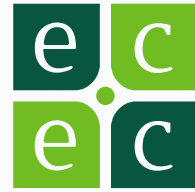


Innovation in Education



Early
Childhood
Education
Centre

Annual Report

2022



Vision

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

Mission

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

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

Core Values

Love

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

Integrity

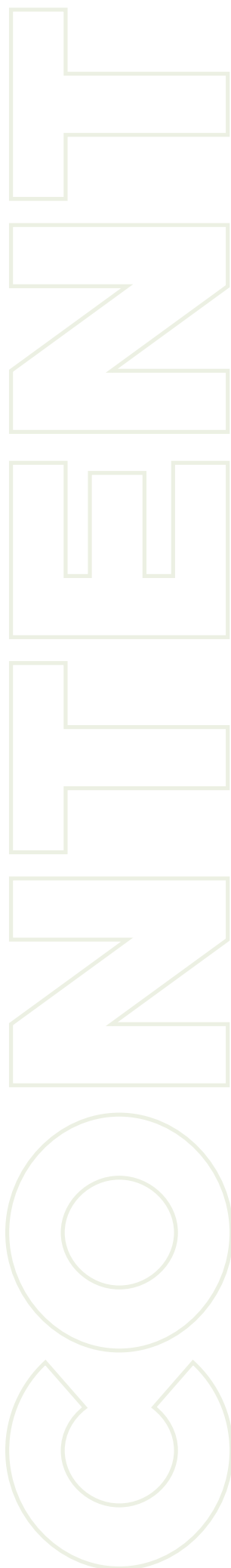
- We are committed to being honest and truthful.
- We work responsibly and transparently without seeking personal gain.
- We have integrity both as a company and personally regardless of whether we are being watched or not.

Creativity

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

Co-operation

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



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Greetings from the Chair of Board of Directors

Exciting News!

ECEC is about to change her name from Early Childhood Education Centre into ECEC Innovation in Education. The reason is that ECEC has extended her services to grade 5 of the basic education. Internationally, Early Childhood is between conception and 8 years old. In the past decennium many schools have changed their preschools to a place of active learning where children develop their understanding of concepts and life skills. The transition between preschool and primary school often creates much tension for teachers, parents and students because entrance exams expect age-inappropriately high expectations, which students can only fulfil after they are prepared through drilling and force. Learning at a young age should be fun at all times! It is their first impression of school. It should be positive.

ECEC seeks to make the threshold between Kindergarten and Primary level more gradual and smoother by equipping Primary school teachers too.

ECEC is developing fun story books with relevant adventures, so that children learn vocabulary, listening skills and develop language while enjoying a good book. When learning reaches their hearts, it will stay in their minds.

It is our hope that children throughout Nepal will love school and are prepared by skillful teachers for a fast-changing society.

Thank you for your partnership.

Warm greetings,

Reiny de Wit



Greetings from the General Manager

Innovation in Education should be a national agenda. Like change, innovation is also a continuous process. We have seen rapid innovation in information technology and digital media in the last 20 years in Nepal. The mind, habit and expectations of children and parents are different now in comparison to the past. To facilitate those, it is crucial to have a good foundation of pedagogy, literacy education, classroom management and learning teaching resources and activities.

ECEC is an organisation that continues supporting innovation in education of young children and teachers in Nepal. For that, ECEC is working on teacher and parent empowerment and developing child friendly learning resources. ECEC is also collaborating with both national and international organisations, local government and international schools for innovation in teacher preparation to improve the quality of education in schools. ECEC wants to thank all stakeholders for their cooperation, trust and support thus far. We desire continued collaboration in the future.

Thank you for your partnership.

Warm greetings,

Pitambar Neupane



Training and Services

ECEC COURSES OFFERED

Courses	Objectives	Duration	Qualification
ECD (Early childhood Development) Step 1 Level 1	Creates awareness of the need for change	30 hours	Secondary Education Examination or Equivalent
ECD, Step 1	Build skills to change classroom environments in preschool	160 hours	Secondary Education Examination or Equivalent
1 Year Academic Course in ECD (Early Childhood Development)	Produces confident, competent preschool teachers who can lead ECD forward	1 Year (1050 hours)	+2 or Bachelor Degree
School Consultation Package	Brings transformation in your school	6 months to 1 year	Management and staff must be motivated
Phonics Workshop	Explore and have fun with phonics	18 hours	Secondary Education Examination or Equivalent
Primary Step 1	Builds skills to change teaching environments in primary schools	160 hours	Secondary Education Examination or Equivalent
Inclusive Education	To understand the concept of teaching with adaptations for children of diverse abilities	25 hours	ECEC step 1 Level 1 or Equivalent
ICDP (International Child Development Programme)	To increase psycho-social wellbeing for the children of Nepal through improved parent-child communication	64 hours	+2 or Equivalent
Leadership Training	How to lead in uncertain times	18 hours	+2 or Equivalent
Online Zoom Day to Day Guidance	To equip teachers with knowledge and skills to conduct child friendly online classes (for Nursery-UKG, Grade 1-3 and 4-5)	24 hours	Secondary Education Examination or Equivalent
Workshops (Story telling, Behaviour management and Emotional management)	To equip teachers with knowledge and skill, understand the concept of behaviour and emotional management.	4 hours	Secondary Education Examination or Equivalent

ECEC's training packages have been developed in such a way that trainee teachers have plenty of opportunities to gain experience and to practice the teaching skills in a real school situation.

