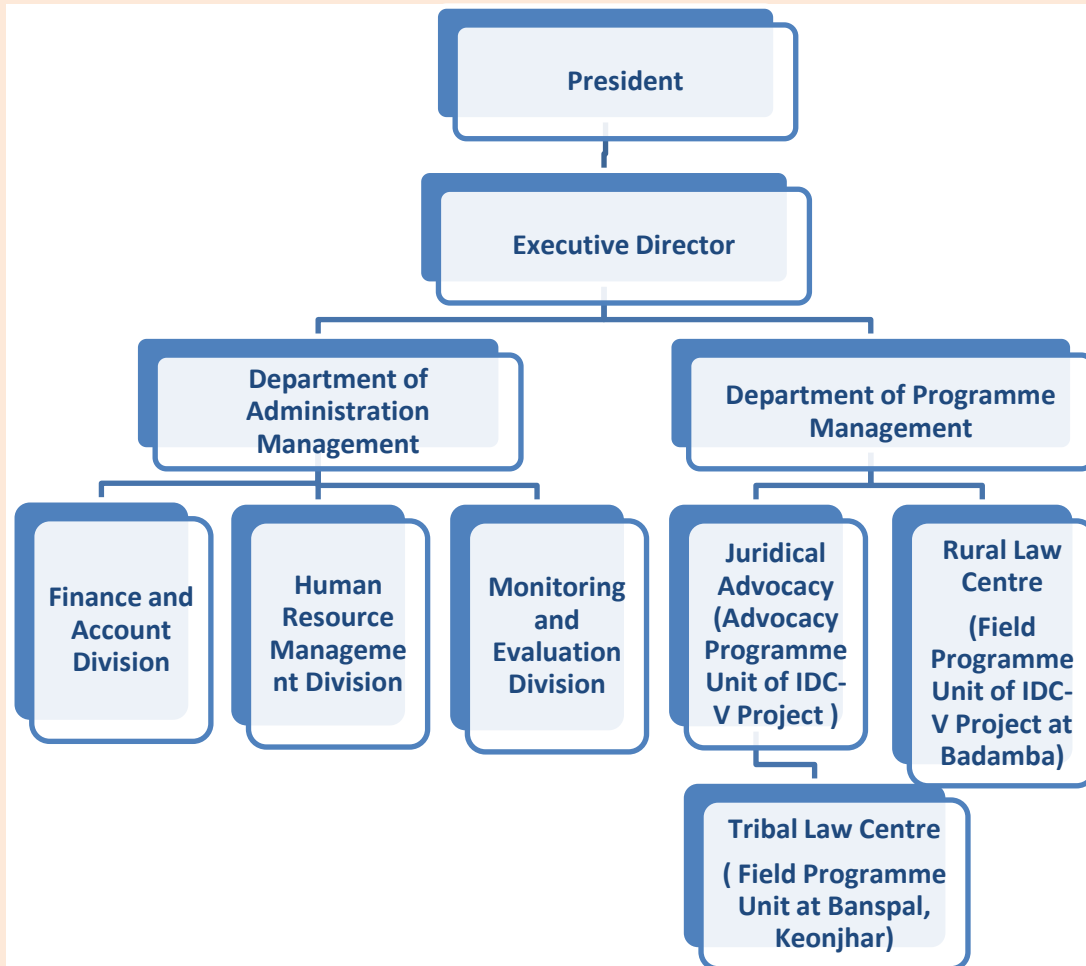
CLAP had a well-defined organizational structure (Exhibit 1.18) with clearly stated roles and responsibilities under two main heads - Administration and Programme personnel. A total of eleven staff were responsible for the administration of the project and twelve staff were responsible for the implementation of the programme.

CLAP had a systematic plan in place for the **planning, supervision and monitoring** of the project activities. At the outset, the **Operational Plan** for the project was developed. This involved delineation of project objectives, milestones, processes and approaches planned for intervention, a monitoring and evaluation plan including methodology for data collection. The Operational Plan facilitated the formulation of **Annual Action Plan** with well defined annual activities, expected outcomes, timelines, budget, performance metrics with defined roles and responsibilities of project staff for each Financial Year. This Annual Action Plan was presented to the General Body of the Management for approval.

The **Operational Plan** for the project was developed through a consultative process. A predetermined format was used to detail out the monthly action plan for the project. This included information for activity plan, process to be followed, budget, output. The implementation of the project was closely followed by **monitoring**, which was conducted at two levels. Firstly, the monthly plan of action gets reviewed by the Executive Director. This is

closely followed up by verifying the implementation of the programme through the various records and documentation done during the implementation of the programme. A second level of monitoring was conducted by the Management on quarterly basis. They review the progress of annual operational plan to assess the progress and gaps of the project.

Exhibit 1.18 Organogram and Staffing of IDC-V



Continuous opportunities for **capacity building** were provided by CLAP for its employees. Capacity building trainings are held regularly to clarify goals and objectives of the project, methods for measuring project success, and understanding roles and responsibilities.

During 2012, six capacity building trainings were organized for all project staff. Field staff had also received orientation on (i) HR related matters such as interpersonal relationships, human resource management, administrative rules; (ii) finance related matters such as budget

planning, financial requisition procedures, asset & stock maintenance, financial propriety and (iii) programme related matters such as documentation, communication, and reporting.

Validations from the field

The discussions with the team conveyed an enthusiastic attitude among staff for the nature of work and activities for IDC-V project and its implementation. The programme managerial staff were sent for **exposure visits** to ICDS and NGO run centres. The programme managers shared their insights and best practices from these visits with other staff members who were

not part of the exposure visits. However, it was felt that in addition to the managerial staff the other members working on the IDC-V project should be encouraged to visit the onsite projects. This would provide them with an opportunity to see the project in implementation, get an exposure to the interventions, challenges and constraints. In addition, the exposure visits would facilitate the staff to reflect and contribute to their day to day roles for the project like developing meaningful IEC material, collection and review of meaningful law and policies, formulation and submission of memorandums, preparing articles and features for media publication.

Training Content

1. *Understanding of IDC-V Project Goal, Objectives, Outcomes & Operational Strategies*
2. *Defining Roles & Responsibilities, Accountability, and Project Monitoring*
3. *Vision Development for Strategic Planning*
4. *Understanding of Project Approach and Strategies- Advocacy, Research, Networking, Media Advocacy, Community Mobilization*
5. *Documentation, Communication, & Information Management*
6. *Building positive attitude for personal and professional enrichment*

Conclusions and Recommendations

6. Conclusions and Recommendations

CLAP is the pioneer NGO that has been advocating for the rights of the young children since 1998 from the perspective of legal dimension of rights of children through In Defence of the Child Project. The long and arduous journey of advocating for legal rights of young children (0-6 years) culminated in 2007 with development a strategic intervention in the form of juridical advocacy for statutory recognition of right of young children to ECCE. The project 'In Defence of the Child (IDC) – V project' was built on the perseverant process when CLAP concentrated on the provision of Article 45 of the Constitution of India. This provision in the constitution was brought in by the Constitutional Amendment Act (86th Amendment). Accordingly, a process of generating a demand for a law on ECCE was made along with other networks and organizations at the state and national levels and finally succeeded in 2009 with the incorporation of Section 11 in the RTE Act.

The current phase of IDC-V, 2010-13 had a particular focus on creating a law and policy on ECCE as envisaged in section 11 of RTE Act which had urged the state government to make necessary provisions so that the children in the age group of 3 to 6 years also enjoy opportunity to access quality preschool education. Several activities were conducted during the current phase at the block, district, state and national levels in an integrated manner with right based approach to generate a demand for a law and bringing accountability.

The strategic approach for IDC-V included micro advocacy and field level evidence based action research with pilot model ECE centres (demonstration of mother-tongue based ECE Centres), developing resource materials, preparation of training modules and strengthening skills of ICDS worker on quality preschool education. The efforts at the grassroots were to create a need and subsequently building a case for making demand for a law on ECCE. In addition, a focus on mother tongue based preschool education was introduced in the tribal area of *Keonjhar*. The concerted efforts were to advocate the value of mother tongue education and augment them through networking with district partners at the state level. As the project completed little above 2/3rd of the duration this was an opportune time to ascertain the progress made so far, in the context of the overall goals and objectives and evaluating some visible desired impact. ICF as an external agency was assigned the task to undertake the evaluation of the project.

The process of evaluation included a desk review, field visits, and interviews with key stakeholders, namely network partners and experts to provide comprehensive knowledge and

insights into the project. Based on the findings of this evaluation, recommendations are presented for each project activity for CLAP's consideration. These suggestions are likely to enhance the project implementation and outcomes.

6.1 Advocacy and Networking

IDC-IV (2007-2010) had culminated in formulating a network at the national level and IDC-V (2010-2013) was involved in legal advocacy at the state level with a focus on creating a demand for policy/ law on ECCE under section 11 of RTE Act. The vast network built so far with likeminded and committed NGOs is one of the remarkable results of the IDC-V Project. The Memorandum on Universal Entitlement to ECE in India, developed by CLAP in a comprehensive manner under nine thematic heads and submitted at strategic platforms demands a Bill to secure universal, free, high quality and accountable preschool education for 3 – 6 year old children was a good step. Additionally, diligent efforts made in partnership with network members at the grassroots to be responsive to the draft ECCE policy developed by the MWCD at the National level were praiseworthy and the MWCD has included many of the suggestions in their revised ECCE policy. The feedback statement prepared by the Ministry is attached with this report as Annexure 10.8.

Presently, the Indian Government is proactively making several efforts to improve the status of ECCE in India. It would be strategic for CLAP to continue maintaining networks with the state and national level partners. Concerted and constant participation in the consultative process in partnership with varied stakeholders such as civil society members, parents, community members, legal experts, and researchers, policy makers, media and other interested parties to facilitate the final decisions for a responsive ECCE policy and related legal measures would be valuable. Networking with advocacy forums like FORCES, Association of Early Childhood Education and Development (AECED), *Jan Abhiyan Sanstha* (JAS), Indian Alliance for Child Rights (IACR), Mobile Crèches, Tata Institute of Social Sciences (TISS) and Centre for Health Education, Training and Nutrition Awareness (CHETNA) could be done strategically to strengthen the movement and ensure positive results.

6.2 Social Activism

A diverse network of partners was developed during the IDC-IV and IDC-V. Partners like Society for Weaker Community which runs a Training Centre for Pre-School Facilitators of ICDS with support from Government of India, Institute for Social Development which has published qualitative facilitation materials for *Juanga* tribe with engagement of eminent experts in the field, Centre for Youth and Social Development which is bringing out Education Watch Report

and formed Education Watch Group, ORRISSA which has built its capacity for effective mobilization of tribal communities, Viswa Yuva Kendra which has made substantial amount of contribution to the field of ECCD in its various dimension, Aviyana having a strong network of youth in Odisha, Banabasi Seva Samiti, having experience in child care services; Friends Association for Rural Reconstruction (FARR), Meera Welfare Society, National Youth Service Action and Social Development Research Institute (NYSASDRI), Organization for Rural Reconstruction and Integrated Social Service Activities (ORRISSA), Peoples’ Cultural Center(PECUC), Research Academy for Rural Enrichment (RARE), SUPRATIVA, JAGRANA, etc have added value and diverse experience to the campaign. Hence it would be valuable to harness the strength of the selected partners to achieve the goal of having ECCE policy/ legislation and effective implementation. Efforts to ensure involvement and participation of key stakeholders through community networks, civil society organizations; social and religious groups, women and youth associations at the grass-roots level need to be continued to form alliances and address the issue collectively. Efforts can be made by CLAP to involve youth volunteers, children and women in appropriate activities related to the project.

Child Led Data Collection (CLDC) is a child participation methodology that was piloted, tested and finalized by Save the Children Sweden (SCS) and its Child Rights Network of partners.

CLDC research is led by 15-18 year old researchers who gather, analyze, report and advocate about the everyday needs and experiences of 8 - 18 year olds with support from the members of the network. The key thought for the initiative is that children can and are entitled to research and campaign about needs and priorities in children’s lives.

The resource mapping effort of CLAP is a praiseworthy initiative that may be taken forward by developing a comprehensive directory with the list of NGOs mapped. It provides visibility to the NGOs and their work. Additionally, many international/ national organizations are interested to work in Odisha and this comprehensive resource with relevant and authentic contact details and information on organizations could be useful resource for them. The directory may be disseminated widely priced/ free copies, depending upon the policy of CLAP.

The resource mapping effort of CLAP is a praiseworthy initiative that may be taken forward by developing a comprehensive directory with the list of NGOs mapped. It provides visibility to the NGOs and their work. Additionally, many international/ national organizations are interested to work in Odisha and this comprehensive resource with relevant and authentic contact details and information on organizations could be useful resource for them. The directory may be disseminated widely priced/ free copies, depending upon the policy of CLAP.

