

CHILD CARE CENTER & WOMEN'S ECONOMIC ENGAGEMENT

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List of Abbreviations

AAIN	Action Aid International Nepal
ADB	Asian Development bank
CBOs	Community Based Organization
CCC	Childcare Centre
ECCD	Early Child Care & Development center
EFA/NPA	Education for All National Plan of Action
FGD	Focus Group Discussion
GRPS	Gender Responsive Public Service
IDI	In- Depth Interview
KII	Key Informant Interview
LFPR	Female labour force participation rate
LRP	Local Rights Program
LSGA	Local Self-Governance Act
MOE	Ministry of Education
NEAT	Nepal I Evaluation and Assessment Team
NGO	Non- Governmental Organization
POA	National Program of Action
PPE	Pre-Primary Education
SDG	Sustainable Development Goals
SSDP	School Sector Development programme
UNDP	United Nation Development programme
VDC	Village Development Committee

Executive Summary

Context

ActionAid International Nepal has been implementing gender and women rights related activities. ActionAid Nepal has made relentless and unceasing efforts to advocate for reduced unpaid care work burden for women. All of its women empowerment programs with focus on socio-economic transformation of women's lives have included a specific component to advocate for enabling environment at the family and community level for women to reduce their unpaid care work burden and increase their economic involvement. ActionAid Nepal has been facilitating establishment of childcare center (CCC) at community and school through Local Rights Programs (LRPs) with an aim to reduce the unpaid carework burden of women. In Bardiya, in collaboration with the local partner – Kamaiya Mahila Jagaran Samaj (KMJS), ActionAid Nepal facilitated to open and operate four childcare centers. This study examined the efficacy and utilities of childcare centers to reduce unpaid care work burden based on the experiences of women, men, local government and other stakeholders in Bardiya.

Methodology

The study data was collected from two palikas (Badaiyaatal RM and Raajapur UM) where two and one child care center was selected respectively. An ex-post quasi-experimental design approach was used combined with rigorous qualitative component to examine the changes brought about by the childcare centers on the lives of women, particularly on their economic engagement and income. The ex-post quasi experimental design involved creation of counterfactual. The intervention group, i.e. individual households who sent their children below 3 years to the childcare center were compared with the control group or counterfactual, i.e. individual households who do not have their children below 3 years sent to childcare centers. Data was collected from women, CCC facilitators, CCC committee members, NGO, Local government structures. The tools used for data collection were (i) focused group discussion (ii) In-depth Interviews (iii) Key informant interviews (iv) Observation and Information.

Policy context:

Nepal is part of various international covenants including International Covenants on Economic Social and Cultural Rights, and is a joint party to the global Sustainable Development Goals (SDGs). The constitution of Nepal makes solid promises to fulfill basic rights to children, women rights, and employment. The policy provisions related to economic empowerment are contained in various policy documents. The constitution guarantees employment for all individuals in Nepal without any discrimination, the legal provisions are yet very clear and specific enough to guarantee the rights. Moreover, most of the policies suffer in terms of actual implementation of the provisions.

The Constitution of Nepal, 2015 has clearly spoken about the rights of children, particularly their rights to education and development. As of now, the only childcare practices recognized formally in Nepal by the public sector is early childhood development or pre-primary education for children of age 3-5 years. The Government has unveiled number of plans and policies

concerning ECCD. The ECCD program funded through government resources are entirely targeted for children of age 4-5 so that they can be prepared better to transition to grade 1. In this respect, there is no any policy provision or child learning and development options available in public sphere targeting children of 0-3 years nor policy measures, facilities, provisions, support mechanisms and arrangements available to support children (and their caregivers) in their learning and development for 0-24 months except for the immunization and some basic health related services. **While the situation calls for some action, there is a complete vacuum that exists in providing childcare services for children below 4 years. Government is far from considering childcare center as a strategic option to reduce unpaid care work. This in an area that needs to be taken up for the policy advocacy from federal to the local government level.**

Based on the reviews and explorations conducted for the purpose of this study two rare guidelines available in running childcare center. (i) Ministry of Women Child and Social Welfare issued a guideline to manage a childcare center within Singhdubar (central administrative facility) with the purpose of taking care of children of governmental officials The other effort to prepare an operational guideline for childcare center was made by Kamiya Mahila Jagaran Samaj (KMJS), a partner NGO of ActionAid Nepal in Bardiya that oversaw establishment and operation of childcare center was prepared in a bid to handover the center's responsibilities to the local government. Both of the guidelines are far from being perfect and require immense technical oversight and revisions from the perspective of child nutrition, child stimulation and development, and other requirements.

Key Field Findings

Local Government roles in CCC: With the new federal structure of the country, most of the roles and responsibilities have been with the local governance structure. The local government operation act classifies ECCD as a prime responsibility of the local government along with the entire school education. It was observed that local governments have been already providing budgetary support to childcare centers to cover expenses of lunch, toys and salary of the facilitators. However, it was on ad-hoc basis without long term plans or commitments. Only on the basis of public appeal and perceived benefits by community have compelled them to allocate financial resources. Majority of communal perceptions and believes -for the sustainability, the childcare centers should be managed by local government. 1 in 10 say CCC should be managed by community. People were not inclined to management by federal government or by private entities.

Child Care Center: Childcare centers were established in the vicinity (5-60 minutes walking distance) where the children from the age of 1.5 years to 4 years have been enrolled to spend their time learning, playing and being looked after by facilitators for 6 hours of the day. The parents appreciated the quality of childcare facilities especially the role played by the facilitators in the childcare centers. However, they were not entirely satisfied with the quality of playing materials available in the center and its regular maintenance. However, Mothers were motivated and willing to send their children to childcare centers for multitude of reasons: (i) facilitate /make

it easy for their unpaid work burden (ii) can get into income generation work (iii) development of learning/habit and speech in children (iv) development of language other than tharu language (v) maintained hygiene and cleanliness. (vi) better transition to pre-primary school education and (vii) better food and nutrition arrangements. However, there are some areas in child care center which needs attention, particularly with replication and expansion as it lacks proper standard guideline. Discussion related challenges were in terms of (i) imbalanced ratio of facilitators to children, (ii) concerns related to physical infrastructure and safety (i.e boundary walls, less space as confined to room, insufficient beds and blankets and no first-aid kit box, (iii) lack of professional trainings to facilitators.

Women and Economic engagement: Women across the project area seemed satisfied with the presence of CCC which have benefitted them to unburden their unpaid care work, especially looking after children. Women across the study area mentioned about doing their work freely and not have to think about their children. The study found solid empirical findings to confirm the anecdotal evidences from this and many previous studies that the childcare centers reduces unpaid care work burden for women, and also contributes to their economic engagement. Having a childcare center increases the economic involvement of women by 2 hours every day. The availability of personal income source for women has made them independent and has significant role for contributing to family income: 19% of the women had their own personal source of income in CCC available community as compared to 7% in non-CCC community.