The courses are conducted at the ECEC training centre in Lalitpur (Bhanimandal), on location in the schools (mostly out of valley) and by the appointed service provider.

Appointed Service Provider - Three Star Teacher Education Centre

Three Star Teacher Education Centre (TSTEC) is the appointed service provider of ECEC. Established in 2020, TSTEC is located in Chabahil with the objective of expanding the reach of ECEC services to different parts of the country. The vision and mission of TSTEC aligns with ECEC's. It has its TSTEC branches in Itahari and Pokhara.



Training Data 2022

Regular Courses	No. of Participant		Grand Total 2022	Grand Total 2021
	ECEC	TSTEC		
Step 1 level 1 Pre -Primary (5 - day ECD Introduction Course)	505	92	597	378
Step 1 Level 2 - 4 Pre-Primary (continuation from Introduction Course)	176	51	227	88
Step 1 Level 1 Primary (5 – day training)	260	-	260	123
Step 1 Level 2 - 4 Primary (continuation from Introduction Course)	191	-	191	40
1 Year Academic Course (Diploma in ECD, in affiliation with Kathmandu University)	44	11	55	84
Phonics Workshop (English)	104	18	122	91
Phonics Workshop (Nepali)	108	-	108	118
Leadership Training (for school Leaders, management committee members, coordinators)	104	-	104	12
Parents' Seminar	1850	35	1885	732
ICDP Facilitators Trained	110	7	117	68
ICDP Caregiver Meeting Participants	618	-	618	-
5th Annual ICDP Network Meeting 2022	79	-	79	157
ICDP Asia Regional Conference 2022	237	-	237	-
Motivational Workshop/ Refresher Training	291	-	291	314
Inclusive Education	16	-	16	-
Grade 4 to 8 Training	61	-	61	-
Value Education	9	-	9	-
Support Staff	20	-	20	-
GRAND TOTAL	4783	214	4997	2205

Scholarship

ECEC has provided scholarship upto 50% to students who have financial needs and cannot pay the full training fee. The scholarship fund is made available through the generosity of various donors who have been contributing to the scholarship for many years.

Trainings	Total
1 year course	15
Step 1 course	3
Total Students	18

1 Year Course Scholarship Impact



ECEC's training has changed my view point on child psychology, understanding others and team work. I now understand children both professionally and personally. I learnt that education isn't only about children's knowledge and learning through reading, but also it's about enhancing their capabilities in all areas. I didn't realise there were many kinds of child abuse and that teachers at times hurt children. This course forced me to think about this. Before, I did not know there was any way to teach apart from memorisation and reading. Thank you to the donors who made it possible for me to learn so much and take this back to my village.

Tara Rai, 1 Year Course Graduate

I learnt from ECEC's training course that children need space, time, materials and an accommodating environment which nurtures their sense of security for their holistic development. I also discovered that small groups, trained staff, parent involvement, a thematic approach and a curriculum geared specifically for young children are all important in early education. I further learnt how to adapt for children with diverse needs and how to encourage them. As a single mother I am very grateful to sponsors who gave me this year long opportunity at ECEC. I feel that I can now give back to my entire community through children's education.

Rubina Pun, 1 Year Course Graduate



1 Year Academic Course

ECEC successfully completed the 14th batch of the 1-Year Teacher Training Course in ECD with cooperation from Kathmandu University with 55 students graduating in 2022. Students from various places including Shillong, India were also enrolled in the course. This became very helpful in exchange of the experiences regarding education in various places of Nepal and India. The blended mode was continued this year too. We had a group outside ECEC office at TSTEC Chabahil as well. The course has been very useful for the graduates and has enhanced their competence in the ECD sector. They are applying the competences they have received during their course in their schools and within their family and community. A great initiative in bringing Innovation in Education!



Training Impact



ECEC's 1-year Post Graduate Diploma (PGD) course in Early Childhood Education was a remarkable journey of self-discovery and professional development. Personally, I gained a deep understanding of the special requirements and abilities of young children, making me better in supporting their growth and development. In addition, I feel that the programme has improved my capacity to relate to and empathise with children, which is a crucial component of good teaching. Professionally, I have acquired a diverse set of skills, including curriculum planning, assessment techniques, and classroom management, all of which are essential for success as an early childhood educator. The program's practical components, such as classroom observations, school visits, microteaching and hands-on teaching experiences have been instrumental in applying theoretical knowledge to real-world scenarios. This practical experience has not only boosted my confidence, but also made me more adaptable in different classroom environments. My professional growth benefited greatly from the mentoring I got, which gave me insightful knowledge and a wider view of the early childhood teaching area.

Sunil Rai
1 Year Course Graduate, TSTEC

"I have seen so many educational materials and equipment at my school but I didn't know how to use them. Now ECEC has taught me to use materials by keeping 'Low cost, No cost' in mind. I also had the opportunity to evaluate myself through ECEC and came to know that what I was doing was wrong. Now I will implement what I learnt."

Sangita Hyongoju (Shrestha)

"My past concept that 'learning only happens through rote learning' has been changed through this training. I learnt so many things this week while having fun and doing so many play activities."

Elena Gurung

"Before the training I was sceptical about the training and trainers being traditional but the 5-days training went by so quickly. We had opportunity to interact and work together with our own teachers. Previously we were only doing our own work and didn't even have time to sit together. But this training brought us together as a team. I learned how to teach math by play-based method and found it very effective and interesting. Even when I am already teaching math at lower secondary and secondary level; I find this will be helpful to our students."