6.3 Field Intervention and ECE Centres

To strengthen the ECE component, CLAP worked in partnership with the existing ICDS projects. However, due to dearth of opportunities for preschool centres in vicinity, CLAP had to establish a few preschool centres. Setting up of preschool centres in far reached locations was one of the inescapable activities undertaken by CLAP.

However, CLAP has meticulously designed its strategy to place memorandum for opening up of Anganwadi on demand based on the judgement of the apex court of India in People’s Union for Civil Liberties (PUCL) vs Union of India and others. In this judgement the apex court directed the government that when any memorandum is placed for Anganwadi within a stipulated period of

3-months, a Centre must be established if the policy prescription is met. It was observed that *Badamba* the ICDS Project has taken over one of the pre-school centers after a demand is placed by CLAP.

During the field visit it was observed that a package of inputs (teacher training, developing and generating teaching learning material, engagements with community) by CLAP had strengthened many facets of interventions in *Badamba* block, and could be considered as a prototype centre. The ICDS staff from the *Badamba* block enthusiastically informed the evaluation team that the hands on training had empowered their skills. It was informed that the component of ECE was weak in their initial trainings and efforts of CLAP had built not only their skills but had increased their confidence and motivation to work with children effectively. They added that the 4 day residential training had provided opportunities of interaction amongst themselves, resulting in learning of innovative and diverse activities for children, leading to quality improvement in ECCE. The increased interactions between the parents and the facilitators helped reduce the communication gaps, resulting in strengthening the relationships. CLAP could disseminate this worthy field experiences and the professional development training modules with the State department and explore the possibility of scaling it up within ICDS across the state. They should also document their capacity building experiences with the ICDS staff and include lessons learnt and evidence of positive outcomes.

CLAP could consider obtaining feedback from the AWWs, supervisor and Child Development Project Officer (CDPO) and modify the training to make it even more relevant for ICDS. These efforts would encourage the State Government to adopt the best practices and enhance its ICDS training curriculum. During the discussions, CLAP team shared that they propose to prepare an advocacy document that will reflect the cost analysis for the improvement of capacity of human resource for effective delivery of ECE based on the experiences learnt in course of holding a series of training programme for the facilitators of Anganwadi Centres.

In comparison to the intensive work in ICDS and ECE centres in *Badamba*, the interventions in *Banspal*, were nascent. Good practices, ideas and experiences from *Badamba* block may be replicated in the tribal context with desired sensitivity and the need of mother tongue ECE programmes could be promoted. It was observed that IDC-V was focused on closely working with the tribal communities and advocating for mother tongue based ECE. A few demonstrative centres in *Banspal* Block of *Keonjhar* district were visited where the children were learning in their mother tongue. CLAP had recruited staff from the local community and the native *Juanga* language was used by the staff to interact with the children and the community. This was an encouraging approach as the number of children enrolled in the programme gradually increased and so did their attendance. It was understood from interaction that due to non-

availability of literate/educated persons in the community, CLAP used the child-to-child approach by engaging grown up girls children educated upto matriculation to teach young children in their community. This was a unique attempt to recruit staff from local context affluent in *Juanga* language. However, efforts need to be made to improve competence of the service providers with technical inputs of ECE experts..

Initially, CLAP had successfully mobilized one of its network member to prepare learning material for ECE. The member organization of the NCER Network has brought out three different colourful and attractive materials prepared with the help of subject experts. CLAP widely distributed these materials to strengthen the ECE programmes for *Juanga* Children. It is recommended that CLAP augment their efforts for developing learning and print material, with a focus in mother tongue. At the same time it is important that while developing materials advice and guidance from relevant experts be taken so that materials are developmentally and culturally appropriate.

In order to provide comprehensive services at the ECCE centres, partnerships with WCD and health departments for supply of mid-day meal and immunization would be beneficial. During the discussions it was shared that CLAP has a definite Plan. It plans to use its legal expertise by placing ‘Anganwadi on Demand’ as per the verdict of Supreme Court in December 2006. This will be done by engaging the community and the ICDS functionaries to furnish an application and place ‘Anganwadi on Demand’ Memorandum, furnishing the details as requested by the judgement of the Supreme Court of India. If the demand after the scrutiny at various levels will be verified for veracity and deemed fit by the Government, the demonstrative centres will be converted into formal Anganwadi Centres.

In a recent initiative by Sesame Workshop India, research results have shown that children benefit from exposure to Galli Galli Sim Sim (GGSS) materials across a variety of domains including pre-literacy, health and hygiene and school readiness. Caregivers associated with the programme have improved attitudes towards ECCE demonstrating that GGSS can help improve home environment experiences from marginalized populations.

It was observed that the project team had established good relationships with the communities. Hence, it is recommended that CLAP continue to strengthen the demand for quality ECCE and mother tongue approach at the communities with the continuous involvement of the primary stakeholders. CLAP has chalked out future direction of the intervention in *Banspal* by contemplating a plan titled Stocktaking and Forward Looking Strategy which is mentioned in this Report earlier. It is understood that CLAP has initiated documentation of the micro advocacy model on mother tongue based education for one of the tribes and the experiences gained. It would be worth to widely disseminate the model initiative among stakeholders.

6.4 ECE Resource Centre

The development of the ECCE Resource Centre at *Badamba* is a unique intervention. The Draft ECCE Policy mentions the provision for development of regional resource centres. There is a dearth of ECE resource centres at the regional level. Through the resource centre, CLAP plans to fill the existing gaps at the regional level and can take the lead to showcase the existing centre into one such resource centre. Through consistent and perseverant efforts, the centre may expand to have a distinct identity of a resource centre promoted by civil society organizations.

Efforts should be made to utilize the resource centre optimally. The centre can be used to organize meetings with the PRIs, leaders and community. The resources centre could be used for training of personnel. The resource materials that are collected and developed such as CD/ video/ TLM could be effectively used in various training programmes to train/ empower the AWWs and community. The project could develop a cadre of competent AWWs, supervisors and CDPOs who serve as master trainers. This team could conduct theme based training workshops for the ICDS staff and these could be scheduled during different times of the year. The plan of CLAP definitely bears significance, however, it requires consistent endeavour. On special occasions like children's day, the resource centre can be converted into a vibrant place by having children from communities visit the resource centre. This event can be a weekly/ bi-weekly affair where children can be taught different crafts, engaged in group games, show their talent, provided opportunities for viewing TV, video or get opportunities of exposure with computers. Funding and sponsorship for these activities may be sought from corporate and banks like State Bank of India, HSBC, HDFC, as a part of Corporate Social Responsibility (CSR). Culturally appropriate posters and graphic messages about hygiene, good habits, and family planning may be displayed for parents and children to see and learn during their visits.

During the field visit it was shared that CLAP plans to organize regular exposure visits for children of centres operating in the vicinity. The organization is also considering the option of establishing a model crèche cum pre-school in the compound.

If possible, CLAP could consider collaborating with organizations like Room to Read and/or Read India to set up a library for children in the resource centre. CLAP should seek guidance and support from experienced organizations about setting up a library that kindles interest among children to read and explore.

6.5 Media Engagement: Print and Radio

The media engagement both for public and policy advocacy deserves wide appreciation. Some of the major features of the media advocacy under the campaign are:

- Cost effectiveness of media engagement with little resources being spent for media mobilization
- Usage of selective media, to reach out to various kinds of media-both small to very large agencies,
- Using diverse and modern forms of media i.e. print, television, web-based portal and radio for engaging private and government systems.

As a result of systematic media engagement CLAP received wide coverage in the form of news, article and features. It has been observed that some of the print media even dedicated a special issue to cover the theme being advocated by CLAP. CLAP has applied various techniques like preparation of handout, media briefing, organizing visit of media person for firsthand information and sensitization workshop. Selection of theme and presenting it in right context were the main element for success of the media advocacy.

Good efforts to involve the media for ECE advocacy were made by CLAP. These need to be sustained through continuous efforts for increased media coverage and wider impact. More engagement with media is needed on a regular basis to impact law, quality preschool education and introduction of mother tongue based education. CLAP can work in tandem with media organizations; provide them with the right content for publication, and reach out regularly to the masses at the state level. Dissemination of the documents may be strengthened by sharing in conferences, workshops and web.

Training programme for network members on how, when and in what ways media advocacy can be used to present content effectively could be organized through technical experts. CLAP could explore opportunities to institute media fellowships for coverage of social news.

Community radio programme to reach out to larger number of families is a viable area of expansion. Radio interventions if presented in interesting ways can make a big difference in the attitudes and behaviour of the target population. For increasing and ensuring the reach to the local communities and grassroots it is important that the *Arunava* programme be disseminated to larger audiences. CLAP can increase its content by not only disseminating advocacy messages

but by also providing educational content to children in interesting ways. CLAP already has worked on the concepts, technical and financial aspects and feasibility of community radio for their work areas. With this effort and some of the content in place, they should continue to work on continuous broadcasts in partnership with radio stations. The community radio has a bright future and has been found successful through similar ECCE related initiatives such as *Galli Galli Sim Sim's (GGSS)*. CLAP could seek financial and technical support from private companies under their Corporate Social Responsibility. CLAP should also connect and learn from organizations such as GGSS who have successfully implemented the programme.

Some of the existing best practices of GGSS Radiophone project inform that the project reaches over 1.4 million new listeners and addresses the educational needs of poor disenfranchised children through the delivery of localized content. The Radiophone project provides quality educational programming and content to 10 community radio stations as well to over 135 primary classes across the country.

6.6 Legal Action

Over the years, CLAP used judicial institutions to bring about reform in the existing ICDS system to ensure accountability at different levels. Legal action, if taken at the right time could create a lot of impact on the system of governance. Additionally, it attracted media attention which was useful for mobilization of people. This was evident from the legal action taken by CLAP during the tragedy leading to death of seven children and many more injured in Odisha. This happened during the process of evaluation in the month of July 2012. Due to timely legal intervention of CLAP, the High Court directed the State to pay a compensation of five hundred thousand rupees to each of the families who lost their children and to bear expenses towards medical assistance in case of injured children and the final judgement is cited in this report. Besides, as a result of the above stated public interest litigation the argument advanced by CLAP under its advocacy relating to ECE has been explicitly reflected in the judgment and it received judicial recognition. At the same time, the legal action resulted in awakening the state to devise safety measures and accountability in the system, and is explicitly mentioned in the judgment. The perseverant efforts of CLAP made significant contribution to showcase the definite role the law can play and how the judiciary could be approached for bringing reform in the policies and the system. Thus it is important to include the judiciary in this long battle for advocacy of ECE rights to ensure its effectiveness. It is recommended that CLAP with its long-standing experience, should continue to work in the area identify the deficits in the governance in matters of early childhood education and devise legal intervention strategy for legal action as well as strategic application of law.

6.7 Towards Evidence Based Legal Approach

For over a decade, CLAP has consistently worked in area of rights of young children and has significantly contributed in raising awareness for having a legal approach to ECE. The empirical data collected by CLAP related to various aspects of ECE at grassroots demonstrated evidence of inadequacies in infrastructural facilities, pedagogical shortcomings and inappropriate practices of ECE having a bearing in the quality of services provided. Thus, it made a legitimate case for having a legal framework for ECE, which was a unique strategic intervention to demand for legislative measures and for a legal framework for recognizing the rights of young children for ECE. The organization also worked to seek judicial intervention to reform the existing systems of governance and enhancing accountability for universal access to quality ECE. The well documented processes and empirical evidence related to impact of ECE on children presented a convincing meta-legal model, worthy of emulation for granting right to ECE for children.

Sustainability

7. Sustainability

Advocacy for policy making is a slow process that requires lobbying with Government system, networking and building relationships with NGO partners and CSOs, working with parents and communities. Hence, it requires patience, persuasion and financial investments. To some extent, the consistent, active and participatory efforts of IDC-V, succeeded in mobilization and empowering of the key stakeholders. These awakened interests' need to be effectively harnessed for sustainability of demand for a meaningful ECCE policy. The parents, community and PRIs needs to be engaged and empowered constantly. Concerted efforts would be required to identify and discuss their development problems. Community coalitions could be strategized to increase participation and create demand for mother tongue ECCE. The communities could be supported and connected to the key organizations and resources like *Gram Panchayats* and other CSOs working for the welfare of the community. With the policy formulation in process much has been achieved and a lot needs to be done. In the near future the state level drafts of the ECCE policy need to be finalized. The engagement and networking with the key stakeholders will facilitate the participatory process of contributing to the state ECCE policies that will be finalized with the desired focus on mother tongue. With the existing focus of the State Government on mother tongue, the chances of influencing the political opinion and having child friendly policies in place are high. The efforts will be augmented with the effective usage of ICT and media.