Costs and Benefits of Childcare: Childcare centers have large but depreciating initial cost, and a constant operational cost, accounted every month. The annual operation cost of a childcare center in Bardiya district was Rs 500,000. The average cost of burnt per child was USD 217 per year. The private benefits of the center included the direct benefits for women who chose to send their children to childcare centers: reduced unpaid care work, increased economic engagement of women and additional income, and increased time available for other useful activities such as networking, entertainment, rest etc. There were significantly larger percentage of children below 5 years (87%) attend childcare center or an ECD center in a community with CCC facility compared to only 38 percent in a community without CCC. The private benefits in term of women's engagement in income generating work amounts to Rs. 120 per day. If we assume 25 days of work in a month, the total private benefits will be Rs. 3,000 per family. Although we do not have the data for social benefits, we anticipate that these will outnumber the private benefits due to large positive externality. For simplicity, the social benefit of childcare is assumed to be exactly same amount to that of private costs. Based on the benefits and cost figures assumed earlier, we obtain a benefit cost ratio of 3.2. It implies that every 100,000 rupees spent on childcare center could yield the benefit up to 320,000 within a time period. And, an investment of NPR 500,000 per year (equivalent to USD 5,000) could yield NPR 1.6Million (equivalent to USD 15,000) for a total of 20 families.

Scalability and Replicability challenges: The higher social return, under production and a nature of positive externality makes childcare center a perfect policy good that asks for government subsidy. The childcare center is definitely a public investment item that could yield

larger social benefits However, the costs and benefits are unevenly distributed among the actors. As of now, the government is a sole bearer of the cost where the private benefits are large and comparable to social benefits. The lack of private costs could affect the replication and scalability prospects, one being the lack of disposable budget within the palika to supply and meet the demands unproduction is likely to persist and similarly lack of policy and mandate from federal government is also creating a dilemma and hence there is requirement for the acts and policy.

Recommendations

We recommend **ActionAid Nepal and its partners** to:

- **Share and disseminate the results and learning from the project (CCC intervention), and this study report to wider stakeholders especially local government**
- **Structured evidence-based advocacy for Childcare Policy at the federal, provincial and local level**
 - The advocacy efforts should aim to achieve two key goals, at the minimum: (i) policy provision and guidelines in place to establish and run childcare centers targeting children of age 6-36 months, and (ii) earmarked budget available for childcare centers (age 6-36 months).
 - Target the advocacy to the Ministry of Women, Children & Social Affairs, and also reach to Ministry of Education & Ministry of Health
 - Start ground level collaboration and advocacy with the local governments in preparing local policies on childcare centers, establishing new childcare centers, and documenting evidences and lessons learned to supplement federal and provincial policy advocacy
- **Brainstorm and discuss on possible funding options**

Not only, there is a need to come up with reduced cost model for the wider expansion to take place. There is also a need for suitable operation and cost-sharing modality to make it feasible. Some options could include:

 - **Option 1. Community run childcare centers** with a funding basket that compiles funds from local government, other community sources, and parents/communities.
 - **Option 2. Local government run subsidized childcare centers** whereby the ward office assumes the management, financing and all other responsibilities. The parent/communities may be able to cover the cost of mid-day meal. This is a model very similar to the one suggested and practiced at SInghadurbar.
 - **Option 3. School run subsidized childcare centers.** Instead of local government, schools will own and run childcare centers through their management structure. The local government will provide operational expenses and guidelines. School may decide of any requirement of contributions from parents.

- **Prepare a consolidated standard guideline to operate childcare center** (or a draft guideline for advocacy at the local, provincial and federal level) that takes into account the international practices, childcare standards, and expert advice on childcare and child stimulation

Section I

Introduction

1.1 Background

Political situation

Nepal is heading towards an expected culmination of the incessant political transition that spread over more than two decades. After promulgation of Constitution of Nepal, 2015 through constituent assembly, the transition from unitary to federal mechanism is gaining momentum after the formation of elected governments at all three levels – Federal, Province, and Local. The country has been restructured in 753 local governments and 7 provincial governments. The constitution assumes coordination, collaboration, and co-existence among the three levels of government. After a long period of internal conflict and uncertainty there is a degree of cautious optimism as the country moves towards the full-fledged implementation of the constitutional commitments and provisions that underlie state restructuring. As of November 2019, the post-constitution government has remained stable for more than 30 months. Governments at all three levels are prioritizing the goal of peace, stability, and economic prosperity.

Economy and poverty

Nepal's economy is progressing with instability and uncertainty looming around for next couple of years. As per the projections made by the Asian Development Bank and World Bank, Nepal's Gross Development Product (GDP) was set to grow at a rate of 7.5 percent, the largest economic growth rate in 20 years¹. The GDP is estimated to be less than 25 Billion USD, and per capita income close to USD 750 per person per year². The official unemployment rate is estimated to be around 3.2 percent. However, the employment rate is inflated due to an underemployed engagement of large population in Agriculture³. The Economic Survey 2019 published by Ministry of finance reported that the Per Capita Income for FY 2018/19 is expected to be around USD 1,034. Per capita income has increased due to the expansion of economic activities⁴. According to the National Living Standard Survey 2014, that uses consumption quintile as a basis to poverty considering a person living with less than \$1.5 per day as poor, around 25 percent of the population is below the poverty line⁵. The multi-dimensional poverty index also indicates towards the figure of same proportion. Based on the study on multi-

¹ World Bank- Nepal development Report 2017

² World Bank. (2019). Nepal Development Update. Retrieved from: <https://www.worldbank.org/en/country/nepal/publication/nepaldevelopmentupdate>

³ Nepal Rastra Bank (2018). Current Macroeconomic and Financial Situation 2018/19. Kathmandu. Retrieved from: https://www.nrb.org.np/ofg/current_macro-economic/CMEs%20Three%20Months%20Nepali%202076-77.pdf

⁴ Ministry of Finance. (2019) Economic Survey. Kathmandu. Retrieved from: https://www.mof.gov.np/uploads/document/file/compiled%20economic%20Survey%20english%207-25_20191111101758.pdf

⁵ CBS (Central Bureau of Statistics). (2011). *National Living Standard Survey (Volume I & II)*. Kathmandu: CBS. Retrieved from: http://siteresources.worldbank.org/INTLSMS/Resources/3358986-1181743055198/3877319-1329489437402/Statistical_Report_Vol1.pdf

dimensional poverty index conducted by National Planning Commission in technical collaboration with Oxford University, close to 29 percent of Nepal's population is multi-dimensionally poor⁶. Despite the need to make further effort in poverty alleviation and reducing economic inequality, remarkable progress has been achieved in human development index (HDI) and poverty alleviation⁷. There have also been some impressive changes during last two decades. The final status report on Millennium Development Goals (MDGs) published by National Planning Commission (NPC) in 2016 indicated that Nepal was successful to achieve nearly all goals and targets set for 2015. The number of schools and students has expanded over the years and infant and maternal mortality rates have decreased. The net enrolment rate for primary school has increased to 98 percent⁸.