Saurav Koirala

St. Joseph school, Kawaswoti, Nawalpur.

"I have been teaching for many years. I only knew the traditional way of teaching, resulting in low emotional development in children. But after taking training from ECEC, I will gather the parents and tell them the importance of play-way method and holistic development. I will do teaching learning activities in class through story, songs, imaginative plays and the play-way method."

Durga Laxmi Rai

ICDP Project

International Child Development Programme

Empowering Parenthood in Nepal

Since its inception in 2014 in Nepal with the support from HimalPartner, Norway, the International Child Development Programme (ICDP) has been dedicated to strengthening the bond between caregivers and the child, empowering parenthood. ECEC has represented ICDP Nepal since 2017 and has worked in collaboration with the local governments and organisations to reach caregivers in multiple districts

As of 2022, ICDP Nepal has certified 652 facilitators and reached 7192 caregivers. ECEC ICDP Nepal's goal is to introduce this program to every province in Nepal by preparing ICDP facilitators in each district, in partnership with various organisations and municipalities.

ICDP Asia Regional Conference 2022

We held our first ICDP Asia Regional Conference in Nepal in November 2022 at Hotel Himalaya. It was organised by ECEC ICDP Nepal with support from HimalPartner Norway and focused on the theme "Reactivating Human Care and Improving Lives through ICDP." This parenting program has demonstrated its transformative impact on individuals, families and communities through its powerful psycho-emotional tools and its effectiveness in implementing the 3 P's of child rights.

The conference brought together a diverse group of specialists, practitioners and researchers from Bhutan, Norway, Bangladesh, Thailand, China, Philippines, India and Nepal, all of whom have adopted ICDP, along with new stakeholders interested in joining the ICDP community. The primary goal was to analyze and understand the regional impact of ICDP. The three-day conference had the following objectives:

- Enhance the capacity of certified ICDP facilitators and stakeholders who have embraced the ICDP Program.
- Facilitate reflection and discussion on ICDP programs, including an implementation strategy workshop led by Heidi Steel, to strengthen connections amongst trainers, country representatives and organizations implementing ICDP.
- Promote the ICDP program to local governments and partners through a keynote presentation by Dr. Ane Marthe on "Research on ICDP: Learnings from the past and future opportunities."



ECEC ICDP Nepal Going International

In September 2022, Solveig Kristina Frivold, a Marriage and Family Therapist from HimalPartner, collaborated with ECEC ICDP Nepal to organize ICDP training in Thailand. Two trainers from Nepal, Doji Pradhan and Pitambar Neupane, conducted the training for a group of facilitators in Chiang Mai, Thailand, representing six different organisations. A total of 15 participants took part in the training.

These facilitators are now equipped to spread ICDP in Thailand by training groups of caregivers. The first workshop occurred in September, followed by a second one in October, with plans for continued training in 2023.

ICDP Success Stories

"After eight weeks of meeting, we are very proud to see the caregivers using the principles of ICDP. Seeing the way caregivers prioritise and perceive children makes us feel that they are enjoying their work and they built the capacity to handle working with children despite their challenges. After ICDP I have Internalised that this is not only with children but its principles can be used everywhere."

Ankisha, ICDP Facilitator, Hope Center

"When I asked my students about how their parents dealt with them, a child shared that after the training his mother loved him a lot and did not scold and spank him anymore."

Geeta Basnet, ICDP Facilitator, CWIN-Nepal

Glimpse of 2022



TSTEC



Staff Event



Training

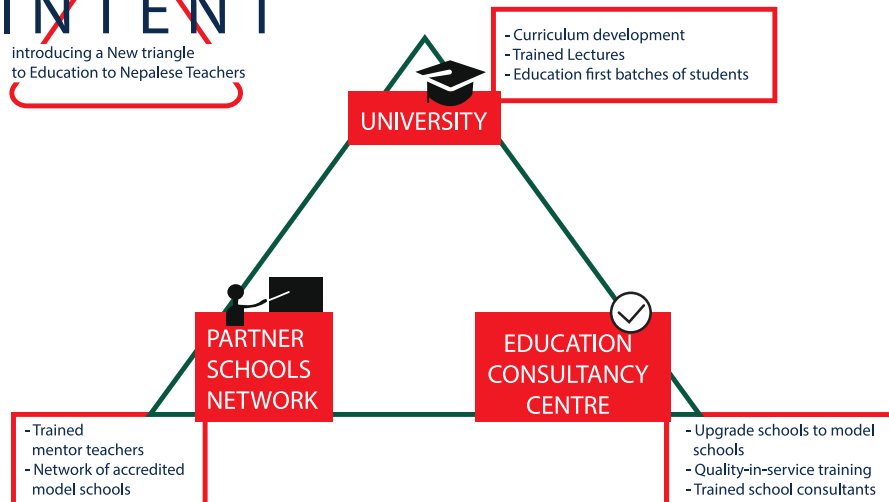


INTENT Project

Introducing a New Triangle to Educate Nepalese Teachers

Since 2018 ECEC has been working in collaboration with the Dutch organisation Woord en Daad and Driestar University on the INTENT project. At present, INTENT project is financially supported by Woord en Daad. The INTENT project aims to improve the quality of education in Nepal by working on: training teachers, creating model schools and developing a quality education for teachers.