The Way Forward

8. The Way Forward

It may be concluded that CLAP succeeded in accomplishing its goal to put in place the ECCE policy with a legal framework for granting tribal children the opportunity and right of early childhood education in mother tongue and also suggested the processes required to strengthen accountability. The recent developments related to enunciation of the ECCE policy which would be in place in 2013 after cabinet approval were welcomed as supportive initiatives. It was heartening to note that the policy has an explicit mention about mother tongue based early childhood education for tribal children to be provided by the states in India. Further, a succinct mention to develop a legal framework on ECCE, once the ECCE Policy is put in place was a positive initiative of the Government of India. While the above developments had occurred at the national level in the State of Odisha, the State Government resolved to provide mother tongue based education initially to 10 tribes. There is also an engagement of the State to contemplate accountability provisions in various spheres. It is felt that these state level interventions resulted due to PIL filed by CLAP and the directions issued by high court to the state government for effective accountability mechanism. It may be concluded that the efforts of CLAP were instrumental in accomplishing these results as a consequence of its endeavors in IDC-V. With these achievements it is felt that CLAP is well poised to give concrete shape to its legal advocacy initiatives.

Considering that legal advocacy is a difficult and challenging task and that too in the area of ECCE, CLAP has done pioneering work during IDC-V project. As is clear from the description of achievements and unfinished goals to be completed, the momentum created needs to be sustained for a longer period to result in desired outcomes. In order to ensure continuity, it would be desirable that CLAP mobilizes resources and makes project self-sustainable by involving existing systems and community resources. BvLF may want to consider extending the project for a duration felt appropriate to complete the goal of having legislation in place. This would be worth getting the returns for the investments made by BvLF. The unique position of CLAP as a legal and advocacy organization can be used to leverage support from industrial houses, companies and organizations under their social corporate responsibility.

Finally we would like to mention that our recommendations for each specific activity may also be used for attaining logical goal and ensuring sustainability of the project.

References

9. References

- Benson, C. (2004). The importance of mother tongue-based schooling for educational quality. *Paper commissioned for the EFA Global Monitoring Report 2005, The Quality Imperative*. Retrieved from <http://unesdoc.unesco.org/images/0014/001466/146632e.pdf>
- Bernard van Leer Foundation. (2012, March). India. *Annual Report 2011* (pp. 18- 19). The Hague, The Netherlands: Author.
- Bernard van Leer Foundation. (2011, March). *India Strategy Summary*. The Hague, The Netherlands: Author.
- Cuandra, C., Das, D., Goldstein, N., Kim, S. H., & Priyadarshini, N. (2008). *Social inclusion of children in school, with a focus on girls in tribal communities, through the Multilingual Education (MLE) initiative in Orissa*. Retrieved from Knowledge Community on Children in India website: <http://www.kcci.org.in/Document%20Repository/46.%20MLE%20Orissa.pdf>
- Dash, U.N. (2011). *ECE provision for young tribal children: A baseline assessment*. (Ullash Programme Liaison Unit Odisha, Bernard van Leer Foundation) Retrieved from http://www.ullash.org/r_and_d/45c48cce2e2d7fbdea1afc51c7c6ad26.pdf
- Face to face: Early intervention pays higher returns than later interventions. (2010, December, 10). *First 6: A publication on Early Childhood Development*, 5, p.4.
- Ministry of Women and Child Development, Government of India. (2012). *Draft National Early Childhood Care and Education (ECCE) Policy*. Retrieved from [http://wcd.nic.in/schemes/ECCE/National%20ECCE%20Policy%20draft%20\(1\).pdf](http://wcd.nic.in/schemes/ECCE/National%20ECCE%20Policy%20draft%20(1).pdf)
- Ministry of Women and Child Development, Government of India. (2012, April). *State wise number of sanctioned, operational ICDS Projects and Anganwadi centres (AWCs) and number of beneficiaries (children 6 months- 6 years and pregnant & lactating mothers (P&LM)) under ICDS Scheme as on March, 2012*. Retrieved from <http://wcd.nic.in/icdsimg/ICDS-March%202012.pdf>
- Ministry of Women and Child Development, Government of Orissa. *State plan of action for children 2009-2012*. Retrieved from <http://www.wcdorissa.gov.in/download/StatePlanAction.pdf>
- National Commission for Protection of Child Rights. *Information on child rights*. Available on: http://www.ncpcr.gov.in/child_rights.htm
- National Multilingual Education Resource Consortium. *MLE Resources*. Available on: http://www.nmrc-jnu.org/nmrc_mle_resources.html

Odisha Primary Education Programme Authority. (2012). *List of MLE Pilot School opened in Odisha* . Available on [_http://www.opepa.in/website/SCSTedu.aspx](http://www.opepa.in/website/SCSTedu.aspx)

Save the Children. (2011). *The Child Development Index: Progress, challenges and inequality*. London, UK: Author.

United Nations. (2006). *Convention on the Rights of the Child (CRC)*. Geneva, Switzerland: Committee on the Rights of the Child.

UNICEF. (2005, February). *Strategic communication: For behaviour and social change in South Asia*. Kathmandu, Nepal: Author.

UNESCO. (2003). *Education in a multilingual world*. Paris, France: Author.

UNESCO. (2006). *Strong foundations: Early Childhood Care and Education. EFA Global Monitoring Report 2007*. Paris, France: Author.

UNESCO. (2010). *The World Conference on Early Childhood Care and Education (ECCE): Building the wealth of nations (Concept paper). World Conference on Early Childhood Care and Education, 27-29 September 2010*. Moscow, The Russian Federation: Author.

UNESCO. (2011). *The Hidden Crisis: Armed Conflict and Education. EFA Global Monitoring Report 2011*. Paris, France: Author.

UNESCO & UNICEF. (2012). *Asia Pacific End of Decades Notes on Education for All: EFA Goal 1, Early Childhood care and Education*. Bangkok, Thailand: UNESCO Bangkok.

Annexure

10. Annexure

10.1 Evaluation Matrix

Activities of IDC- V	Progress of Activities	Indicators and Assessment	In endorsement of the project objectives	Remarks	Questions
<p><u>Social Activism on ECCE</u></p> <p><u>Network Promotion</u> with NGO'S and CSO'S towards the ECE of tribal children of Odisha</p>	<p>NGO's working on the issues of child rights with focus program for ECE or young in the area of child rights were identified and membership was done via membership format and written agreement</p> <p>District level network promotion workshop was held in 13 districts of Odisha mostly covering the Schedule areas such as Koraput, Kalahandi, Keonjhar, Sundergarh, Mayurbhanj, Balasore, Raygada, Kandhmal, Malkangiri</p> <p>The network promotion was culminated in State Level Network Convention held at Bhubaneswar on 28 September 2011</p>	<p>An ECCE network has been established in the first year of project implementation as a part of National Campaign for ECCE Right (NCER) consisting of 144 NGO's across 30 districts of Odisha</p> <p>A database of ECE Network has been developed with information about legal status, operational area, program themes, program strategies and ECE works of individual partner organization.</p>	<p>The database will be used for communication and information management among network members.</p> <p>The project gave emphasis on Schedule areas allowing the involvement of the most marginalized and neglected sections of society under the advocacy plan. Thus it increases the outreach of the program.</p>	<p>The process has been Rights based and participative</p>	

10.2 Itinerary for Field Visit

Process Evaluation of IDC-V Project

Day	Time	Particulars	Place
4 th July 2012	10.30 am-1.30 pm	-Team Interaction -Presentation of Progress/Outcomes/Impact of IDC-V project Presentation on project implementation process, Internal monitoring etc -Presentation of Advocacy Initiatives -Verification and examination of documents	Hotel Suryansa, Bhubaneswar Dr. Bikash Das Mr. Pramoda Acharya
	1.30-2.30 pm	Lunch	
	2.30-4.30 pm	Interaction with NCER network partners	
	4.30-5.00 pm	Feedbacks & inputs of Evaluator	Dr. Anubha Rajesh
	5.30 pm	Departure to <i>Keonjhar</i>	Night stay at <i>Keonjhar</i>
5 th July 2012	8.30 am -2.00 pm	Visit to mother tongue based preschool centre -Interaction with community -Discussion with PRI Members	Banspal , <i>Keonjhar</i>
	2.00-3.00 pm	Lunch	
	3.00-5.30 pm	-Team discussion - Sharing of Advocacy intervention for MOTHER TONGUE based ECE -Discussion with stakeholders Feedbacks of Evaluator	<i>Keonjhar</i>
	6.00 pm	Departure to Cuttack	Night stay at Cuttack
6 th July 2012	6.30 am	Departure to <i>Badamba</i>	
	9.00-10.00 am	Presentation on micro-advocacy for strengthening preschool	ECCE Resource

		education of ICDS	Centre, <i>Badamba</i>
	10.15-1.30 pm	Centre visit Interaction with community	<i>Badamba</i>
	1.30-2.30 pm	Lunch	
	2.30-3.30 pm	Interaction with ICDS Supervisors, AWWs	ECCE Resource Centre , <i>Badamba</i>
	4.00-5.00 pm	Document verification	ECCE Centre, <i>Badamba</i>
	5.00 pm	Departure to <i>Keonjhar</i>	
	6.00 pm	Departure to Bhubaneswar	Night stay at Hotel Suryansh
7th July 2012	9.30 am - 11.00 am	Interaction with Experts/Academicians/Lawyers	Hotel Suryansh, Bhubaneswar
	11.15-12.00 Noon	-Discussion of evaluator with President, & Executive Director, CLAP -Report planning -wind up	

10.3 Tools for Data Collection

1. Focus Group Discussion for Experts

Objective: This FGD has been prepared for the experts who are associated with CLAP IDC-V project. The FGD will include experts from Academics, Legal experts and Media experts.

1. How were you introduced to CLAP and the IDC-V project?
2. What are the activities of CLAP for IDC-V?
3. In what ways have you been associated with CLAP and the IDC-V project?
4. In what ways does CLAP keep you involved and informed about their activities?
5. Can you share your thoughts about the significance and value of this project to the field of ECCE?
6. As a result of activities undertaken in IDC-V have you witnessed significant action in the key change makers and the overall policy environment under the following areas?
7. What are the successes, challenges and recommendations you have for the following?

	Successes	Challenges	Recommendations
Law and Policy level changes			
Resolutions at Grassroots Governance Institutions			
Cross Linking – Study/Research and Publication			
Social and Media Recognition			
NGO networking			
Increase awareness and demand of ECCE			
Partnership with Private Education Institutions			

8. What are the key challenges/ shortcomings of the project that you have observed?
9. Do you have any recommendations for CLAP to sustain and enhance this project?

2. Focused Group Discussion for Parents/ Community

Objective: This schedule will be used as a guide to conduct a focus group discussion with 10 - 15 members from the community, including the parents in which the sampled center operates. The FGD attempts to understand the views of community on the ICDS/ ECCE CLAP programmes

Date of the FGD:

District:

Block:

Village:

Centre:

Number of Respondents: Male _____ Female _____

Number of parents: Fathers _____ Mothers _____

Any other, _____

Education Qualification of the respondents: _____

Occupation _____ **Income** _____

Date _____

1. Do the children from the community enjoy attending to the center?
2. Do the children attend the center regularly? If yes, provide reasons? If no, what prevents the child from attending the center?
3. What efforts are made by programmes to ensure that children attend centers regularly?

4. What efforts are made by programmes to enrol for 3-6 years old children and their families into the programme?
5. What do children do at the center? (*Probe: Learn rhymes, sings songs, plays games, learns to sit in a class, learns numbers, alphabets*)
6. How did you become learn about the activities conducted at the center? (from children, Anganwadi workers, neighbours etc.)
7. What are the various services provided by the center? (*Probes: Supplementary nutrition, non formal education, immunization, referral services, growth monitoring*)
8. What languages are used at the center to interact with children?
9. Are you familiar with the mother tongue approach? What are your thoughts on using the mother tongue to interact with children?
10. Do you want the children in your community to learn other languages? What languages? At what age should additional languages be introduced to children?
11. By the time a child is 6 years old, what do you all believe a child should be able to do? (*Probes: brushes teeth, washes hand and face, goes regularly to the center, is able to read and write, able to understand pre number /number and environmental concepts, follow verbal instructions, is able to narrate stories, communicate needs, share experiences and able to solve simple riddles*)
12. What should an Anganwadi worker do to develop these skills among children?
13. In what ways do you feel your child has benefited from joining the center?
14. How can a family also support 3 – 6 year old children grow and learn adequately and be ready for primary school?

15. How often do you visit the center? What activities do you participate in at the center?
16. In what ways do you support the center?
17. What efforts does the center take to involve parents and the community?
18. What are the benefits of involving the parents and community in the programme for children?
19. What do you like most about the center?
20. What additional services/activities could CBCD/ ICDS centers provide to strengthen the development of children?
21. Who supports the families to enroll children in primary schools? What is the support provided by the centres or community to ensure that children do not drop out from primary school?
22. What level of schooling/ College would you like the children from the community to study?
23. What occupations would you like the children from your community to be involved in after they complete the desired level of education?
24. How has CLAP increased your awareness and demand for ECCE? Have the efforts of working in collaboration with the organization has shown positive results? In what ways?