Labor Force Participation

As per Nepal Labor Force Survey in 2018, out of 20.7 million people of working age, approximately 7.1 million are employed, and among the unemployed women hold largest share. The underemployment rate among women is around 13.1%⁹. Based on the same report, the labor force participation rates show even bigger slit between men and women: women's rate is 26.3% as compared to 53.8% for men. Under the patriarchal structure of Nepalese society, women assume multiple roles, mostly non-economic activities such as household care work. The household care work consists of triple roles - reproductive role, productive role and the role of community management. The reproductive role of a woman includes care and maintenance (childbearing, rearing and caring), the productive role relates to income generating activities and the community management role is mostly concerned with functions related to community level activities, domestic work, healthcare etc.

Unpaid care work and opportunity cost

A 2016 commissioned by Open Development Institute (ODI) reported that the care work burden on women and its inherent relationship with their labor force participation and childcare responsibilities is omnipresent. Based on data from many countries, the report concluded that the care work responsibilities not only reduce the possibilities for female education and labor force participation, it also affects their overall livelihood strategies concerning their family¹⁰. Key highlights of the study were:

- Across 53 developing countries, some 35.5 million children under five – more than the number of under-fives in Europe – were without adult supervision for at least an hour in a given week.

⁶ NPC & Oxford University. (2018). Nepal's Multi-dimensional Poverty Index: Analysis Towards Action. Retrieved from: https://www.npc.gov.np/images/category/Nepal_MPI.pdf

⁷ UNDP. (2018). *Human Development Indices and Indicators: 2018 Statistical Update*. Retrieved from: http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/NPL.pdf

⁸ DOE (Department of Education). (2016). *Flash II Report 2072 (2015-16)*. Kathmandu: DOE.

⁹ Central Bureau of Statistics. (2018). Nepal Labor Force Survey. Retrieved from: https://nepalindata.com/media/resources/items/20/bNLFS-III_Final-Report.pdf

¹⁰ Samman, Emma et.al. (2016). Women's Work: Mothers, Children and the global child care crisis. Open Development Institute. <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/10333.pdf>

- Across 66 countries covering two-thirds of the world's people, women take on an extra ten or more weeks per year of unpaid care work in countries where the care load is heavy and most unequal.
- On average women spend 45 minutes more than men daily on paid and unpaid work – and over 2 hours more in the most unequal countries. The difference equates to up to 5.7 weeks more work per year.
- Across 37 countries covering 20% of the global population, women typically undertake 75% of childcare responsibilities – with a range of from 63% (Sweden) to 93% (Ireland).

The engagement in childcare responsibilities, let alone other care work engagement, had proven impact on the loss of income potentials. A 2015 study estimates that between now and 2025 gender parity overall has the potential to boost global GDP between \$12 trillion and \$28 trillion – and values the unpaid work undertaken by women at up to \$10 trillion yearly, or about 13% of global GDP¹¹.

1.2 Study Context

ActionAid Nepal, a right based INGO, has been working in Nepal since 1982. One of the prioritized themes of ActionAid's work in Nepal is women's rights. Women's rights theme primarily seeks to reorient power relations between men and women so that gender equality can be achieved. ActionAid International Nepal has been implementing gender and women rights related activities. ActionAid Nepal has made relentless and unceasing efforts to advocate for reduced unpaid care work burden for women. All of its women empowerment programs with focus on socio-economic transformation of women's lives have included a specific component to advocate for enabling environment at the family and community level for women to reduce their unpaid care work burden and increase their economic involvement. A number of program evaluations conducted during the period 2010-2018, particularly the multiple rounds of evaluation of Sakchham program, have found the interventions including childcare center and advocacy for local investments to reduce care work hours for women as relevant¹². The studies, mostly through anecdotal evidences, have unanimously qualified the functional benefits of having childcare centers in the community.

¹¹ Woetzel, J., A. Madgavkar, K. Ellingrud, E. Labaye, S. Devillard, E. Kutcher, J. Manyika, R. Dobbs and M. Krishnan (2015), How advancing women's equality can add \$12 trillion to global growth, McKinsey Global Institute, Retrieved from:

https://www.mckinsey.com/~media/McKinsey/Featured%20Insights/Employment%20and%20Growth/How%20advancing%20womens%20equality%20can%20add%2012%20trillion%20to%20global%20growth/MGI%20Power%20of%200parity_Full%20report_September%202015.ashx

¹² Nepal Evaluation & Assessment Team (NEAT) conducted series of evaluations for various advocacy programs of ActionAid during the period 2010-2018, and almost all of the programs included unpaid care work and childcare center related interventions. The reports can be available in hard copies from AAN. The advocacy efforts targeted to the local government included agendas such as: reducing the hours to fetch water (by expanding water outlets),

A recent study report specific on unpaid care work confirmed wide presence and effect of unpaid care work on women's potentials to generate income¹³. The study report commissioned by ActionAid Nepal reported that 39 percent married women with accompanying children did more of unpaid care work and reported to have missed out on their paid work opportunities in absence of childcare services. Although empirical evidences were not available, the study inferred that the care work burden might be intensified due to difficult access to facilities including water supply, health facility, and childcare centers. One in two women had to do more than 15 hours of unpaid care work every day. Using anecdotal notes, the study inferred that the work stress (for women heavily engaged in more than 15 hours of paid and unpaid work) might have led to maternal depression, violence against children and strained personal relationships.

Childcare in Nepal has remained the responsibility of women especially mothers. In absence of mothers, grandparents and other members of the family assumed the responsibility. Only in recent decades, the childcare work and other care work have been recognized as an important responsibility, particularly due to two reasons. First, as a benefit, the expansion of schools and pre-primary education introduced a concept of early childhood development and stimulation in the communities. Second, as a compulsion, the breakdown of family structure led to increased number of nuclear families with no back up caretaker other than mothers. In such a context, the establishment of childcare centers (including expansion of ECED centers) could offer multiple benefits: free up women in communities to be economically active and ensure improved child stimulation and development.