In 2022 ECEC was actively engaged in 18 schools within the Mahalaxmi Municipality, carrying out the following activities:



- Assistance and guidance in classroom set-up followed by model session to help teachers adapt to the new environment.
- Guidance in the implementation of active daily schedule preparation and implementation.
- Need-based workshop and Knoster model workshop for school transformation.
- Integration of teaching materials and games in the teaching /learning process.
- Introduction and guidance on Continuous Assessment System (CAS)
- Big and small group activity skills and technique.
- Corner set up and mobilization skills.
- Continuous in-class support.
- Grade 4-6 teacher training
- Leadership training
- Parents' seminar.



Parents' Seminar



Leadership Training



Grade 4-6 Teacher Training

Testimonies



"I was always wondering how the higher education system of Nepal could shift from a traditional lecture model to a new progressive and interactive process. Now I can see how this new approach that BEd in Pedagogical Sciences (BEDPS) has embraced the potential to break the ice of the traditional layer for the new beginning. It's always a challenge to bring transformation but the persistence is worth it. All the hardship during the implementation of this transformative course will be considered a milestone for innovation in education once we look back after the real transformation has occurred. Even for me as a student, this course has been a milestone as this is the first full distance mode course with pragmatic paradigm that I have taken."

Sumin Maharjan, ECEC Teacher Trainer

"When I went for the leadership training at ECEC, it helped me to understand the goal this training program aims for. I could see the setup at ECEC and the way it is being implemented. The materials and its use has brought meaning to me. Now I want to make my school also as a model school and for that I am willing to invest. I request ECEC to visit my school regularly and support the teachers."

Ek Bahadur Bhandari
Principal, Mahendra Adarsha Higher Secondary School.



NORHED Project

Norwegian Programme for Capacity Development in Higher Education and Research for Development

NORHED is the Norwegian Programme for Capacity Development in Higher Education and Research for Development. Under this project, ECEC works in collaboration with Nepal Open University (NoU), NLA University College, Agder University and Driestar Christian College with the aim to Establish Research Based Basic Teacher Education Programmes in Nepal from 2021. The following activities were carried out in 2022 under this project:

3-day Seminar on 'Establish Research-Based Basic Teacher Education Programmes'

The 3-day seminar on 'Establish Research-Based Basic Teacher Education Programmes in Nepal' was conducted. During this seminar, sharing from different experts was done highlighting Basic Teacher Education. The parallel workshop was also conducted on different topics. These included:

- Developing Model Schools for teacher students' practical training
- Information and Communication Technology (ICT) in Teacher Education and Model Schools
- Criteria for Partners schools (Miteri Schools)



Bachelor of Education in Pedagogical Science

21 teacher-students from different parts of the country are enrolled in this course. The face-to-face sessions were conducted as a part of the course in three different locations: Lalitpur, Pokhara, Nepalgunj.



First Step Towards PhD

*“One of the objectives of NORHED project is **Establishing research-based basic teacher education programs in Nepal**. Under the project, I have been chosen to pursue a PhD with the aim to fulfill the projects’ objectives. My PhD dissertation is titled **Teachers’ Perception, Practice, and Implementation of Integrated Curriculum in Basic Level Education (Grades 1 to 3) in the Context of Nepal**, with the focus in the area of curriculum. I will defend my full proposal in 2023, for which time management and persistence are the most important traits, considering a long road full of rigorous studies. In order to expedite the study, I am continually working to improve my writing and reading abilities too. I appreciate the project’s consideration and support on a personal, professional, and moral level as well as that of the ECEC family and my colleagues.”*

Singi Lhomi, ECEC Teacher Trainer



Visit to Norway for Research Seminar

ECEC visited NLA’s campuses in Bergen and Oslo to participate in research and educational activities at the Teacher Education Department, workshops and NLA’s partner schools’ visits.



Training Impact



“Coming into this one-year BEdPS course in NoU, I expected it to be like any other course I have taken in the past. But it was totally different. This course has truly been eye-opening in my journey as a teacher. In online classes (course/mentoring), as well as face-to-face training, this course has given me a chance to know who I am, and where I am? What are my core qualities this semester? I continue to advance my learning through the interchange of my skills and ideas with my friends, tutors, and mentors. Throughout this course, I was able to be clear on my personal vision and goal.

I learned some scenarios that had been followed in international culture about how to make the classroom fun and how can we engage all the students in different work at the same time. I also learned about types of domains (cognitive, psychomotor, affective, and soft skills domain).

I would like to thank NOU, ECEC, all tutors, mentors, personal mentors, and all of my friends for this great opportunity.”

Bhuwan Upreti
Student, Bachelor of Education in Pedagogical Science

EIMH Project

Early Intervention In Mental Health

ECEC has been working with Himal Partner. In the year 2022, ECEC got the project named Early Intervention In Mental Health from HimalPartner. It was a one year project but had been extended till April, 2023. Belbari Municipality was selected for the intervention of project activities. The key areas of working under this project were school consultation until grade 3 and implication of International Child Development Program in order to sensitise and bring positive changes in parents, teachers and local bodies who are directly and indirectly working with the children of Belbari Municipality for the holistic development of children. In addition, the development of story books for children was also a key area of work under the EIMH project. ECEC worked with 24 different government schools under this project. Under this project we achieved the following:

Activities	Beneficiaries
Step 1 training (ECD to grade 3 teachers)	98 teachers from 24 schools
Leadership training (Head teachers and personnel from Municipality)	59
Classroom set up with materials in 24 schools	96 classrooms
ICDP Facilitators	51

Success Stories

"The empty classroom has been changed into a welcoming classroom full of play and educational materials due to this program. Students are excited to come to school and arrive before school hours."