3. Focus Group Discussion for Volunteers

BACKGROUND INFORMATION:

Name(s) of the Volunteer _____

Educational Qualifications of volunteer (s) _____

Total years of experience in social sector _____

Period of Association with CLAP _____

1. How were you introduced to CLAP and the IDC-V project?
2. What are the activities of CLAP for IDC-V?
3. What are your roles and responsibilities for CLAP’s IDC-V project?
4. Do you receive any training/on-going support from the CLAP team?
5. As a result of activities undertaken in IDC-V have you witnessed any changes in the target groups with regard to:
 - 5.1 Enrolment for preschool education and retention
 - 5.2 Perceived benefits of using mother tongue approach at preschool/ primary school
 - 5.3 Enrolment and retention in primary school
 - 5.4 Participation of parents and community in children’s education
 - 5.5 Increased demand for ECCE services

- 5.6 Any other
6. How do you report your daily/ monthly activities to CLAP?
 7. Do you get opportunities to communicate your problems/ success to the CLAP team?
 8. What challenges do you experience in convincing communities and parents to achieve the objectives for the project?
 9. What is the significance of the project you are supporting?
 10. As a volunteer of IDC-V Project do you feel you have benefited and grown
 - 10.1 Professionally
 - 10.2 Personally
 - 10.3 Awareness about child's rights
 - 10.4 Networking with government and other Voluntary Organizations
 11. Do you plan to continue your association with CLAP and the project? Why/ why not?
 12. In your opinion what will others find beneficial in associating with CLAP and the project?

4. Focus Group Discussion for AWW/ Supervisors

Background Information

Date:

District:

Block:

Village:

Centre:

Name of Respondents:

Education Qualification of the *Anganwadi* worker: _____

Years of working as *Anganwadi* worker:

Native place:

Training by CLAP

1. Have you got any support from CLAP?
2. Was there any need assessment done prior to the training?
3. What was the duration of training?
4. Who gave you the training?
5. What were the themes and concepts addressed during the training?
6. What were the activities conducted during the training?
7. Where you aware of the concepts and themes discussed during the training?
8. What training materials/ IEC materials were provided to you during the training?
9. Did you find the training sessions engaging and useful?
10. Are you aware of the mother-tongue approach used in schools?

11. Have you heard of the radio show-Arunava?
12. Is there any local learning material available for teachers, children or for both?
13. What do you do when children does not come to the centre?
14. How do you organize a typical day at the centre including the teaching plan along with the respective activities for the same?
15. What activities are conducted for teaching various concepts across all the domains of development?
16. Do you think that play can be a method of teaching? How?
17. How is the hygiene of the classroom maintained?
18. How do you keep parents informed about the child’s progress and how often do you share it?

Parent’s participation and outreach

19. How frequently do parents and community members visit the centre?
20. What expectations do parents generally have about the centre and their children?
21. How do you address to their needs and expectations?
22. What kinds of events are organized to involve parents in the centre’s activities and programme?

Supervision

23. Are you aware of an ECE village committee?
24. If yes, how often do they visit your centre?
25. What are their usual concerns and points for discussion?

5. Questionnaire for Network Partners (NCER)

BACKGROUND INFORMATION OF YOUR ORGANIZATION:

Name of the NGO/ Civil Society Group _____

Registered/ Not Registered _____ Date of Registration _____

Objectives of the NGO/ CSGs _____

Name of Respondent _____ Age _____ Sex _____

Respondent's title and position in organization _____

Name _____

Signature _____

Date _____

10. Period of Association with CLAP: _____ months _____ years

11. How did you get involved with the CLAP lead National Campaign for ECCE Right (NCER)?

12. Have you attended any consultations regarding this NCER? If yes, how have these discussions helped and what concrete steps have been taken post these consultations?

13. As a partner of CLAP lead NCER, please provide examples of how your organization has benefitted or conducted any activities in the following aspects -

13.1. Increased demand for quality preschool education

- 13.2. Participation and involvement of parents and community

 - 13.3. Promoted/ supported/ advocated mother tongue approach at preschool/ primary school

 - 13.4. Ensure successful transition to primary school

 - 13.5. Networking with government and other Voluntary Organizations
14. From your past experiences can you provide some suggestions that may strengthen the ECCE network and result in a legal framework for children?

Thank you for your time!

10.4 DRAFT ECCE Statute, Submitted by CLAP

1. All children from birth through age 6, mothers of such children and, pregnant women and would be entitled to a range of services that together comprise the ECCE programme. [Section (1)]. All services would be provided free of cost.

[Sections IV (2), VII (3)] Services must be available to all eligible persons within 3years of the effective date of the Act. [Section IV (2)]

2. Any person denied an ECCE service to which they are entitled could file a law suit to compel provision of the service any time after the third anniversary of the Effective Date. A Court could mandate that the service be provided upon punishment by contempt, award attorneys' fees to a successful plaintiff, and also by fining any official denying services 1% of their annual salary for each day they do so. [Section VII (1)]

3. The services must all be paid for by the Central Government. [Section IV (2)] An ECCE Fund would be established to facilitate the Government's capacity to pay. [Section VI (2)]

4. Services would be provided by three levels of Government working cooperatively together: central, state and local (to the extent local governments are authorized by their State Governments.) In general:

a. The central government would set quality standards for the provision of ECCE programs, and organize a system for the professionalization of staff; [Section IV (2)]

b. State governments would establish the actual infrastructure on the ground through which the programs would operate, and the terms and conditions under which staff would be hired; Section IV (3)]

c. Local governments would administer actual program delivery, including employing, evaluating and terminating staff. [Section IV (4)]

5. Pre-primary school would have to be offered to all children aged 3-6, for at least two years. No school could be more than 1 kilometer away from any eligible child. [Section IV(1)(b)]

6. A teacher-student ratio of 1:30 would be established. [Section VI (1) (a)]

7. An ECCE Monitoring and Mentoring Committee (EMMC) will be established in every Neighbourhood, with strong parental involvement, to evaluate programme performance. [Section IV (5)]

8. The scope of mandated services would be the same as now required by the ICDS Scheme, but with improved quality and features mandated. Where ICDS already conforms to these standards, it need not be changed. Otherwise, it must be upgraded. [Section IX (2)]

9. Improvements over existing ICDS guidelines would include professionalization of staff, mandatory hot meals served to children, and proper facilities for preschools.

In addition, accommodations would have to be made for disabled children. [See Section IV (1) for the entire list of services that would be required under the Act]

10. Local governments would be required to widely publicize the value and availability of ECCE programmes. [Section IV (4) (a) (6)]

11. Corporal punishment of children will be banned. [Section IX (1)]

12. All teachers would have to be "Highly Qualified Teachers", as defined by the Act, within 4 years of its effective date. [Section IV (1) (b)(ii)] Within two years, no new teachers could be employed who were not "Highly qualified." [Section V (3)(a)] "Highly Qualified Teachers" would be paid at the same level as other skilled state workers. [Section IV (3)(a)(iii)]

13. Curriculum standards, teacher training and certification standards, and other standards for professional staff would all be adopted by the Central Government with input from an Educational Advisor. [Sections IV (2)(a)(iv); V(5)(b)] That Advisor would be NCERT. [Section III (1)(b)]

14. The Ministry of Women and Child Development would coordinate the Central Government's exercise of powers under the Act. [Section IV (2)(c)]

10.5 Banspal: Stock Taking & Forward Looking Statement

Activities Undertaken	Progress as on 31 st July,2012	Future Action	Expected Outcome
Fact Finding Report	Report Available	To be reviewed as a baseline for Evaluation	It served as a baseline report
Report Card	Baseline Report available	Sharing of Report in a workshop with NCER Network and Media in <i>Keonjhar</i> . Submission of Report to appropriate authority : 1. Collector 2. DSWO 3. DWCD 4. DSC & ST. 5. OPEPA.	Network Members will conduct similar studies and the findings may appear in Media for impact. Action taken by Government on improvement of Pre-school Education.
Fact Sheet	Report Card Available	Sharing of Report in a workshop with NCER Network and Media in <i>Keonjhar</i> . -Submission of Report by <i>Juanga Yuva Adivasi Parishad</i> to the Collector, <i>Keonjhar</i> and Secretary, WCD.	Action will be taken by Government on improvement of Pre-school Education.
Public Hearing	Public Hearing held on inclusive education for Children with Disability. Public Hearing held on MT based Pre-School Education.	1. Finalisation of Report. 2. Submission of Report to <ul style="list-style-type: none"> • Collector • Disability Commission - in respect of Inclusive Education. • DSWO • DWCD • DSC & ST • OPEPA 	Government Action on Inclusive Education and MT based Pre-School Education. Citizen Engagement with Governance System. Experience of Public Hearing on MT based Pre-School Education exchanged with Network members and Capacity is built.

<p>Grama Sabha</p>	<p>Grama Sabha held in 6-Grama Panchayats.</p> <p>Resolutions of Grama Sabha submitted to the Governor of Odisha and PS Chairman.</p> <p>Government declared for delivery of ECE in Mother tongue for 10-tribal language including Juanga.</p>	<p>Formation of Standing Committee on Women and Child Development in 6-Grama Panchayats. (November 2012)</p> <p>Capacity Building Workshop of Standing Committee (A Module may be developed). (December 2012)</p> <p>Micro Planning on MT based PSE by GP. (December 2012 – January 2013).</p> <p>Follow up to the Grama Sabha Resolution by SC with Govt.</p>	<p>Committee monitors PSE as per the guidelines of Government of India.</p> <p>Micro Planning Report submitted to Panchayat Samiti, Zilla Parishad and District Planning Board as well as Department of Panchayatiraj.</p> <p>Copy of Micro Planning to be submitted JDA for financial allocation.</p> <p>Micro Planning Module is developed and shared for replication relating to MT based ECE.</p>
<p>Stakeholders Dialogue</p>	<p>Dialogue held with: -DSWO -DIET</p>	<p>Dialogue with JDA, District Administration, M.P, M.L.As, Panchayat Samiti and Zilla Parishad.</p>	<p>Public Interest Negotiation with JDA, DIET and DSWO. JDA incorporates provision for MT based Pre-School Education in its plan.</p>
<p>Formation of Village Council</p>	<p>Village Level Awareness Camps held</p> <p>Village Council formed in 10-numbers of villages.</p> <p>Action like MT based PSE and Demand for MT PSE surfaced.</p>	<p>Demand from Community to be placed before public authorities.</p> <p>VC to be engaged in local initiatives.</p>	<p>Demand among community about MT PSE is generated.</p> <p>Community level Monitoring and people’s participation ensured.</p>
<p>Demonstrative Pre-School Education Centre.</p>	<p>3-numbers of Centres operationalised.</p>	<p>Proposal for Anganwadi Centre on Demand. Quality enhancement until Govt. action.</p>	<p>Community demand placed before appropriate authority.</p>
<p>Curriculum Development</p>	<p>Curriculum Group for Juanga</p>	<p>Orientation Workshop on Pre-School activities.</p>	<p>Songs, Stories prepared by Curriculum Team finds place</p>

	<p>language formed</p> <p>Group contributed to curriculum development by BVLF</p>	<p>Compilation and development of Stories, songs, Activity & Picture book along with syllabus. Training of AWW by Curriculum Group. Sharing with Curriculum Development Team at OPEPA and Govt.</p>	<p>in the PSE-Curriculum of OPEPA.</p> <p>It is used locally by AWW</p> <p>Syllabus for the PSE</p>
Training Module for Facilitator	An outline of Training Module developed		
Learning Materials	<p>3-numbers of PSE Primers in <i>Juanga</i> Dialect developed by NCER Network member ISD and distributed to Anganwadi Centers.</p> <p>Workshop on learning material development organized.</p>	<p>Availability and usability strengthened.</p> <p>Supplementary materials as per need developed.</p>	<p>Contribution made for enhanced quality in ECE in <i>Juanga</i> Language.</p>
Youth Mobilisation	<p><i>Juanga Yuva Parishad</i> formed</p> <p>Youth Camps organized</p> <p>Members participated in rural youth camp and national youth camp</p>	<p>On-site training of youth for social audit.</p> <p>Social Audit by Youth on Anganwadi Centres.</p> <p>Monitoring of Anganwadi Centres</p>	<p>Youth mobilization and engagement in the issue of Young Children</p> <p>Youth led Monitoring of PSE</p>
Strengthening ICDS.	<p>7-numbers of Cluster level Sensitization Workshop held.</p> <p>Materials for MT based PSE provided.</p> <p>Practice</p>	<p>Supervision and Monitoring by JYP and Village Council with expert support from outside.</p>	<p>Quality and Accountability enhanced in AWC.</p>

	documentation attempted.		
Local CSO Network	Network made with 13-numbers of CSO	Rapport building. Social Activism on MT based PSE.	Extensive civil society engagement ensured. Innovation and Model initiatives emerged
Documentation of Micro Advocacy on MT based PSE Model & Impact Assessment	Documentation of Programme made	Documentation and Dissemination of Micro Advocacy of CLAP on MT based ECE.	Exchange of Knowledge on Best practices in micro advocacy on MT based PSE Micro Advocacy strategy with scalable and sustainable action plan for MT based Pre School Education developed