ActionAid Nepal has been facilitating establishment of childcare center (CCC) at community and school through Local Rights Programs (LRPs) with an aim to reduce the unpaid care work burden of women. In Bardiya, in collaboration with the local partner – Kamaiya Mahila Jagaran Samaj (KMJS), ActionAid Nepal facilitated to open and operate four childcare centers. This study examined the efficacy and utilities of childcare centers to reduce unpaid care work burden based on the experiences of women, men, local government and other stakeholders in Bardiya.

1.3 Study Objectives and key questions

The overall purpose of the assignment as per the term of reference was to carry out the documenting of the evidences to explore the effects of child care centers on economic engagement and livelihood of women, and overall child learning and development vis-a-vis with assessment of financial and technical resources expended by central and local governments.

The specific areas of interest under this research were:

- Understand direct and indirect effects of child care center is observable in the lives of women and men in the area

¹³ ActionAid Nepal. (2018). A Study on the Impact of Unpaid Care Work on Economic Empowerment of Women. Kathmandu

- Monetary and non-monetary benefits due to presence of CCC and rate of returns of child care centers
- Overall status of child care financing, policy context, promises, and actual intervention in Nepal and what needs to be done to scale up
- review and analysis of national, federal and local level government policies of ECCD and CCC.

Section 2

Methodology

This section presents overview of study methodology including the study design, methods/tools, procedures, and limitations.

2.1 Study Design

An ex-post quasi-experimental design approach was used combined with rigorous qualitative component to examine the changes brought about by the childcare centers on the lives of women, particularly on their economic engagement and income. The ex-post quasi experimental design involved creation of counterfactual. The intervention group, i.e. individual households who sent their children below 3 years to the childcare center were compared with the control group or counterfactual, i.e. individual households who do not have their children below 3 years sent to childcare centers. The individual households were selected randomly from two different set of population – one benefiting from CCC facilities and other not-benefiting from the CCC facilities. The samples were drawn using simple random sampling.

Sample size. The sample size was calculated consider the sample size requirements for experimental trials¹⁴. The sample size was calculated considering that the variables of measurement are mixed type – discrete as well as qualitative nature, and the population of beneficiaries and non-beneficiaries is large. The sample sized was adjudged to be 210 each in both arms – with or without CCC facilities. The details of assumptions for sample size calculation is presented below:

Proportion of control to treatment sample ($r = n^C/n^T$)	1/1
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¹⁴ The sample size was calculated using the following formula:

$$\text{Sample size} = ((r+1) * (p * 1-p) * (Z_{\beta} + z_{\alpha/2})) / d^2$$

Here, r is the expected proportion of treatment to control to be included in the survey; Z_{β} indicates value of statistical power, i.e. the probability of failing to reject null hypothesis when alternative hypothesis is true (type II error); $Z_{\alpha/2}$ is an indicator for probability of type – I error, i.e. the probability of rejecting null hypothesis when it is true (at 95% confidence level, there is only five per cent probability to incur type I error); and effect size ($d=10\%$) is an assumed figure of increase in the endline figure compared to baseline figure.

% of treatment or proportion of individuals receiving childcare support (p)	0.1
Z_{β} for statistical power of 80%	0.84
$Z_{\alpha/2}$ at 95% confidence level	1.96
Effect size (d=10%)	0.1
Sample size (Treatment and Control)	210 each

2.2 Study Methodology

The study involved quantitative as well as qualitative data collection. The study adopted set of simple methods involving review of secondary sources, community level discussions, and data triangulations. The quantitative tools were administered in control and treatment groups while qualitative tools were only administered in treatment group.

- **Method - 1: Review of literature**

The review of secondary sources involved review of national and district level official government documents, related project reports, palika records, and records various local committees/agencies as required. The literature review involved review of documents specific to the project locations to explore social, economic, political, physical, climatic and cultural conditions existing in the project area. The review focused on status of CCC, status of women, status of unpaid work, and relevant project documents prepared by AAIN and partners.

- **Method - 2: Mini Survey with women (control and treatment)**

Within quasi experimental design, a total of 410 women/households were surveyed from 2 palika (including 205 control and 205 treatments). For this treatment were considered as the palika where CCC was present and the ones who send their children while control was considered where CCC was not available and those who didn't send their children. The tool captured information about the socio-economic information, information on child care center, management of financing for CCC, Involvement in income generating works, and Time diary tools was also incorporated in the survey. Time diary was used to document the hours spend by both women and men in paid, unpaid, providing care and unproductive activities in 24 hours was incorporated. Also, time diary also incorporated the hours that women spend during the time the child is kept at Childcare center.

- **Method - 3: Focus group discussions**

The community level discussions helped to collect qualitative information related unpaid work, work division women's involvement in income generating works, benefit and challenge of CCC, financing of CCC, ownership and other issues related to CCC and its impacts. The discussions were conducted by using focus group discussion as a tool with women's group of around 8-10. There were one focus group discussions organized in one CCC area. FGDs were conducted based specific checklists supplemented by some participatory tools.

- **Method - 4: Key Informant Interview (KII)**

At the field level, key informant interviews were conducted with: (i) representatives of NGO, (ii) palika chairperson/ ward chairperson, (iii) education coordinator of palika official (iv) CCC committee member, and (v) CCC advisor.

- **Method - 5: In-depth interviews**

Some in-depth interviews were conducted to document the personal experiences with childcare center for an individual family. A case study per CCC were collected to depict the current scenario of women in different aspects related to the project. The case study could be utilized to monitor and evaluate program.

- **Method – 6: Information collection form**

From Palika and Child Care Centers, additional information were obtained regarding the operation, budget, and other management details. In childcare center, an observation checklist was also administered to capture the impressions on overall environment of the center, activities, and other relevant details.

2.3 Data Collection & Analysis

Training: The local surveyors identified by PNGOs collected the data from field. Following the finalization of research design and development of methodology/tools orientation training was held for surveyors at Bardiya district. The training included discussions about the key questions as a part of monitoring and evaluation system, research design, study methods, tools, and strategies for data collection (sampling, ethics, and procedures) and data compilation.

Administration of tools and data collection. With the completion of orientation training and review of tools during the training, tools were administered for data collection. Initially researchers both from PNGOs and NEAT visited the same location, this helped in assisting the researchers in addressing the problems faced by the researchers in using tabs for KoboToolbox data collection. PNGO surveyors were involved in survey data collection while NEAT was involved in conducting qualitative data collection. The data collected by PNGOs were compiled, cleaned and made ready for data analysis after data collection.

Data Analysis. The quantitative data were compiled MSEXcel and transferred in statistical software – STATA where T-tests, chi- Square and Multi Variable Regressions were conducted. . The qualitative data were compiled based on field notes and transcripts. It was coded as per the themes created. Both forms of data were analyzed and triangulated. The quantitative data analysis used range of statistical and econometric techniques to examine the effect of childcare centers on women's hours of work and their economic engagement as well as income. The statistical tests ranges from a simple t-test for non-difference of mean values, chi-square test for non-difference of distribution, multi-variable OLS regression, and probit regression using propensity score matching techniques.