Mohan Prasad Adhikari
Principal, Jana Nirman A. Vi



"My school was in a phase of dying due to no students, but after the ECEC program we have survived and our numbers of students are increasing and parents have started trusting us."

Sunita Yakha Rai
Principal, Sri Janga A. Vi

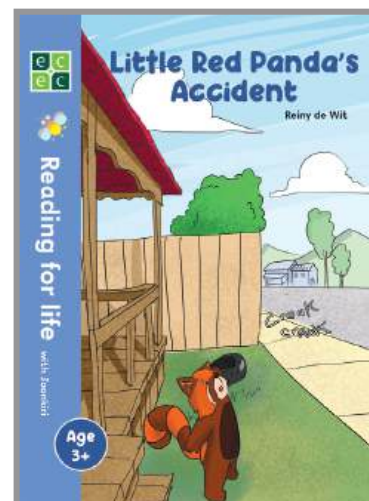
"The training has added confidence within us. New ideas have been given to us by which we could make our classroom and learning more interesting. We are moving from the traditional way to the new play way method."

Srijana Majhi
ICDP Facilitator and Teacher, Birendra Ma.Vi



Story Book Development

About a decade ago, ECEC envisioned the replacement of textbooks in preschools with activity-based worksheets that would shift the emphasis from rote learning to active learning. After a field study and getting feedback from teachers, ECEC realised an even bigger need for more child friendly resources. Many children in Nepal have difficulties comprehending the text in study books and storybooks. For the past few years development of storybooks have been one of the pivotal projects of ECEC towards innovation in Education. With ECEC Reading for Life Storybooks, students get an exposure to age-appropriate and contextualised fun stories that will enhance their reading comprehension.



Other Projects in 2022

School/ Org	Training	No. of Participants
Snow Lion Foundation	Pre- Primary Step-1	12
dZi	Pre- Primary Step-1	40
Chimding Foundation	Pre & Primary Step-1	20
Teach Nepal Project	Leadership	12

Snow Lion Foundation

Snow Lion Foundation has been supporting nine schools in different places in Nepal, including Kathmandu, Pokhara, Mustang and Manang. Continuous work has been on going to improve the quality of education in pre-primary and primary school under SLF. These schools provide education to Tibetan children. In 2021, 3 schools in Kathmandu received a consultation program, and SLF wanted to take this program further to 5 more schools outside Kathmandu (Pokhara, Mustang & Manang) . Hence, in 2022 with technical support, the ECEC consultation program was implemented in 8 schools under the Snow Lion Foundation.



dZi Foundation

dZi Foundation is an international non-governmental organization that registered in Nepal in 2007. This organization has been working on community development in remote parts of Eastern Nepal in Khotang and Bhojpur. Under, dZi Foundation's Quality Education Program in 41 schools of the Khotang district, the second phase training has been completed. This phase (level 3-4) was conducted this year from the 29 May - 8 June, 2022 in two locations in Khotang, Baksila and Maheshwori. Participants from 41 different ECD centers in Khotang were certified after completing 1-month Step-1 Pre-primary training.



Chimding Foundation, Solukhumbu

Chimding foundation has continued supporting different schools in Solukhumbu with ECEC's training & services since 2013, with the aim of quality improvement in education and establishing a library. For continuous improvement, each year the teachers are evaluated and provided with a workshop, followed by refresher training. This year after the school assessment was done by the concerned authority of the foundation, the 1-month Pre-primary and Primary training was completed for the teachers and the refresher workshop and leadership training was taken by 13 leaders of different schools. A parent training was also conducted this year.



Teach Nepal, Ghachok Kaski

Stichting Teach Nepal Project has been organizing training for different government schools in Machhapuchhre Rural Municipality with the technical support of ECEC. Stichting Teach Nepal Project offers support, guidance and ideas for teaching. Pre-primary teachers training was conducted in 2021 for the ECD teachers which motivated many teachers to change their teaching style. In 2022 leadership training was also provided for the school leaders.



School Consultation Service



ECEC has been running school consultation programs for many years with the goal of quality improvement in different schools in Kathmandu as well as outside Kathmandu. Besides training for teachers, parents and leaders, consultation programs cover other important aspects like assessment, classroom setup with in-class support for implementation of continuous assessment system, and visits for observation, feedback and evaluation. Since last year ECEC has started providing this service to the schools from outside Kathmandu and this year several other schools have also joined from Butwal & Bhairawah to work collaboratively to improve the quality of education.

Ongoing Consultation

Balnetra Academy, Bhairawa

Gyan Bagaicha English Boarding School, Tanahun

Junior Citizen Academy, Pokhara

Bodhi Briksha Elementary School, Kathmandu

Children Environment School, Birtamode

New Consultation

New Horizon School, Butwal

Gyan Sunshine School, Bhairahawa

Annal Jyoti Boarding School, Lalitpur



Training Impact

"We used to teach in a traditional way which hindered holistic development. Through songs, stories and table games, we can actively engage learners which helps in their holistic development. We learnt to use real objects, make children feel loved and seen. We learnt the teaching concept of going from concrete to abstract."

Chandra Kala, Solukhumbu (Primary Step 1)

"From the training, we came to know the technical aspects of English Phonics. We have a big challenge of incorporating this in our classroom."

Richa Bhattarai (English Phonics)

"I realized that many of our challenges were due to wrong pronunciation of sounds. I learnt the proper way to pronounce the sounds and found it easy later on to read words and sentences too. I also learnt to use materials while teaching phonics so that it is fun while learning for the children."