10.6 Partner Organizations who responded to the Questionnaire

S.No	Name of Organization	Date of Registration	Objectives	Period of association with CLAP
1.	COPHEE	25 th September 1993	<ul style="list-style-type: none"> To develop social environment in the society 	6 years and 6 months
2.	Friend's Association for Rural Reconstruction (FARR)	29 th December 1983	<ul style="list-style-type: none"> Reaching out to the poor Encourage and strengthen activities of development initiated by community itself. All activities must be within the comprehension and competence of the community people. Initiatives intended at making the community self-reliant and independent It carries on awareness workshops in the community on Human Rights, Tribal and legal rights, the environment and women's empowerment. 	More than 10 years
4.	JAGARANA	1981-82	<ul style="list-style-type: none"> To provide equal opportunity and empower people in particular the disadvantaged and vulnerable groups and women in order to initiate and strengthen a value based people centered development process which will be ecologically and economically sustainable 	10 years
5.	JANAMANGAL	1998	<ul style="list-style-type: none"> To create a sound society where the children, women, poor, the marginalized and under privileged lead a quality life of dignity, justice, equality, peace, democracy, secular and harmony with 	2 years

			greater participation in the sustainable human development process.	
6.	Meera Welfare Society	15 th March 1997	<ul style="list-style-type: none"> • To attempt total human development and social change in a rural areas. • To bring awareness among a target group of S.T, S.C, small and marginal farmers, the landless and bonded labourers for social justice. • To develop the economic conditions of the target group by suitable utilization of existing skills and resources. • To emphasize on relevant actions for development of women/PWD and children belonging to the unprivileged group. • To become self supporting in areas of agriculture and animal husbandry. • To establish a training base for the grass root functionaries. The training would cover education, agriculture, health, skill improvement and income generating activities. 	2 years
7.	National Youth Service Action and Social Development Research Institute (NYSASDRI)	2 nd September 1982	<ul style="list-style-type: none"> • To facilitate a process of establishing a just society and enabling the underprivileged people to gain power and have choices to lead a better and qualitative life – with control and access over reproductive resources. • To develop the latent capacity of the poorest children, youth, men and women to address the social inequalities and injustice, 	18 years

			and lead a dignified life	
8.	Organization for Rural Reconstruction and Integrated Social Service Activities (ORRISSA)	1 st July 1989	<ul style="list-style-type: none"> To empower and enable the disadvantaged communities especially Adivasi, dalit, women, children and other vulnerable groups to assert their rights over health, education & livelihoods through advocacy, networking, research and promotion of people’s organization to enable them to practice peace with self governance by effective management of traditional knowledge for access & control over natural resources with public provisions. 	5 years 2 months
9.	Peoples’ Cultural Center (PECUC)	1990	<ul style="list-style-type: none"> To protect and promote rights of children, women, old aged, indigenous community, rural and urban poor and other marginalized sections in Odisha. To directly work with community, advocating for pro-poor policy to advance human rights culture. 	10 years
10.	SEVA SAMAJ	29 th April - 1965	<ul style="list-style-type: none"> To educate, inform and work for sustainable development schedule tribes, women and weaker community 	30 Years
11.	Research Academy for Rural Enrichment (RARE)	3 rd March 1994	<ul style="list-style-type: none"> To enrich the quality of the rural citizen through research, action, reorganization and reorientation of their social action. 	10 years
12.	SUPRATIVA	24 th February 1993	<ul style="list-style-type: none"> To identify problems of the weaker section of the community, prioritized and resolve them with available resources through organized, systematic and holistic 	15 years

			approach.	
13.	Society for Weaker Community	1987	<ul style="list-style-type: none"> To promote inclusive and sustainable development of women, marginalized people and children of vulnerable community 	15 years
14.	VASTAV	19 th June 2007	<ul style="list-style-type: none"> To work for a equal society 	2 years
15.	Voluntary Institution for Sustainable Social Training Action and Reconstruction (VISSTAR)	2 nd July 1999	<ul style="list-style-type: none"> To facilitate the poor and under privileged and to undertake developmental activities in social, economic, political, cultural, educational, agricultural, health and other allied fields for the welfare of the society in general and children, youth, old, mentally retarded, maimed, dumb, deaf, blind, physically handicapped men and women and socio-economic backward people in particular. 	4 years 10 months

10.7 Participation of Experts in the Focused Group Discussion

S.No.	Name	Educational Qualification	Profession and Organization Name	Total years of experience in social sector	Period of association with CLAP and in what capacity
1.	Sidheshwar Mohanty	B.A , LL.B	Advocate, Odisha High Court	Since 1982 30 years	As Legal Advisor conducting cases using PIL. Child rights in High Court and other courts
2.	Dr. P.K. Sarkar	LL.B , PhD	Professor of Law Utkal University	22 years	Advisor/ Resource person 20 years
3.	Dr. M.M. Mohanty	M.Sc, M. Ed, PhD	Academia	20 years	Consultant
4.	Bharat Bhushan Panda	M.A , LL.M	Advocate	2 years	Six months as a young lawyer for justice fellowship
5.	Chittaranjan Mohanty	M.A , M. Phil	All India Radio, Cuttack	10 years	2 years as a Programme Manager, Arunava Radio Programme
6.	Dr. Khageswar Mahapatra	Ph.D	Professor & Linguistic (Retired)	40 years	Five years as an Expert
7.	Namrata Chadha	Ph.D	Advocate/ Ex member SCW	19 years	11 years Governing Body Member (training and advocacy)
8.	Sujata Singh	M.A , LL.B	Sr. Sub Editor, Khabar	10 years	5 years
9.	Sanjaya Bose	M.A, MJMC	Freelancer, Journalist	15 years as freelancer	
10.	Rabindra Padhi		Journalist		

11.	Kishore Rath	B.A	Journalaist Naxatra Jyoti	8 years	
12.	Dillip Subudhi	MJMC	Sopan	15 years	3 years
13.	Bidyadhar Panda	M.A	OTV/CAP	12 years	
14.	Promoda Kishore Acharya	M.A , M.Phil, LL.B	CLAP	10 years	7 years
15.	Basudev Mallick	LL.B	Journalist , The Pioneer		

10.8 Feedback on Draft Policy

Recommendation on Draft National Early Childhood Care and Education (ECCE) Policy -2012, Compiled by the MWCD, GoI

Section	Content of the Original Draft	Recommendation	By	Comments from MWCD
1. Preamble				
1.1	Early childhood refers to the first six years of life. This is acknowledged as the most crucial period, when the rate of development is very high and foundations are laid for cumulative lifelong learning and human development. There is growing scientific evidence that the development of the brain in the early years is a pathway that affects physical and mental health, learning and behaviour throughout the life cycle.	Policy should follow rights perspective It should be the state priority and hence there should be responsibility and accountability from the state.	AECED SSM,MP	The policy does propose a legislative framework for ECCE after reviewing the operationalization of the policy
1.2	India has 158.7 million children in the 0-6 years age group (Census 2011)	The age limit for the Policy should be from 0 to 5 years as in the case of ICDS services so that the child after 5 years could be linked to RTE. Rather if the age is defined in months it will be easy, like from 0 month to 59 month.	SSM,MP	Age limit for early childhood care and education stays 0-6 years in view of RTE specifying 6-14 years for elementary education.
1.3	Early Childhood Care and Education (ECCE) is an indispensable foundation for lifelong learning and development, and has critical impact on success at the primary stage of education. It therefore	The name of the policy should be changed to Early Childhood Care and Pre-school Education (ECCPE). There should be the legal frame work hence it may have the powers of an ACT.	WCD,MP	As the Policy addresses the age group 0-6 years, the scope of the Policy is beyond preschool and thus cannot be called an

	becomes imperative to accord priority attention to ECCE and invest adequately by providing commensurate resources.	Policy for Early Childhood Development: Care and Education Remove “invest”	AECED, TISS, Asha Singh, Forces Gujarat, Jan Abhiyan Sanstha(JAS) JAS	Early Childhood Care and Preschool policy There is a need to invest substantially in the ECCE sector for long term benefits.
2. The Context				
2.1	<p>Social Context</p> <p>India has a tradition of valuing the early years of a child’s life, and a rich heritage of practices for stimulating development and inculcating “<i>sanskaras</i>” or basic values and social skills in children. In the past this was transmitted primarily within families, through traditional child caring practices which were commonly shared and passed on from one generation to another. However, there have been changes in the family as well as social context in the last few decades. Besides, there is a globally emerging realization of the importance of the early years.</p>	<p>It should define the prevention and protection child from all type of discrimination and vulnerability.</p> <p>The development of attitude and behavior pattern in the children to be emphasized so that making such personalities that could be wealth of the nation.</p>		Incorporated some changes in revised draft
2.2	Policy Context			
2.2.1	The Government of India recognizes the significance of ECCE, which has been included as a constitutional provision through the amended Article 45 (The	The age factor should be clear that the children should be from the age of 0 month to 59 month as per ICDS services and then linked to RTE.	SSM,MP	A developmentally appropriate early stimulation and care programme for 0-36



	<p>Constitution Act, 2002) which directs that <i>“The State shall endeavour to provide ECCE for all children until they complete the age of six years”</i>.</p>	<p>It should cover all the children in the country which is not yet addressed by ICDS services.</p>		<p>months, and age appropriate preschool education programme for children from 37 to 59 months and a school readiness package for children from 60 months to 71 months is proposed</p> <p>The policy proposes coverage of all children under six years of age in India.</p>
<p>2.2.2</p>	<p>ECCE has received attention in the National Policy for Children (1974), consequent to which the Integrated Child Development Services (ICDS) was initiated on a pilot basis in 1975 with the objective of laying the foundation for holistic and integrated development of child and building capabilities of caregivers. The National Policy on Education (1986) considers ECCE to be a critical input for human development. The National Nutrition Policy (1993) has also recommended interventions for child care and nutrition during early childhood. The National Health Policy (2002) and National Plan of Action for</p>			



	<p>Children (2005) have also been supportive policy initiatives for early childhood. The 11th Five Year Plan has acknowledged the importance of Early Childhood Care and Education (ECCE) as <i>the stage that lays the foundation for life-long development and the realisation of a child’s full potential and directs that “all children be provided at least one year of preschool education in the age group of 3- years.”</i> In the 11th Plan period, the ICDS programme was also universalized to cover all 14 lakh habitations.</p>			
2.2.3	<p>The Right of Children to Free and Compulsory Education Act (RTE) which came into effect from April 1, 2010, has also addressed ECCE under Section 11 of the Act which states, <i>“with a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre -school education for such children”.</i></p>			

2.2.4	India is also a signatory to both the Convention on the Rights of the Child (CRC) 1989 and Education for All (EFA) 1990. The latter has postulated ECCE as the very first goal to be achieved for Education For All, since „ <i>learning begins at birth</i> “. The Dakar Framework for Action (2000) and Moscow Framework for Action (2010) have reaffirmed the commitment to ECCE.	Right to Identity (UNCRC Article 8), Parental Care and Family Environment (UNCRC Article 9 et al are required to be incorporated in the policy	Bikash Das, CLAP	The spirit and intent of the rights have been captured in the draft Policy
2.3	Programme Context			
2.3.1	ECCE services are delivered through public, private and non-governmental channels. In the public sector, Integrated Child Development Services (ICDS) is the world’s largest programme imparting ECCE. Prior to the universalization of ICDS and its subsequent expansion, uncovered areas were attempted to be covered by pre-primary system within the ambit of the primary school system. Programmes for universalizing elementary education such as the <i>Sarva Shiksha Abhiyan</i> (SSA) and National Programme for Education of Girls at Elementary Level (NPEGEL) have also supported setting up of ECCE centres, attached to primary schools in certain	The state should be liable for the services to all children coming under the criteria and hence universalisation of the services. Statutory sector should be mentioned in the policy document. Crèches in plantations, factories, mines and those mandated under NREGA need review and quality standards to be established.	SSM, MP JAS Mina Swaminathan	The Government of India has taken this into consideration, and ICDS is being universalized to cover all habitations. Incorporated in the revised Policy Draft



	<p>districts of the country. In addition, the Rajiv Gandhi National Crèche Scheme for Working Mothers offers care and education services for children below 6 years of age.</p> <p>The private sector in an organised or unorganised form, with varied quality, is perhaps, the second largest service provider of ECCE, and its outreach is steadily percolating even into the rural areas across the country. In the voluntary sector, there are smaller scale initiatives. These are largely supported by trusts, societies, religious groups or international funding agencies.</p> <p>There is a need to harmonize the activities of all these service providers, in accordance with programme mandates, standards and legislations.</p>			
2.3.2	<p>Despite existence of multiple service provisions, there is no reliable data available about the actual number of children attending ECCE provisions and their breakup as per delivery of services/ type of services. Of the 158.7 million children in the below six years category (Census 2011), about 75.7 million children i.e. 48 percent are reported to be covered under the ICDS</p>	<p>Census of all service providers, with details of location, number and age group of children, auspices, source of funding should be done.</p>	<p>Mina Swaminathan</p>	<p>A survey on lines of Coverage Evaluation Survey(UNICEF) may be undertaken</p>