The basic OLS estimation model assumed the hours of unpaid work, income generating work and labor force participation of women as a dependent variable, and considered the availability of childcare center as a key independent variable of interest, and controlled for other variables: monthly income, household head, poverty status, family size, number of children below 5, children between 5-18 years etc.

The multi-variable regression model and probit regression using propensity score matching was run assuming and verifying that the Gauss-Markov Assumptions¹⁵ hold true for the model. The model can be interpreted as below:

$$Y_{ij} \text{ (Hours of unpaid care work, Hours of income generating works, female to male ratio of economic engagement)} = \beta_0 + \beta_1 * \text{CCC beneficiary} + \beta_2 * \text{monthly income} + \beta_3 * \text{no. of children below 5 years} + \underline{B} * \text{(other control variables: poor, very poor, female headed household, family size, education level)} + \mu^{16}$$

2.4 Study Limitations

The study was conducted within short period of time with limited resources. In this study quasi experimental design was used and zone of Influence was considered the project areas where CCC was present. The project site where CCC was present and mothers who send their child to and the ones who had send their child in 2 years period was considered as treatment and control were considered to the non-project sites (based on comparative parameters identified and agreed by PNGOs) the quasi experimental design was adjusted and sample size was calculated estimating the exact numbers in both treatment and control sites. this idea was to allow measurement of project impacts in terms of indicative differences in project and non-project sites. The study also has a limited scope of the implementation as childcare center was only available in few palikas and study focused on one district – i.e. Bardiya. Similarly, study team members were not able to meet few of the recommended local government and PNGO staff due to their commitment in other work, hence we might have missed some feedbacks.

¹⁵ The details about Gauss-Markov assumptions related to linear parameters, random sampling, no perfect multicollinearity, homoskedasticity, and estimated value of error term to be 0 are available in the link: <https://www.econometrics-with-r.org/5-5-the-gauss-markov-theorem.html>. During the analysis tests were run to examine the presence of normal distribution of variables, and heteroskedasticity.

¹⁶ Y_{ij} – matrix of dependent variables/outcomes, β_s are coefficients of respective variables with respect to a dependent variable, \underline{B} is a vector of all coefficients of other control variables, and μ is an aggregate error term.

Section 3

Key Findings

3.1 Policy Situation

3.1.1 Women Rights & Economic Empowerment

Nepal is a signatory of various conventions and instruments including the Sustainable Development Goals (SDGs), ILO convention 169, Convention on Elimination of all kinds of Discriminations Against Women (CEDAW) and other international instruments on women and human rights. The Poverty Reduction Strategy Paper embodied in the Tenth Plan for the first time identified gender and inclusion as its main strategy to reduce poverty. The Constitution of Nepal, 2015 Article 38 has clearly spoken about the rights of women particularly Clause No. 5 and 6 which states,

5. Women shall have the right to obtain special opportunity in education, health, employment and social security, on the basis of positive discrimination.

6. The spouse shall have the equal right to property and family affairs.

Nepal has endorsed Sustainable Development Goals where the fifth goal is concerned with recognizing and valuing unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.

The Labor Act (amended in 2017) sets provision for equal wage for women by making work hours of 8 hours standard for women together with the provisions related to leaves and benefits during pregnancy. The act suggested to have affirmative actions for women and ruled against any discriminatory decisions and practices against labor engagement of women. The labor act, however, failed to adequately recognize unpaid care work burden for women and its solutions.

In compliance with Gender Equality Bill in 2006, the sectoral ministries are required to categorize their program budget according to the extent to which they support gender equality. The three prescribed categories are: (i) directly responsive budget- indicates more than 50% of the allocation directly benefiting women, (ii) indirectly responsive budget - indicates 20-50% of the allocation directly benefiting women, and (iii) neutral budget- indicates less than 20% of the allocation directly benefiting women. As of the latest figures from FY 2019/20 issued by MOF, 38.17 percent of the total budget was directly gender responsive. The gender responsive budgeting opened up window for plans and programs to look for affirmative actions suitable to women and could encompass areas concerning reduction of unpaid care work.

3.1.2 Early Childhood Care & Development (ECCD)

The Constitution of Nepal, 2015 has clearly spoken about the rights of children, particularly their rights to education and development. The article 39 of the constitution that describes about fundamental child rights states:

"Each child shall have the right to his/her identity with the family name, and birth registration. Every child shall have the right to education, health care nurturing, appropriate upbringing, sports, recreation and overall personality development from family and the State. Every child shall have the right to formative child development, and child participation." (MOLJ, 2015)

As of now, the only childcare practices recognized formally in Nepal by the public sector is early childhood development or pre-primary education for children of age 3-5 years. The Government has unveiled number of plans and policies concerning ECCD¹⁷. School Sector Development Program (SSDP), ongoing sector program in Nepal, encompasses Nepal's school education sector including non-formal education, basic (ECCD/PPE to grade 8 and secondary education graded 9-12¹⁸. The objective set by SSDP with regard to basic education are to develop physical, socio-emotional, cognitive, spiritual and potential for all 4-12 years old children through one year of ECCD/pre-primary incorporated in the basic education cycle. SSDP also envisioned ensuring minimum quality standards for ECCD/PPE (safe environment to enable learning, resilient infrastructure, and child friendly environment).

Three types of ECCD centers – school based, community-based, and privately managed pre-primary classes - are in existence. In 2016, there were 35,991 ECCD centers in the country including 30,034 (85%) community based or community schools based centers¹⁹.

Table 1. ECED related details by eco-belts

Eco-belts	Community	Institutional	Total
Mountain	3,221	201	3,412
Hill	13,926	1,745	15,471
Valley	795	1,184	1,979
Terai	12,516	2,423	14,929
Total	30,448	5,543	35,991

Source: DOE (2015), Flash I Report, 2015-2016

In total, 977,365 children were enrolled in 35,991 ECCD/PPCs during academic year 2015-16. The ratio of total children enrolled in an ECCD center is 27 children per center. The age appropriate enrollment rate (for children of age 3-4 years) is 91 percent (92% for boys and 90%

¹⁷ Some key policies include: Core Document for Education For All (EFA) 2004 – 2009, Education for All National Plan of Action (EFA/NPA-2001-2015), ECD Strategic Plan (2004), Basic and Primary Education Master Plan (1997-2002), Tenth Five Year Plan (2002-07), Ninth Five Year Plan (1998-2002), Ten Year National Program of Action (POA) for Children and Development (1992) and Local Self-Governance Act (1999). ECD in EFA: Core Document (2004-09).