Rama Ramtel (English Phonics)

"I learnt how to teach reading and writing in Nepali. We have to teach through fun and games. This workshop has helped me very much"

Sangita Khakurel (Nepali Phonics)

International Course



"International class at the Driestar Christian University was a wonderful experience. This course has given me an insight view on the education system of different European, Asian and African countries. Visits to different schools in the Netherlands, like Primary and Secondary schools as a part of school practical, has added valuable knowledge and ideas on different activities on the play way method. In addition, the visit to a special needs school for observation and a workshop has helped to broaden my limited knowledge on learning difficulties. My three months stay in the Netherlands for the International course was full of learning in different aspects of education including inter cultural experiences. I am thankful to God and ECEC for this opportunity."

Bijay Tamang, ECEC Teacher Trainer

Global Leadership Summit 2022

ECEC attends the Global Leadership Summit program every year, it gives us new ideas, fresh perspectives and inspiring stories from leading experts and professionals from around the world. This has benefited ECEC staff not only professionally but at a personal level too which ultimately helps us contribute in our work and mission more effectively and efficiently. This year the main theme of the program was about discovering how to voice our vision for a better future. All the speakers had shared about different topics that delved into how we should be approaching our future through our current vision. Specifically, one speaker talked about how not to lose sight of what we value. For that we should not focus on our fear of losing; our pride, loved ones, security, etc. but rather refine and build our value system even in uncertain times, because uncertainty doesn't change our value system, but exposes it.

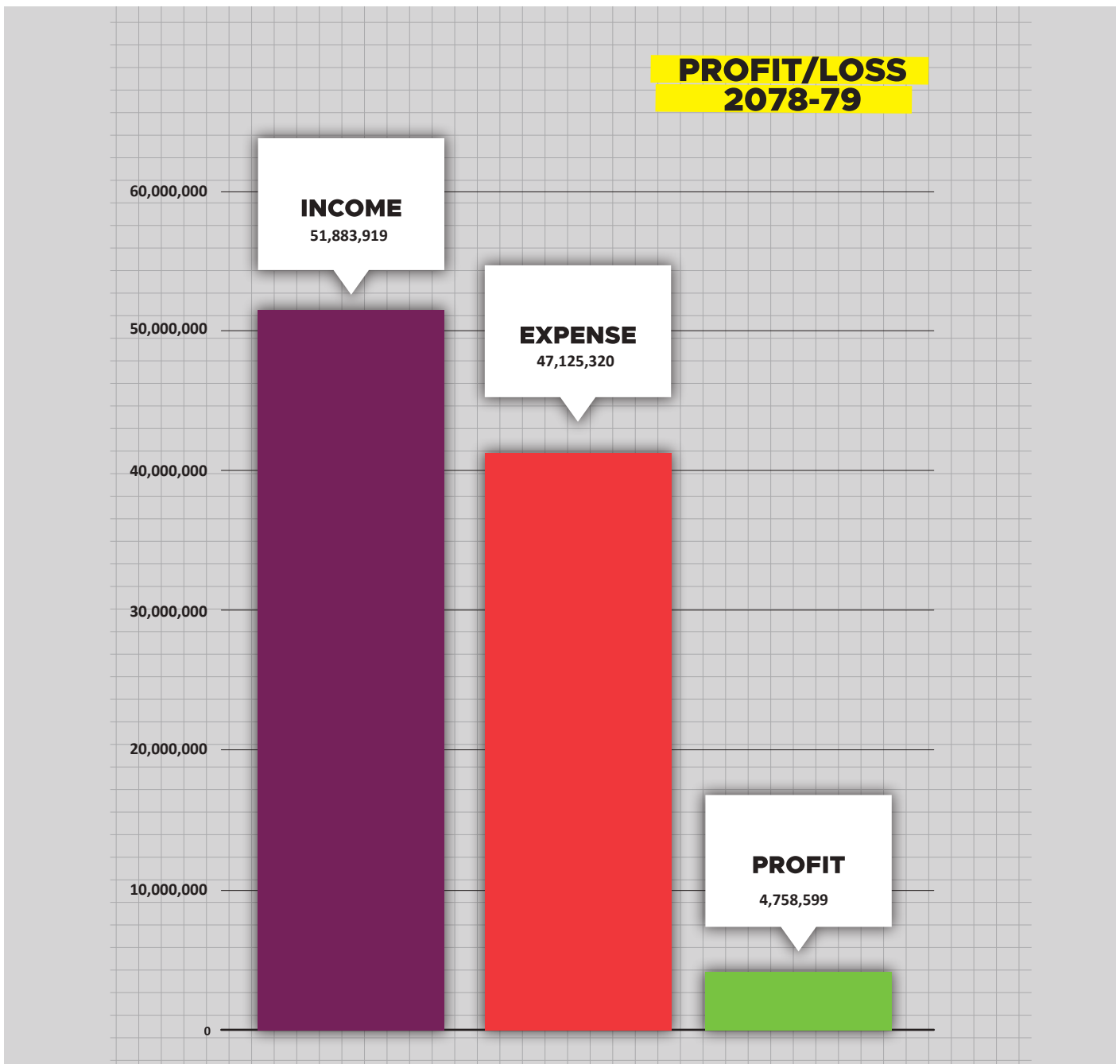
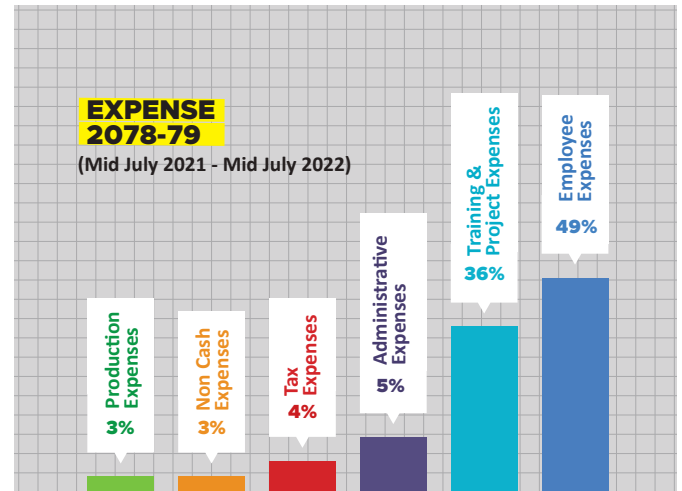
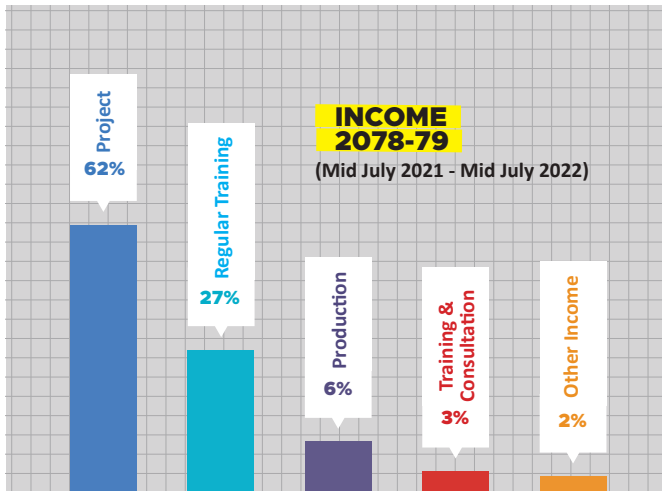