	(MWCD, 2011). Broad estimations indicate that a significant number is also covered by the private sector, besides some limited coverage by the NGO sector for which we have no data.			
2.3.3	<p>The quality of non formal preschool/ early childhood care and education imparted through these multiple channels is uneven, and varies from a minimalist approach to a mushrooming of accelerated academic programmes. This is largely an outcome of inadequate understanding of the concept of ECCE, its philosophy and importance among all stakeholders. This coupled with inadequate institutional capacity in the system and an absence of standards, regulatory norms and mechanisms as well as a lack of understanding of the basic premises of ECCE has aggravated the problem.</p> <p>In the above context, there is a need to ensure Early Childhood Care and Education (ECCE) for every child below six years across the country as a matter of government policy.</p> <p>This policy seeks to initiate reforms, measures and corrective actions.</p>	<p>The public sector should control the pre-school education and early care systems for the children.</p> <p>There should be norms regarding the recognition of private interventions and fee regularization accordingly.</p> <p>There should be norms defining the quality services through anganwadi and adequate budget allocation for its implementation.</p>	<p>SSM, MP</p> <p>SSM,MP</p>	<p>Service Standards and norms will be laid down and regulation process initiated progressively in the 12th FYP.</p> <p>The ECCE centres would have to adhere to the mandatory standards within a period of five years from the date of issue of the service standards and regulation process.</p>



<p>3. The Policy</p>	<p>Definition of ECCE: For the purpose of this Policy and the actions there under, Early Childhood Care and Education (ECCE) refers to programmes and provisions for children from prenatal to six years of age, which cater to needs of a child in all domains of development i.e. physical, motor, language, cognitive, socio- emotional, and creative and aesthetic appreciation; and ensure synergy with health and nutrition aspects. This would cover developmental priorities for each substage within the continuum, i.e. care, early stimulation/interaction needs for children below 3 years, and developmentally appropriate preschool education for 3 to 6 year olds with a more structured and planned school readiness component for 5 to 6 year olds. This policy is thus applicable to all early childhood care and education programmes/ related services in public, private and voluntary sectors in all settings across regions, that are offered to children under 6 years. These services could go by the nomenclature of Anganwadis (AWC), crèches, play</p>	<p>The definition should emphasize preschool education rather than education. The age factor to be defined clearly that it should be for children from 0 months to 59 months as in ICDS services.</p> <p>A universal name for all nursery classes in all states, consistency in terminology should be adopted (preschool is known by various names such as pre nursery, KG...)</p> <p>The policy should focus on under 3s also.</p> <p>Define age limit for ECCE services</p> <p>Clarity required in definitions of all components</p> <p>The ECCE age group may be divided</p>	<p>SSM,MP</p> <p>VAAGDHARA</p> <p>WCD, MP</p> <p>Akshara Foundation, FORCES Gujarat WHO, CRY</p> <p>AECED FORCES, Gujarat, Mina Swaminathan CRY BRO</p>	<p>As the Policy addresses the age group 0-6 years, the scope of the Policy is beyond preschool, the definition cannot be restricted to preschool education</p> <p>The ECCE provisions may adopt any name, but they must address the overall development of children and should adhere to the norms, standards and curriculum framework formulated by the GOI</p> <p>Revision done in the draft.</p> <p>Definition of all components have been detailed in the revised Policy draft</p>
-----------------------------	---	---	---	---

	groups/schools, preschools, nursery schools, kindergartens, preparatory schools, <i>balwadis</i> , home based care <i>etc.</i> and propose to cater to the needs of children from prenatal to six years.	<p>into further sub age-groups and appropriate ECCE support for each of these sub age-groups may be defined.</p> <p>Coherence between age categories, recommended sites/modalities for ECCE inputs (complementary to others such as nutrition, health etc) is needed across the three documents. For instance even < 3 is a very varied age group - is there a minimum starting age for ECCE inputs (e.g. 1 year?). If the home is recommended till age 3 unless there are constraints then that should be stated, and the creation of back up services (such as crèches) as an alternative should be clarified.</p>	Shantha Maria UNICEF	The entry age for crèche is 6 months.
4. Vision of the Policy	The Vision of the policy is to promote inclusive, equitable and contextualised opportunities for promoting optimal development and active learning capacity of all children below 6 years of age. It envisages to improve pathways for a successful and smooth transition from care and education provided at home to centre based ECCE and thereafter to school-age provision by facilitating an enabling environment through appropriate systems, processes	<p>It is necessary for the policy to substitute word “Universal’ in place of ‘Inclusive’.</p> <p>The vision should focus on progressive realization of early childhood development.</p> <p>Expected Outcomes from the policy may be mentioned. Find out current situation and make projections for 5 years.</p>	NCER, CLAP Bikash Das, CLAP World Bank	<p>Some change incorporated in the revised Policy draft</p> <p>The outcome indicators, service standards and result targets in the revised package of services in ICDS and linked services in such sectors which directly/</p>

	<p>and provisions across the country. In furtherance of the vision of the policy, the government shall be guided by the following objectives:</p> <ol style="list-style-type: none"> 1. Facilitating comprehensive childcare supports, infrastructure and services aimed at holistic well-being of children and responsive to their developmental needs. 2. Ensure adaptive strategies for inclusion of all children. 3. Build human resource capacity of ECCE across sectors to enhance and develop quality services for children and their families. 4. Set out the quality, standards and curriculum framework for ECCE provisions and ensure their application and practice through advocacy and enforcement. 5. Raise awareness and understanding about the significance of ECCE and promote strong partnerships with communities and families in order to improve the quality of life of young children through institutional, programmatic and technological means. 	<p>Critical focus area of ‘care’ should be emphasize</p> <p>Insert ‘child friendly infrastructure</p> <p>Engage capable human resource and build their capacity</p> <p>focus on mother’s health condition in pre-natal status as child gets affected due to mother’s health</p> <p>Prepare Action Plans</p>	<p>CRY</p> <p>UNICEF</p> <p>NCER</p> <p>DSW, Guwahati , WCD Odisha</p> <p>BRO SCoRE</p> <p>Aide at Action</p>	<p>indirectly support ECCE such as health, water and sanitation, education etc. would help in actualization of the policy and in realization of early childhood development initially for children availing the ICDS programme and progressively for all children.</p> <p>Incorporated in the revised Policy draft</p> <p>The Draft Implementation Plan has been prepared</p>
--	---	---	---	---

<p>5. The Policy</p>	<p>The cardinal principles informing this policy are universal access, equity and quality in ECCE and strengthening capacity. These are considered interdependent and complementary to each other and integral to the programme of ECCE. <i>There can be no access to ECCE, unless it is of an acceptable quality, affordable and is available to all.</i></p>			
<p>5.1</p>	<p>Universal Access with Inclusion</p>			
<p>5.1.1</p>	<p>The policy seeks to universalise the provision of ECCE for all children mainly through ICDS in public sector and other service provisions across systems.</p>	<p>pre-school education services will need to be provided for 72 million children by 2016 Do analysis of universalization of primary education for reference and minimize failure</p> <p>A universal free system in a neighbourhood ECCE Centre of a universal optimum standard should be the standard for delivery for ECCE. Broad based strategy to the inclusion of slum population, homeless and other underprivileged in the service</p> <p>Identify hard-to-reach/high probability of being excluded children and state how these children would get covered.</p>	<p>Aide at Action</p> <p>SCoRE</p> <p>Aide at Action</p>	<p>The revised package of services and service delivery standards in the strengthened and restructured ICDS would ensure universal free system of ECCE for all children.</p> <p>The Draft</p>

		<p>These children would belong to families/communities from nomads, migrants, conflict areas and sparsely populated. There would also be children who have no family/community support such as orphans and would require institutional support much earlier on</p> <p>Incentive should be given for promotion of Girl Child Education</p> <p>Specify entry age</p> <p>Specify duration of preschool, minimum 2 years</p>	<p>CRY</p> <p>NMEW</p> <p>WCD, Delhi</p> <p>SCERT, Rajasthan</p> <p>WCD, MP</p>	<p>Implementation Plan gives details.</p> <p>Entry age for crèches is 6 months. The states would have to make provision for maternity support.</p> <p>Entry age for centre based preschool is 3 years and duration of the preschool ipso facto is from 3-6 years.</p>
5.1.2	Access would be through decentralized and contextualised approach, by expanding the current initiatives and	ICDS will need to be reworked and remodeled in the context of the Policy document	AECED, TISS	Captured in the Broad Framework for Implementation of ICDS

	also promoting and adopting innovative initiatives.	Decentralization with the operational control of the Panchayat and local community reinforced for easy access of services with universal standard for all	SCoRE	Restructuring
5.1.3	The ICDS Anganwadi Centre (AWC) would be repositioned as a “vibrant child friendly ECD Centre” with adequate infrastructure and resources for ensuring a continuum of ECCE in a life-cycle approach and child related outcomes.	<p>AWC should have own building with sufficient indoor outdoor space, trained ECCE facilitator, additional worker, one model AWC in every ward, norms for rent should be revised. AWW should be engaged exclusively in the work of ICDS. Children should be covered under life insurance</p> <p>Construct AWC, revise norms AWC in all tribal habitations, no mini AWC</p> <p>Anganwadis to have qualified trained teachers AWC should have building, water, sanitation, TLM</p> <p>Model AWC in every ward</p>	<p>WCD, MP</p> <p>WCD, Haryana</p> <p>NAC-DIP</p> <p>UNICEF</p> <p>COPHEE</p> <p>Urban Law Centre, CLAP</p>	Captured in the Broad Framework for Implementation of ICDS Restructuring
5.1.4	Conversion of AWCs into AWCs-cum-crèches with a planned early stimulation component and interactive environment for children below 3 years will be piloted.	<p>Not piloted, to be instituted progressively component and interactive environment</p> <p>With planned early stimulation</p>	<p>NCER, CLAP</p> <p>Aide at Action</p> <p>WCD, AP</p>	<p>Changes incorporated in the revised Policy draft</p> <p>Detailed in the guidelines</p>

		Additional specialized Human resource Norms for day care centres should be established		and Broad Framework for Implementation of ICDS
5.1.5	Young children with different abilities would also be reached. Measures would require to be undertaken to ensure early detection and appropriate referrals with linkages for children at risk of developmental delays and disabilities.	<p>Clear guidelines have to be created to indicate the methods of social inclusion and inclusion of children with special needs.</p> <p>Define clearly ‘Children with disabilities’ rather than saying children with different abilities</p> <p>Clearly define CWSN and their inclusion</p> <p>Training of ECCE Caregiver will have to be done for detection and referral</p> <p>Barrier Free Environment should be provided for disabled child at the Anganwadi Centre</p>	<p>AECED</p> <p>SCoRE</p> <p>DSE, Nagaland</p> <p>DSW, Guwahati</p> <p>AARTH-ASTHA</p>	<p>Changes incorporated in the revised Policy draft</p> <p>Detailing required in draft Implementation Plan</p> <p>Training module being adopted and adapted</p>
5.1.6	Family based/ Community based and NGO based ECCE service delivery model would be experimented and promoted.			
5.1.7	An urban strategy would be developed/ adopted to address the specific unmet needs of children in urban slums and to expand access to all urban settlements /slums etc. To facilitate this, rules pertaining to area/town planning may be amended in the 12th Five Year Plan	Specify that all permanent and temporary settlements and recognised and unrecognised slums and shifting groups of rural migrants will be reached using flexible approaches, universal access with inclusion for nomadic migrant child be ensured	<p>Mina swaminathan</p> <p>SCoRE</p>	Detailed in draft Implementation Plan



	so as to provide space for neighbourhood AWCs.	<p>Include slum children, tribal/marginalized populations, HIV infected children, the child in emergency - conflict, tsunami, orphan and the abandoned children the migrant and the street children</p> <p>Suitable norms for rural and urban settings</p>	<p>ICF, BvLF, NAC-DIP Asha Singh, Forces Gujarat</p> <p>Sesame Street</p>	
5.1.8	To ensure universal access to integrated child development opportunities for all young children, the policy may support the option of ICDS complementing the private sector/voluntary sector programmes by extending its health and nutrition counselling and other facilities to enable provision of holistic ECCE for all young children.			
5.1.9	Linkage with primary school system will be streamlined to address the issue of continuum and smooth transition from ECCE to primary schooling through school readiness package.	<p>Define the role of all stakeholders (NGOs, private sector, etc.) in enforcing this readiness package</p> <p>ECCE centres should be attached to primary school</p> <p>To extend RTE from 3 years onwards</p>	<p>AECED</p> <p>DSE, Kohima</p> <p>School Education, Rajasthan</p>	<p>The Draft Implementation Plan defines the roles</p> <p>The ECCE Centers may be collocated if the primary school is in the same habitation</p> <p>Early childhood stage</p>

				should not be viewed only as a preparation stage for primary education with the mere objective of school readiness; rather it should be addressed in a holistic and integrated manner, being the preparation stage for entire human life. Even if non-formal education is proposed for 4-6 year olds under RTE, putting them into a formal school system would inadvertently lead to quasi formal schooling and learning and premature institutionalization of the young child
5.2	Ensuring Quality with Equity in ECCE Developmentally appropriate practices will be promoted through a multi pronged approach.			
5.2.1	To standardize the quality of ECCE available to children, basic Quality	Norms on infrastructure and other parameters should be clearly spelt out	Akshara Foundation	Detailed in Quality Standards