¹⁸ Ministry of Education (MOE). (2016). School Sector Development Plan & Program. Kathmandu. Retrieved from: <https://www.globalpartnership.org/content/nepal-school-sector-development-plan-2016-2023>

¹⁹ Department of Education (DOE). (2016). Flash I Report 2015/16. Kathmandu

for girls). Altogether 62 percent children enrolled in Grade 1 had previous ECCD/PPC experience during 2015/16, an increase of around 5% compared to previous years.

The sub-sector, however, has not received adequate priority in terms of resources. The total government expenditure on ECCD amounts to only 3.6% of the entire education budget²⁰ and per child expenditure for ECCD is roughly USD 40 per child per year²¹. Based on a quick and dirt estimation made by National Campaign for Education, the universal access to ECCD will require an investment of \$155 per child, which means an allocation of 151 Million US Dollars a year (i.e. 14% of education budget, and roughly 1% of GDP) ²². For the last two decades, the country has observed proliferation in the number of ECCD centers (around 35,000 in 2016) and children enrolled in those centers. While there are some options available for children of age 3-5 years, the learning and development opportunities for children aged 0-3 years are trifling. The only available options are private run, available in cities, and are super expensive. A series of studies conducted by Save the Children & RIDA in 2015, 2016 and 2017 identified that child neglect is one of the key concerns for children in Nepal. Children below 3 years are left on their own or in the care of older children for more than 3 hours every day²³. Several evaluations have indicated that ECCD remains underfunded in Nepal. The ECCD centers are not universally available, lack basic amenities, and does not have a trained and well-compensated facilitator²⁴²⁵²⁶. Nevertheless, the number of ECCD centers have proliferated over the years.

There are no policy measures, facilities or provisions available for childcare, learning and development of children below 4 years. The only available services are expensive private childcare centers available in cities.

²⁰ MOF (Ministry of Finance). (2017). Red Book 2074/75. Kathmandu: MOF: Government of Nepal. According to UNICEF, 2017, pre-primary education should receive at least 10% of the total education budget.

²¹ The figure was estimated using the budget allocated for ECD in Red Book 2017/18, and Compiled Flash Report 2015/16. The total education budget allocated by government was USD 1,094,447,000 out of which USD 39,400,092 was allocated to education (1 USD = NPR 100). Given that there were 977,364 children enrolled in ECD, the average annual expenditure in dollars is \$40 per child. It is to be noted that the cost only includes public but not private out of pocket cost which is likely to be higher for ECD.

²² National Campaign for Education. (2018). Education Financing Brief 2017/18. Retrieved from: <http://ncenepal.org.np/wp-content/uploads/2019/02/Education-FINANCING-BRIEF-2018.pdf>

²³ Save the Children & Research Inputs & Development Action (2015-2017). Impact Evaluation of Early Childhood Interventions using IDELA (3-5 years) and CREDI (0-3 years). Retrieved from: <https://resourcecentre.savethechildren.net/node/15896/pdf/idela-baseline-report-kavre-final.pdf>

²⁴ UNICEF. (2011). Evaluation of UNICEF's Early Childhood Development Programme with Focus on Government of Netherlands Funding (2008-2010) - Nepal Country Case Study Report. Retrieved from: https://www.unicef.org/evaldatabase/index_60110.html

²⁵ Karki et. al. (2018). Evaluation of the National Early Childhood Development Program. UNICEF. Retrieved from: https://www.unicef.org/evaldatabase/index_103315.html

²⁶ Lohani, Jeevan & Basnet, Diwakar. (2018). Comprehensive Experimental Evaluation of ECCD Interventions in Nepal using International Development and Early Learning Assessment (IDELA). Save the Children. Retrieved from: <https://idela-network.org/resource/save-the-children-nepal-improves-student-outcomes-in-ecd-centers/>

Government of Nepal, through School Sector Development Program (SSDP) made it clear that the focus for Ministry of Education starts only after the children reaches age 4. The ECCD program funded through government resources are entirely targeted for children of age 4-5 so that they can be prepared better to transition to grade 1. In this respect, there is no any policy provision or child learning and development options available in public sphere targeting children of 0-3 years except for the immunization and some basic health related services. There are no policy measures, facilities, provisions, support mechanisms and arrangements available to support children (and their caregivers) in their learning and development for 0-24 months (except for nutrition and health related services provided through health facilities). A study conducted for Save the Children to understand about the cognitive learning and behavior of children below 3 years showed that children in Nepal are in need of child stimulation and development support particularly because they constantly face situation of child neglect, and are also affected by overall adversity being faced by the family²⁷. The study report also highlighted the possibility of improving the child stimulation and development through improved childcare practices. **While the situation calls for some action, there is a complete vacuum that exists in providing childcare services for children below 4 years.** The only available childcare services are privately run childcare homes available in cities. Not only the centers are expensive and exclusively targeted for rich parents, they are also under no policy supervision from the government. Government is far from considering childcare center as a strategic option to reduce unpaid care work. This in an area that needs to be taken up for the policy advocacy from federal to the local government level.

During the study, we were able to navigate two rare childcare center guidelines. Ministry of Women Child and Social Welfare issued a guideline to manage a childcare center within Singhadurbar (central administrative facility) with the purpose of taking care of children of governmental officials²⁸. The guideline was issued as an initiation to give start to the childcare centers for working officials whereby the Ministry calls for other agencies to collaborate in similar initiative, and also sets certain criteria for allocation of government budget (can cover operational costs but not the regular costs of nutrition and other forms of care).

²⁷ Lohani, Jeevan & Basnet, Diwakar. (2017). Caregiver Reported Early Development Index of Children below 3 years in Nepal. Kathmandu: Save the Children.

²⁸ Procedural Guideline of Operation and management of CCC in Singhadurbar, 2071 BS;
<https://mowcsc.gov.np/uploads/uploads/d58GrFreDICDUwH9hLAyfCRUREXKtphkZXzcLFSV.pdf>

Box 1. Operation Guideline for Day Child Care Center in Singhadurbar - 2071

The Ministry of Women, Social Affairs and Poverty Alleviation issued the guideline to facilitate operation of a day childcare center in Singhadurbar area. The center is exclusively targeted for the children of governmental officials working in the administrative region. The guideline requires a management committee to run a center and spells out the role and responsibilities of the parents and caretakers. The committee holds the jurisdiction to determine the capacity of the center and set a fee for the service. The guideline includes some ethical principles. The children will be taken care as per the parental religion and beliefs. No child will be discriminated based on the caste, gender or religion. There are details of procedures required to admit a child in the center including the age requirements. The children aged 3 months to 3 years were eligible for enrollment. There is guidance included on essential facilities, use of the room, and requirements related to cleanliness, hygiene, entertainment and nutrition. As per the guideline, the day care center will need to have at least 1 caretaker for 4 children aged 2 months – 2 years while 1 caretaker for 7 children above 2-3 years. **Nepal government will allocate the annual budget to cover operational expenses of the center and parents need to pay for the food and other essentials.**

The other effort to prepare an operational guideline for childcare center was made by Kamiya Mahila Jagaran Samaj (KMJS), a partner NGO of ActionAid Nepal in Bardiya that oversaw establishment and operation of childcare center²⁹. The guideline was prepared in a bid to handover the center's responsibilities to the local government. The guideline, yet to be implemented, provides some reference on how the centers could be managed in a collaboration between community and the local governments.