Capacity Building of ECEC Staff in 2022

Course/Event	Participants	Facilitator/Teacher/ Organization	Duration
Money Works	Project Accountant	Sustainable Solution	8 hours
Business Leadership and Finance workshop	4 Executive committee members and Finance Officer	Josh Lebel and Paul Crate	7 hours
Leadership Training Course	2 Teacher Trainers	ECEC	18 hours
Integrated Curriculum Training	2 Teacher Trainers	Christian Education Network Nepal (CEN)	8 hours
Global Leadership Summit 2022 (English)	1 BoD, 2 Executive Committee members, 6 Admin Staff, 14 Teacher Trainers, 2 R & D Staff and 4 IT Staff	Global Leadership Summit	7 hours
Value Education Course	3 Admin Staff, 8 Teacher Trainers and 1 IT Staff	ECEC	7 hours
Pre - Primary Step 1 Level 1	4 Admin Staff and 4 Teacher Trainers	ECEC	30 hours
Step 1 Level 2-4	4 Teacher Trainers	ECEC	130 hours
Primary Step 1 Level 1	3 Teacher Trainers	ECEC	30 hours
CEN Conference	1 BoD, 3 Executive Committee members, 2 R & D Staff and 9 Teacher Trainers	CEN Nepal	1 day
Story Writing Workshop	13 Teacher Trainers, 3 Admin Staff and 4 IT Staff	ECEC	4 hours
International Course 2022	3 Teacher Trainers	Driestar University, Netherlands	3 months
Masters in Learning and Innovation (MLI)	2 Teacher Trainers	Driestar University, Netherlands	2 years
NORHED, Research Seminar	3 Executive Committee members and 2 Teacher Trainers	Norway	1 month
M. Phil Course	1 Teacher Trainer	Nepal Open University, Norway (NOU)	2 years
Ph. D. Course	1 Teacher Trainer	Netherlands	5 years
BEdPS Course, NOU	1 Teacher Trainer	NOU, Norway	1 year

ECEC management believes strongly in nurturing her personnel. Therefore many have been strengthened in their capacity through training provided for them.

Financial Data



ECEC Team 2022

BOARD OF DIRECTORS



Reiny de Wit
Founding Director



Reann Binnenmars
Education Advisor



Josien Los
International Relation Officer

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Doji Pradhan
HoD Administration
Project Co-ordinator



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Administrator | Team Leader



Pritima Mukhiya
Accounts Officer | Team Leader



Sunila Maharjan
HR & PMEL Officer



Yousuph Mahat
Accounts Officer



Kris Maya Tamang
Admin Asst.



Risohani Pradhananga
ICDP Project Co-ordinator



Gyan Bdr. Thapa
Driver & External Work Assistant



Bina Tamang
Kitchen Incharge



Sharmila Pokhrel
Support Staff



Santa Ram Rai
Security Guard



Pasang Tamang
Security Guard



Sahadev Kunwar
Security Guard



Subhadra Acharya
Support Staff



Gracy Rai
Receptionist



Ashok Rai
Asst. Bookkeeper



Sara Maharjan
Receptionist

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Kamala Thapa Chhetri
HoD Teacher Education Dpt.