	<p>Standards and Specifications will be laid down for ECCE which will be valid across public, private and voluntary sectors.</p>	<p>Procedural guidelines should be laid</p> <p>Staff should be recruited from recognized institutions only</p> <p>Adherence to specifications would require changed financial norms for AWC</p> <p>Specifications must be met within 1 year</p>	<p>SRC, AMS</p> <p>NMEW</p> <p>WCD, Delhi</p> <p>BvLF</p>	<p>The AWCs would also have to adhere to the mandatory standards and would have to progressively attain desirable standards</p> <p>All ECCE centres would have to meet the mandatory standards within a period of 5 years from the date of stipulation</p>
<p>5.2.2</p>	<p>The current <i>laissez faire</i> situation in all sectors with regard to ECCE will not be allowed to continue. A Regulatory Framework for ECCE to ensure basic quality inputs and outcomes, across all service providers/ sectors undertaking such services, will be progressively developed/ evolved at the national level and shall be implemented by states, with appropriate customization, in the next five years.</p>	<p>Compulsory registration mechanism should be enforced, punitive action for non abiding, minimum standards to be fixed</p> <p>Regulatory body should be established in state to standardize guidelines for all service providers</p> <p>Procedural norms and guidelines required</p> <p>ECCE is estimated to be a `4,000 crore industry, which currently has no</p>	<p>WCD, Haryana; MP</p> <p>WCD, Chattisgarh</p> <p>SRC,AMS</p>	<p>The Quality Standards for ECCE document specifies the minimum standards and the procedural guidelines</p> <p>A concept note on National ECCE Council has been prepared. The Council will be an oversight and regulatory</p>



		<p>monitoring mechanism. There are a large number of unregulated ECCE centres. Check administrative feasibility of their regulation</p> <p>No legal action or incentive specified for registration and following of standards</p> <p>State Resource Centres should be set up in states for accreditation</p>	<p>Aide at Action</p> <p>WCD, Delhi</p> <p>WCD, Delhi</p> <p>WCD, AP</p>	<p>body for ECCE.</p> <p>The network of National and State ECCE Council and ICDS mission structures would fructify the objective of regulation of all ECCE Centres.</p> <p>State Child Development Resource Centres, State ECCE Councils and ICDS Mission structures would be established.</p>
5.2.3	<p>A developmentally appropriate National Curriculum Framework for ECCE will be developed. It will promote play based, experiential and child friendly provision for early education and all round development.</p>	<p>Milestones and developmental outcomes, standards, performance indicators, learning outcomes age wise and domain wise for Indian children.</p> <p>Reference manuals for ECCE teacher/AWW with additional resources may be provided</p> <p>Greater clarity required, periodic revision of curriculum should be done</p> <p>Use National Curriculum Framework 2005, NCERT</p>	<p>AECED</p> <p>WCD, Delhi</p> <p>WCD, MP</p> <p>Sesame Street</p> <p>UNICEF</p> <p>Mukesh Kr Maurya</p>	<p>To be developed</p> <p>The document clearly specifies that it is a dynamic document and would be continually reviewed and evolved in the light of emerging needs</p> <p>National Curriculum Framework for Early</p>

				Childhood Education takes into cognizance the NCF Position Paper on ECCE.
5.2.4	The mother tongue or home language of the child will be the primary language of interaction in the ECCE programmes. However, given the young child’s ability at this age to learn many languages, exposure to the national/ regional language and English in oral form as required, will also be explored.	Mother tongue/ home language based, multicultural and multilingual Pre-school education should be transacted for tribal children” in schedule and non schedule areas of tribal habitation, adivasi villages Didactic process of learning should be adhered to.	Asha Singh, COPHEE, orissa School Education, Rajasthan National Advocacy Council for Development of Indigenous People (NAC-DIP) Adivasi Solidarity Council (ASC) UNICEF Mina Swaminathan Urban Law Centre BvLF Monimalika Dey	Incorporated in the revised Policy draft The curriculum framework takes this into consideration
5.2.5	The Government will endeavour to provide child friendly and developmentally appropriate play and learning materials.	Prototype to be developed Central procurement for AWC Periodicity of replacement to be specified Toolkit and instruction Manual for AWW	WCD, Haryana SPD, W Bengal	Prototype of the PSE kit along with total number of items and cost detail has been prepared

		<p>Flexifund to AWW for purchase of raw material</p> <p>Department of Handloom and handicraft may produce some material</p> <p>Amount for PSE to be enhanced</p> <p>Local specific materials, sensitive to child’s culture and experiences</p> <p>Use of locally available material may be mentioned</p> <p>Guidelines may be laid for all ECCE service providers. There should be standard norms of play and learning materials for all service providers. These provisions should be part of the universal norms. Govt to provide in AWC only.</p>	<p>NMEW</p> <p>WCD, Chandigarh NCER, CLAP</p> <p>TNVHA</p> <p>Shantha Maria SCoRE</p>	<p>Detailed in the Broad Implementation Framework for ICDS</p>
5.2.6	<p>Programme evaluation would be explored by adopting consistent assessment criteria and methodologies</p>	<p>Bal Vikas Samiti (on lines of School Management Committees) should be formed</p> <p>Fix indicators for every 6months exposure to ECCE programme</p>	<p>Shantha Maria</p>	<p>Detailed in the draft Implementation Plan</p>
5.2.7	<p>Formative and continuous child assessment would also be explored in order to ensure that the ECCE programme is responsive to the developmental needs of the child.</p>	<p>Concrete tool should be prepared to measure and administer child’s Overall development in sub-developmental phases</p> <p>Progress card</p>	<p>Aide at Action</p> <p>WCD, Chattisgarh</p>	<p>Sample Progress Card prepared</p>

		<p>Progress card, quarterly PTM</p> <p>Articulate the criteria and process of admission to avoid child assessment at the time of admission</p>	AECED	
5.2.8	<p>ICT potential will be optimally harnessed to promote all aspects of ECCE and particularly for monitoring, evaluation, capacity building and training.</p>	<p>IEC material, leaflets FAQ should be prepared for ECCE</p> <p>ICT measures should be utilized for evaluation, monitoring and capacity building</p> <p>ICT for administrative, record keeping and communication purpose, universal ID</p> <p>The potential to use low cost ICT platforms like radio, Aakash tablet, mobile phones, pico projectors as pilots for transacting AV (educational) content in child care centres should be explored</p> <p>Consider technology and digital platforms to strengthen quality and transaction. To this extent, the possibility of establishing a toll free helpline to strengthen teacher/supervisor capacity, broadcast developmentally appropriate activities and for sharing best practices should be explored</p>	<p>WCD Odisha</p> <p>AECED</p> <p>World Bank</p> <p>Sesame Street</p> <p>Sesame Street</p>	<p>Advocacy Booklet being prepared</p> <p>MWCD is also piloting ICT based monitoring and training</p> <p>The MWCD has established the Nutrition Resource Platform as an information, education and e exchange forum.</p>

5.3	Strengthening Capacity			
5.3.1	Establishment of new and strengthening of existing institutions will be undertaken. Quality of ICDS and other related training institutes will also be upgraded.	<p>Separate setup should be established for ECCE at every level, from state to the project, ECCE coordinator/ Preschool instructor should be employed at project level</p> <p>Strengthening of MLTCs and AWTCs, changing the structure/ norms for AWTCs, MLTCs</p> <p>Structural and functional transformation of AWW’s role, no extra duty</p> <p>Change nomenclature</p> <p>Additional Worker should be deputed for ECE at AWC</p> <p>Additional AWW from tribal community in tribal areas</p> <p>Fix superannuation at 60 for AWW</p> <p>ECCE coordinator should be deputed in each project</p> <p>Minimum Qualification of AWW to be raised for recruitment</p>	<p>MP</p> <p>WCD, Chandigarh</p> <p>WHO</p> <p>WCD, Haryana</p> <p>WCD, Delhi</p> <p>WCD, Chattisgarh</p> <p>WCD, Chandigarh</p> <p>Mukesh Kr</p> <p>Maurya</p> <p>WCD, Chandigarh,</p> <p>WCD, Chattisgarh & Chandigarh</p> <p>BvLF</p> <p>School Education, Rajasthan</p> <p>Shantha Maria</p>	<p>Detailed plan for training and capacity building prepared</p> <p>The 200 districts where restructured ICDS will be implemented would have an additional ECCE/ Nutrition Counselor</p> <p>The Mission Structure for ICDS restructuring and strengthening would have ECCE coordinators.</p> <p>Implementation plan details the establishment</p>

		The department of home science/human development in all colleges and university need to be taped in strengthening ECCE training, research, monitoring and evaluation, developing resource centre and programme guidance		of consortiums
5.3.2	Child Development Resource Centres will be established in NIPCCD Regional Centres with mandates for operating helpline; counselling centres; capacity development centres, assessment centres and advocacy hubs.	<p>Provision of onsite support, demonstration of resources/teaching learning material/techniques</p> <p>The outreach of the Child Development Centres should be at the District level, and for this, along with NIPCCD, Home Science colleges, agricultural universities and NGOs can be involved</p> <p>ECCE resource Centres in School/ SCERT/ DIET</p>	<p>WCD, Odisha</p> <p>AECED, SCoRE</p> <p>School Education, Nagaland</p>	<p>Concept note prepared</p> <p>Mission Units would be set up at District levels</p>
5.3.3	Mechanism will be established for professionalization of the ECCE service providers. A comprehensive training strategy will be developed and complementarity will be ensured between pre-service, in-service and on-site professional support.	<p>Inservice, refresher, mobile training, exposure visits</p> <p>Capacity building of AWW on ECCE</p> <p>Training syllabus to be revised</p> <p>Multi level certificate course/diploma/degree/ master programme</p> <p>Minimum academic qualification of ECCE teacher to be laid down</p> <p>Capacity building of ICDS functionaries on PSE component is required</p>	<p>WCD, Haryana</p> <p>WCD, Chandigarh</p> <p>WCD, Chattisgarh</p>	<p>Separate note prepared</p> <p>The Ministry is also exploring use of open and distance learning, e learning and modular courses for training of functionaries.</p>

		<p>The ECCE instructor at the AWC to undergo nursery training prior to commencing service. The professional development of the worker has to be thought through on the lines of the NCFTT- NCF-2005 framework.</p> <p>Guidelines for training ICT based training could be done Pool of Master Trainers and Joint Task Force should be formulated</p> <p>Norms and prerequisites in terms of qualifications, wages, hours of work, and establishment of career ladders</p> <p>resource allocation and its optimum utilization for capacity building</p> <p>Pre service training for all ECCE personnel to be detailed: curriculum, duration, certification</p>	<p>Akshara Foundation</p> <p>AECED</p> <p>WCD, Odisha</p> <p>WCD, Odisha</p> <p>Forces, Gujarat</p> <p>WCD, AP</p>	<p>The Broad Implementation Framework for ICDS also details the strategies for capacity development and professional development of ECCE functionaries</p> <p>Needs to be detailed in the concept note on training of functionaries.</p>
5.3.4	<p>The policy recognizes that the young children are best cared for in their family environment and thus strengthening family capabilities to care and protect the child will receive the</p>	<p>Centrality of the family and parent unit in care giving, and emerging childcare programmes should be focused</p> <p>Recognition of existing knowledge and</p>	<p>AECED</p>	<p>The policy is conscious of the significant role of parents and due attention is being given in the implementation</p>

	highest priority.	capacities of parents and building on those Empowerment of parents for providing age-appropriate stimulus is essential Deprioritising of the family should not happen	WHO Vijayalakshmi Balakrishnan	plan, guidelines and in the broad framework of implementation of ICDS Parents would be involved in ECCE Day, in Parent led Anganwadis and in Anganwadi Management Committees
5.3.5	A sound system for data collection/generation and information management will be established across the country with the use of information technology which will allow for regular collection, compilation and analysis of the data on ECCE.	Unique Identity of each child Age wise segregated data should be collected	WCD,MP VAAGDHARA NCER	A mapping survey may be undertaken
6.	Monitoring and Supportive Supervision			
6.1	Monitoring and supervision of ECCE programmes will be strengthened, based on a systematic Monitoring Framework with input, output and outcome indicators specified for ECCE quality, in tangible and measurable terms.	Monitoring and evaluation activities need strengthening through the collection of timely, relevant, accessible, high-quality information and also ensure the transparency of the information collected – and this information needs to be used to improve program functioning by shifting the focus from inputs to results, informing decisions and creating accountability for	BRO Aide at Action	Detailed in the draft Implementation Plan