Box 2. Procedural Guideline for the operation and management of Childcare Center, 2075

A day childcare center can be established within a palika, in the school boundary or in the community. The local government should be accountable and responsible to financially support the centers. One CCC can accommodate 25-35 children, and can include children of age 2-4 years. A management committee consisting of a ward representative, parents, and the center facilitator will manage the center. The supervision committee, at the Palika level led by Palika head, will supervise the management committee, and will have the responsibility of monitoring of care services and management.

- **Facilitator, qualification and roles:** Palika selected facilitators using their recruitment guidelines. The palika will arrange the benefits for the facilitators. The facilitator should have completed school (grade 10), knowledge in child psychology, experience of childcare, healthy, and available between 9 am in the morning to 5 pm in the evening.
- **About management of mid-day meal:** For the mid-day meal, a combination of nutritious food items such as fruits, eggs, milk/yoghurt, fish, meat, beans, green leafy vegetables could be provided. The facilitators will have to **prepare** meal and feed children. There should be a set routine of different varieties of food, and should not include readymade or packaged food.
- **Operational hours of childcare center:** Child care center should be operated from Sunday to Friday from 9 am to 5 pm, and will remain closed on Saturdays and other public holidays.
- **Belongings and transferring obligations:** If with any reason the child care center cannot be operated, then all the funds, belongings and obligations will be owned by the palika.

Both of the guidelines are far from being perfect and require immense technical oversight and revisions from the perspective of child nutrition, child stimulation and development, and other requirements.

²⁹ Kamiya Mahila Jagaran Samaj (KMJS). (2018). Procedure guideline for the operation and management of Child care center- 2075. Bardiya

3.1.3 Local government and its overarching role

With the new federal structure of the country, most of the roles and responsibilities have been with the local governance structure. The local government operation act classifies ECCD as a prime responsibility of the local government along with the entire school education. During the field visits to Bardiya, it was observed that the local governments have been already providing budgetary support to childcare centers to cover expenses of lunch, toys and salary of the facilitators. However, they did face the 'policy vacuum' in justifying the budget allocations since almost nothing exists for reference and rationale. The entire support has been on the 'ad-hoc' basis without long-term plans and commitments. The strength of childcare center was its public appeal and perceived benefits that compelled local government to allocate financial resources.

There are mostly squatters here. Kamaiyas (former bonded labor) in this community are involved in labour works. We have realized that we need childcare centers in all wards. We are also thinking of doing so. However, we do not have any concrete plan. We also do not have adequate resources to expand it wide. We have had some discussions on how we can expand childcare center and how it should operate. We are also evaluating its cost and benefits. We need to learn from the impacts and challenges from the available centers. We have an ECD policy and other child rights policy but do not have Childcare Center Policy. We have not heard one being circulated by federal government as well. (Palika Representative, Rajapur)

Previously, it was Action Aid Nepal who bear all the expenses of the CCC. Since last year, the local government has been paying for all key expenses of the CCC including salary and lunch. (Ward Chairperson, Badaiyatal)

In a separate survey with the community people, majority believed that the childcare centers should be managed by the local government. Nearly 8 in 10 women say CCC should be managed by Local government while 1 in 10 say CCC should be managed by community. People were not inclined to management by federal government or by private entities. During the discussions also, the community also have same opinionated view of taking the responsibilities of CCC by local government. The major reason for them to entrust local government was their easier access to them, resource availability, and their long-term presence. During the discussion with the local government, they showed their positive intent to open more childcare center depending on the financial resources available. In their opinion, the centers should be managed by the community through user groups with financial support from the local government, a mode similar to that of school managed by a parental body – school management committee.

In future, more than an external organization, if the palika and ward would take the responsibility of the CCC, then it would be better. The palika and wards will always be here, but the organizations (NGOs) work only for a limited period. (Women, Ramnagar)

In the monthly meeting of Gaunpalika, we have voiced the need of CCC in other wards. They have taken it positively. We are planning to establish two CCC in ward number 9, the most backward settlements in the ward. For sustainable operation of CCC, I think the community

should run it. Gaunpalika can help with the budget but overall the people should own it. (Ward Chairperson, Badaiyatal)

3.2 Field level Findings

3.2.1 Child Care Centers

Access

Childcare centers were established in the vicinity where the children from the age of 1.5 years to 4 years have been enrolled to spend their time learning, playing and being looked after by facilitators for 6 hours of the day. The childcare center is in accessible location for the community within the distance of five minutes to 60 minutes in walking distance. The childcare centers have capacitated in average 25-35 children with two facilitators in each CCC.

In the beginning, there used to be children of Kamaiya families only but since then different communities has realized the benefits of CCC and have started sending their children. (Ward Chairperson, Badaiyatal)

Quality of childcare centers

The parents appreciated the quality of childcare facilities especially the role played by the facilitators in the childcare centers. However, they were not entirely satisfied with the quality of playing materials available in the center and its regular maintenance. Mothers were mostly satisfied with the care and love that their children were getting in the CCC. Some mothers during the qualitative discussion also mentioned that " when we used to leave our children at home, at times we wouldn't be able to look after them, they would be playing on their own in dirt and cry. however here facilitator try their best to take care of everyone." In discussions, however it was mentioned that two facilitators were not enough to look after the number of children. Nonetheless mothers were satisfied with the presence of childcare center in the vicinity of their community.

Children are getting the same care and love that we mothers can provide. our children are happy and tell us that madam played with us and feed us good food. We are satisfied with the services provided by the CCC and its facilitator. If we had to send our children to other private, then we had to spend on their fees, uniform, lunch etc, so this CCC has also helped in saving our income and uplifting our livelihood as well. (FGD with Mother, Ramnagar)

The Child Care Centre (CCC) was set up to look after children and support mothers to reduce the burden of household work and free them to earn money. (Ward Chairperson, Badaiyatal)

Some parents were not satisfied with the sufficiency of playing materials and children – facilitator ratio. During the observation visit, the study team observed that toys were less in number and few were in broken state.