Singi Lhomi
Teacher Trainer



Geeta Kapali
Teacher Trainer



Nanda Nath Khapangi
Teacher Trainer



Prabha Rai
Teacher Trainer



Anupama Mukhia
Teacher Trainer



Sujit Rai
Teacher Trainer



Bimala Shrestha
Teacher Trainer



Pramila Pradhan
Teacher Trainer



Hira Man Tamang
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Teacher Trainer



Bijay Tamang
Teacher Trainer



Esther Rai
Teacher Trainer



Sunita Lama
Teacher Trainer



Nira Thapa Magar
Teacher Trainer



Sangya Bhuti Lama
Teacher Trainer



Joshua Shrestha
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Sasmita Rai
Field Staff



Subba Bdr. Basnet
Field Co-ordinator

RESEARCH AND DEVELOPMENT DEPARTMENT



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Research and Dev.Manager



Laxmi Gurung
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Team Leader



Simrit Dangol
R&D Assistant



Ashish Chaudhary
R&D Assistant



Bibek Shakya
Educational Resource
Design Coordinator



Ramesh Khadka
IT and Publishing Officer



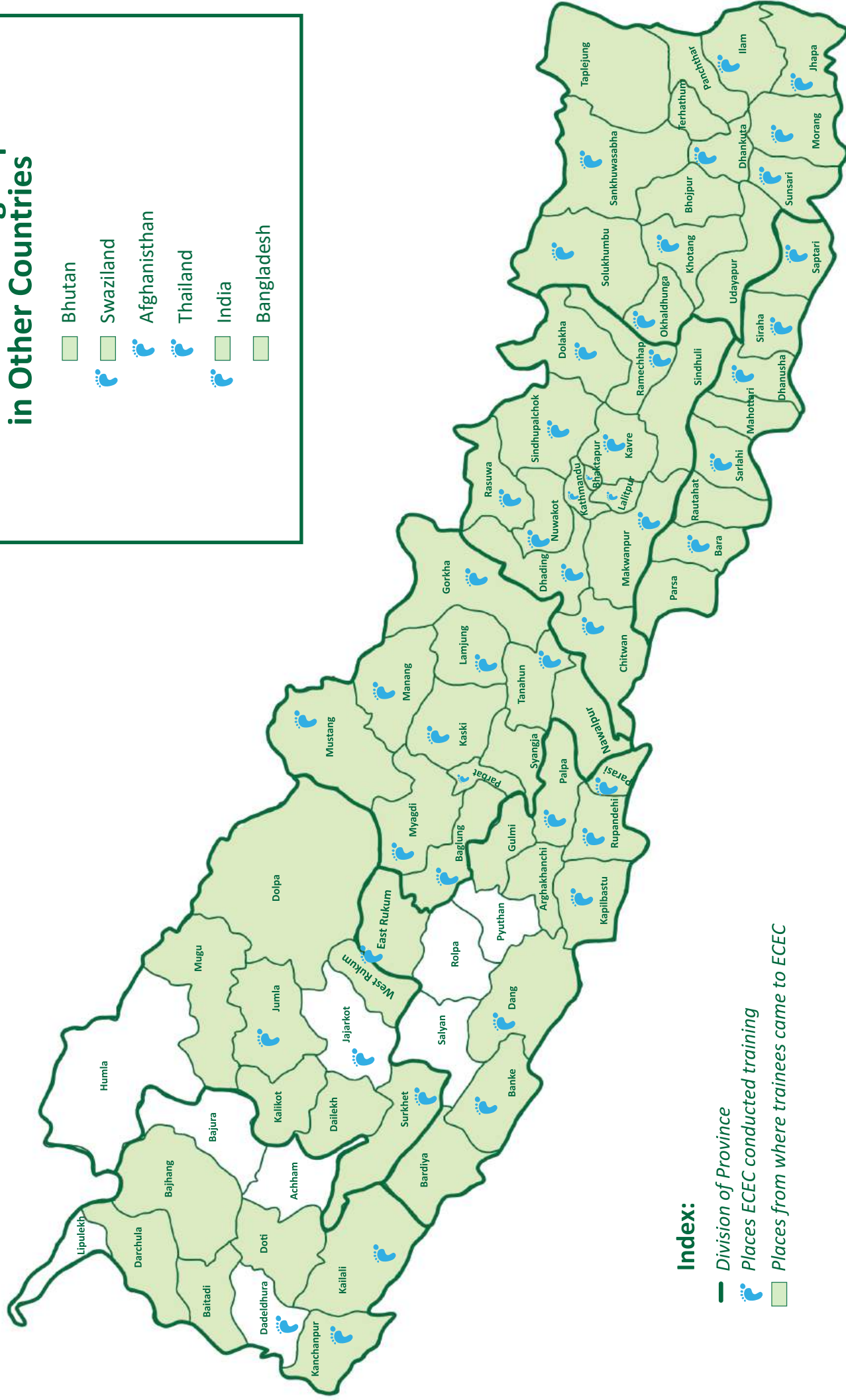
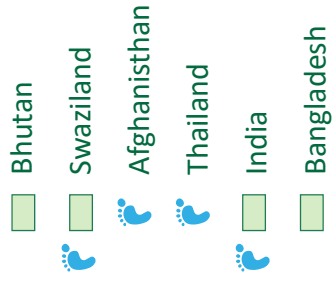
Anugrah Manaen
Graphic Designer



Mark Tamang
Designing and
Publishing Assistant

ECEC Training Impact in Nepal

Some ECEC Training Impact in Other Countries



Index:

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

ECEC Team



Early Childhood Education Centre Pvt. Ltd. was established in July 2001 with the desire to improve the quality of Pre-and Primary School teaching in Nepal. ECEC believes that every child should receive developmentally appropriate education and care.



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