		<p>performance.</p> <p>The tangible opportunity for community participation may be in the form of social audit, participatory evaluation of ECE programme to be ensured may be percolated to the state level also.</p> <p>Bal Vikas Samiti should be formulated</p> <p>Involving communities in the implementation and monitoring of ICDS should be used to bring in additional resources into the anganwadi centers, improve quality of service delivery and increase accountability in the system</p> <p>Adequate indicators for monitoring of ECCE activities</p> <p>Task Force should be established at state level</p> <p>ECCE cell should be set up at state (JD, P officer, support staff); and district (CD and Edu. Officer, support staff)level</p> <p>Capacity building and involvement of</p>	<p>Akshara Fondation MP</p> <p>SPD, WB</p> <p>WHO</p> <p>WCD, Haryana</p> <p>COPHEE, Orissa BvLF NAC-DIP</p>	<p>Captured in the Broad Implementation Framework of ICDS</p> <p>Early learning standards need to be developed</p>
--	--	---	--	--

		<p>Panchayat Members should be done for various activities including social audit</p> <p>Develop a national framework for Early Learning Standards and Program Indicators. Right now states are developing their own standards and indicators (Gujarat, Rajasthan, WB). It will be difficult to compare the performance of states or collate the data nationally for evaluation.</p> <p>Increase the number of Supervisors/ Mukhya Sevikas. Strengthening of supervision is not possible without increasing the number of supervisors. One supervisor for 20-25 Anganwadi workers in totally inadequate</p>	<p>Monimalika day</p> <p>WHO</p>	
6.2	<p>Consortiums of experienced NGOs, professionals and higher learning institutions will be identified at regional levels and invited to support government efforts in monitoring and capacity building for ECCE.</p>	<p>Separate groups should be involved in accreditation and on-going support</p> <p>Consortiums should be established at state level</p>	<p>World Bank</p> <p>SCoRE</p>	<p>Detailed in the Concept note on National ECCE Council</p>
7. Research, Evaluation and Documentation	<p>Research, Evaluation and Documentation</p> <p>Research will be promoted to generate indigenous knowledge and to ensure a</p>	<p>Research must not be confined only for action research, evidence based research or economic research, but researchers must also be encouraged</p>	<p>MP</p>	<p>The draft Implementation Plan details establishment of consortiums and</p>



	<p>more evidence based approach towards planning, implementation and monitoring of ECCE programmes and interventions. Impact evaluation will be made integral to all interventions and action research will be promoted for generating innovative models.</p>	<p>to conduct longitudinal research to document best practices of other countries which can be transferable to our country.</p>		<p>networks for research and academic/ technical support</p>
<p>8. Advocacy</p>	<p>Advocacy A major deterrent to ensuring the right kind of ECCE is the lack of understanding of developmentally appropriate ECCE among the parents and other stakeholders. In order to address this deficit, extensive use of media will be made, including folk, print and electronic media, to reach out to parents, caregivers, professionals and the larger community and create awareness of the appropriate kind of ECCE. Parent and community outreach programmes will be strengthened to establish collaborative care providing relationships.</p>	<p>Write awareness instead of advocacy Advocacy with service providers should be done to ensure that there is provision of the “right kind of ECCE” Redressal Mechanism should be included Various channels such as NGOs, political personalities, media, community based volunteers etc. should be identified and engaged for extensive outreach. Carry communication messages right into home about child development and child rearing Advocacy material must be culturally adapted Advocacy should be done at different levels (political leaders, MPs, MLAs, Panchayat leaders, Ngos other service providers, parents)</p>	<p>S CORE, BRO Forces, Gujarat NCER, CLAP Mina Swaminathan</p>	<p>The whole package of IEC, Awareness, Advocacy and Behaviour Change Communication is detailed for information dissemination and awareness generation on entitlements, programmes, behaviours and practices in the Broad Framework for Implementation of ICDS</p>

		<p>Empowerment of parents for providing age-appropriate stimulus to the child should be done</p> <p>Could we identify and set a day apart which will draw all energy on that day for advocacy of ECCE</p>	<p>Shantha Maria</p>	<p>The policy acknowledges that rights in the social sector exist in the medium of duty. Advocacy material is being prepared for parents and community.</p> <p>Monthly ECCE Day proposed in the of Implementation of ICDS</p>
<p>9. Convergence and Coordination</p>	<p>Convergence and Coordination</p> <p>The policy envisages that the independently stated policies, programmes and other such related instruments, having bearing on ECCE, be smoothly interfaced with the current policy. Regulatory, operational and financial convergence between these related schemes and programmes will be encouraged and achieved over a period.</p> <p>To emphasise the important role of parents/guardians, caregivers and for the long term sustainability of the</p>	<p>The protection of the child is equally important as care and education. Hence the convergence and coordination to include that part too.</p> <p>Match with National Policy on Education and National Policy on Empowerment of Women</p> <p>ICDS and other sector programs support each other's' endeavours to ensure access to services and also ensure quality in the services being offered.</p> <p>Include Village Health Nutrition and</p>	<p>AECED</p> <p>NMEW</p> <p>CHETNA</p>	<p>Detailed in draft Implementation Plan and the Broad Implementation Framework for ICDS</p>

	<p>appropriate early childhood care and education practices, a partnership approach between all stakeholders will be promoted and ensured.</p> <p>The institutional mechanism to ensure this would be the National and State ECCE Councils.</p>	<p>Sanitation Committee-VHNSC</p> <p>Converge with Tribal ministry for tribal children</p> <p>Achieve convergence at local level and with central schemes, create common facilities, not parallel facilities</p> <p>A need of convergence of Rights of the Child, like Right to HealthCare, Right to Protection , Right to Food and Nutrition etc</p> <p>Should recognize indivisibility of rights under ECCE</p>	<p>BvLF</p> <p>NAC-DIP</p> <p>World Bank</p> <p>AARTH -ASTHA</p>	
10	Institutional and Implementation Arrangements			
10.1	<p>The nodal Ministry for overseeing the ECCE programmes and services will be the MWCD along with its state level counterpart departments. All State Governments / UT Administrations would be advised to make ECCE a subject under Business Allocation Rules of Department of Women and Child Development, as has been made in Government of India under Ministry of Women and Child Development. Alternatively, there would be a clear delineation of formal elementary school</p>	<p>The word “Alternatively’ used may be substituted for “Besides” so that more stress shall be given for delineation of formal elementary school system and non-formal pre-school system</p>		<p>Incorporated in revised Policy draft</p>

	system and non-formal pre-school system.			
10.2	The policy envisages the establishment of an ECCE Cell / Division within MWCD as a nodal agency for interface, both at national and state levels, for inter-sectoral coordination.	The members in the cell to be defined and cleared ECCE Cell at state level(Joint Director, Programme Officer, Supporting Staff), at district level (Child development and Education Officer, Supporting Staff) Nodal officer should be deputed at State level Set up ECCE Cell at DIET level	SCoRE	Detailed Implementation Plan in
10.3	To sustain the multi- sectoral and inter-agency collaboration, a thematic ECCE Committee, with experts/ advisors, jurists as members, would be formed under the ICDS Mission Steering Group initially and later formed as National ECCE Council, with corresponding councils at State and later at District level. The Council would be the apex body to guide and oversee the implementation of the National ECCE Policy as well as advise and guide ECCE programmes, consistent with the National ECCE Policy/ legislations etc.	Define roles and functions of the Council. It should be empowered and have resources (financial and HR) Make ECCD Council Should have representatives from NCERT, SCERT, SIERT How these Committee are going to be managed (line of administration), role and functions should be clarified. Clear arrangements at different levels and with the support bodies should be framed.	AECED World Bank SCERT, Rajasthan Bikash Das, CLAP CHETNA WCD, Delhi	Concept Note on National ECCE Council has been prepared Institutional arrangement proposed in the Broad Framework for Implementation of ICDS

		Set up State Councils with the same power and functions		
10.4	Given that currently a significant number of 5 to 6 year olds are in primary schools in many states, and RTE’s mandate being provision of free and compulsory elementary education from six years onwards, convergence with MHRD and State Departments of Education will be of key importance, particularly to adopt joyful learning approaches and extend the school readiness interventions for children of 5 plus years of age. Mechanisms will be instituted to facilitate this convergence so as to ensure continuity and inter-linkage, more so in the light of Section 11 of RTE.	A tension between public policy in one hand and statutory provision on the other without making an amendment to the provision provided under Section 11 of RTE Act. It would be worth to recommend that a provision be explicitly provided in the policy to the effect that legislative process shall be initiated by the Ministry to make an amendment to the provision contained in Section 11 of Children’s Right to Free and Compulsory Education Act, 2009 with the objective of bringing in reform in the legislative arrangement for effective governance and uniformity in respect of Article 45 of the Constitution of India	Bikash Das, CLAP	The issue needs to be resolved with MHRD. However, the school readiness programme can be prepared and implemented wherever the children are located.
10.5	Focus will be on decentralization. Provision will therefore be made for committees at the community, block, district, state and national levels. Parents, community members, District Assemblies, Regional Coordinating Councils, NGOs, Development Partners and the Government will be actively involved.	Nodal Officer should be there at the District level		Mission units are proposed in the Broad Framework for Implementation of ICDS
10.6	The district level administrative units	Engagement of Panchayat members	NCER, CLAP	Detailed in



	and the <i>Panchayats</i> will be strengthened to provide for more decentralised planning and implementation of ECCE programmes. Community based organisations such as Village Education Committees, Mothers’ (Parents’) Committees, Village Resource Groups, PRIs will be directly involved and their capacities strengthened, to oversee the management of the ECCE centres across sectors.	and local governing bodies for supervision of ECCE programmes Social audit with community participation, third party evaluation		Implementation Plan
10.7	The programme of action for implementing and complementing the National ECCE Policy, National Early Childhood Education Curriculum and Quality Standards for ECCE will be reflected in the National/ State Plan of Actions in SSA, ICDS APIPs, Crèche Programme and any other similarly situated programme of national/state/ local bodies including PRIs.			
10.8	The implementation strategy shall include creating an enabling environment for providing integrated services.			
10.9	The policy also intends to develop a legal framework conducive to the implementation of the National Policy	This is to be incorporated in the preamble also. A separate Act for ECD, time frame for	Chetna,	Draft legislation has been prepared. The states may be given the draft as a

	on ECCE, assuring the right of the child to holistic ECCE in the long run, after assessment of its being operationalised, and in subsequent plan.	law Ensure ECCE as a fundamental right Spell out the time frame for formulating the law Make some provision of compulsory nature	VAAGDHARA WCD, MP CRY Urban Law Centre NMEW	model to customize and implement.
11. Increased Investment towards Early Childhood Care and Education	<p>Increased Investment towards Early Childhood Care and Education</p> <p>Evidence indicates highest rate of return on investments made in early years. The policy seeks to increase the aggregate spending on quality ECCE interventions through enhanced public spending on ECCE and through Public Private Partnership (PPP) mode. Finances will be provided in a commensurate manner to meet the demands arising from the above initiatives.</p> <p>Early Childhood (0-6 years) and ECCE budgeting would serve as an important dimension to assess investment in early years. The exercise of segregated child budgeting for early childhood may be carried out regularly so as to take stock of investments for children and to identify gaps in resource investment and utilization. This would also assess child</p>	<p>There should not be any private partnership and the state should provide the services. The age to be considered for these services is from 0 months to 59 months as in ICDS services.</p> <p>Specify % increase</p> <p>Per child costing, need based distribution of funds</p> <p>Specify a ratio of GDP and mode of allocation</p> <p>Costing of Policy Education</p> <p>Cess allocation</p>	<p>SWD, Assam</p> <p>World Bank</p> <p>NCER, CLAP</p> <p>SCoRE (State Coalition on Right to Education, Uttar Pradesh</p> <p>WCD, Odisha, AECED, UNICEF</p>	<p>The state has allocated 2000 crores for actualization of ECCE policy through activities such as Monthly ECCE day; ICD beyond Anganwadi; developing child friendly infrastructure; as also untied fund for innovation and enhanced fund for specialized training and PSE kits.</p> <p>The states can explore imposing any cess for</p>

	related outcomes.			furtherance of ECCE policy and other mechanisms
12. Review	The implementation of the new policy will be reviewed every five years. Periodic appraisals will also be made to assess progress of implementation and make mid- course corrections, if and when required.	Measurable indicators and targets should be laid Broad Timeframe	WHO, World Bank SCoRE	The Outcome indicators, Service Standards and Result Targets detailed in the Broad Framework for Implementation of ICDS will help in actualization of the Policy



Passion. **Expertise.** **Results.**

icfi.com