Mothers were motivated and willing to send their children to childcare centers for multitude of reasons: (i) facilitate /make it easy for their unpaid work burden (ii) can get into income generation work (iii) development of learning/habit and speech in children (iv) development of language other than tharu language (v) maintained hygiene and cleanliness.

There has been a lot of advantage for keeping the child in CCC, as the child have developed the habit of being in school and not get attached to mother. they also have developed the value of learning and developed the capacity. if the child is kept at home, then child plays in dust and dirt, but now they have a habit of cleanliness. also have improved the toilet habit of child. child also have a habit of doing homework. CCC have also helped in development of speech in child and they have also learnt language. If we have kept the child at home, then they would only have learnt tharu language, but now children can also speak in Nepali as well. (Mothers, Ramnagar)

CCC has provided children with good food, place to play and interact with other children. This has led to their overall development. If we compare to the children at home, I think children attending CC are much better. (Ward Chairperson, Rajapur)

Children learn good behaviors and sanitation habits. Children wash their hands before eating food and after using toilet. (CCC Facilitator)

Childcare centers could be useful for better transition to pre-primary and school education. It was also reported that having a childcare center have also developed the habit in children in going to school. As compared to earlier situations where children dread to go to school, it was reported that children cry to go to school. One of the mother mentioned that *"I wanted to go to my mother's house and take my son with me, but my son mentioned that he didn't want to go to my maternal home as he won't be able to go school."* CCC facilitators confirmed that the children develop a habit of coming to school and also with the learning and playing environment in CCC makes it easy for the children to adept the environment of ECCD or boarding school compared to ones who don't come

Once the Child reaches the age of 4 or above, they go to ECD or some also go to boarding school. ECD is also been supported by the palika, so they also should take the responsibility of CCC. The children who have been in CCC and now are in ECD also have shown impact as

Childcare led to enhanced learning and improved behaviors among children

My name is Munni Chaudhary (name changed) and we are seven members in our family. I have three children. My youngest daughter, 2.5 years, is currently attending the childcare center. Before her, my son also used to go to childcare center and now he is in Early Childhood development class in school. Due to his acquaintance with the school, it was very easy for us to send him to school. He gets ready to attend the school in time. After attending CCC, my children have learned how to greet elders, how to keep them clean, and what the safe and hygienic behaviors are. My daughter also ask us to follow these behaviors. Since we speak local language (Tharu) at our home, CCC has also helped her to be familiar with the Nepali language. That will help her when she reaches to school.

We are freed-bonded labor. We will not be able to sustain our lives without going for labor work. Earlier, we were not able to take proper care of our children. They did not get food on time, and used to be sick quite often. I had to take my children to work along with me, and there used to be no one to look after them. After CCC, children have been eating on time. They also ensure their hygiene. The facilitators have been taking care of our children more than we mothers would have, so we are happy about that. I feel happy about my children's conduct, behavior, development, and various interpersonal skills.

compared to the ones who have come direct to ECD. the children have more skills and learn fast who have gone to CCC. (Mothers, Rajapur)
CCC helps children to learn school habits. Learn new things, interact with other children. When children leave CCC and go to ECD, they usually perform better than other children do. (CCC Facilitator)

Mothers were satisfied with the food and nutrition arrangements in the childcare centers. In their opinion, the quality of food and its variety is much better than their usual feeding practices at home. Mothers, however, were not sure about whether the same quality will be retained after the handover to the local government. They feared that the local government won't be able to do regular oversight and quality controls.

Challenges facing CCC

Childcare center faces some challenges that needs attention, particularly for their replication and expansion. The first area of concern is the availability of quality standards for childcare center. In absence of any quality standard reference document, it is difficult to assess what quality of services are being provided by childcare center and what is desirable. The discussions related to challenges in this sub-section could speak to some of those concerns:

- There are fewer facilitators for many children. Two facilitators – looking after more than 30 children – won't be able to provide them with best of the care. It was raised as one of the challenges in all discussions.

There 35 children in this CCC. Previously, there were 42 children. Some children repeated while others joined pre-primary classes in the nearby school. In absence of training, it was very difficult for us to work in the beginning but now we are used to it. (CCC Facilitator)

The facilitators in the CCC are taking good care of the children. There are 2 facilitators in the CCC. However, it is extremely difficult to manage 35 children by two people. Sometimes, the number goes up to 45. If the number of children increases in CCC, there is a requirement to increase the facilitator as well. (Women)

- The physical infrastructure and safety of children demands extra attention. Although mothers felt secured enough to send their children and keep their children in the CCC, they had concerns, particularly regarding the lack of boundary wall. Mothers considered the boundary wall to be utmost important, one of them said, "if there was boundary wall around the CCC, then the burden from facilitators to look after whether the children will go outside the room will minimize and also the children would have a big space to be under sun during the winters." This concern was also shared by CCC facilitators and committee members as well. The playing space was also considered in sufficient for 25-35 children to play and sleep. Also qualified by our observations, there were **insufficient beds and blankets** for children to sleep. The centers also did not have **a first aid kit box**. The toilets, shared with other school students, were not safe and age appropriate for children.

We also need child friendly toilets near the CCC. Toilet is a bit far. We also need water tap inside the kitchen. We have three separate rooms in this CCC. There is one kitchen,

one sleeping room and one playing room for children. There are blankets and mats in the sleeping room but these are not sufficient for all the children. We do not have any first aid box in the CCC. In case of any injury, we call the parents and take them to nearby health post. (CCC Facilitator)

Instead of increasing the number of CCC, first we should focus on increasing the quality of existing ones. The buildings that were made few years earlier are not fully child friendly. We should also try to engage parents in the CCC. (Ward chairperson)

- Although the facilitators were making their best of the efforts, the lack of professional training revealed in their actions. The local partner NGO arranged a short training to make the environment playful. However, the training was not sufficient. The facilitators, , highlighted the need for training to be clearer about their roles, and set of regulations. The facilitators were looking for hands-on skills to generate creating child stimulation and development environment. Although mothers were happy about how their children have been treated, trainings are essential to ensure that the basic childcare protocols and standards are followed universally to avoid any risks.

KMJS provided us with 5 days training on making toys and learning how to interact with children. We are still short of adequate training. (CCC Facilitator)

KMJS gave us 7 days training. In that training, we learnt to make new toys, also how to interact with children and how to involve these children in plays and other creative works. We would like to have more training on making toys from locally available goods, using children's songs, and other areas of interactive engagement. (CCC Facilitator)

3.2.2 Women & Economic Engagement

As per the traditional and patriarchal community beliefs women are required and have a role of conducting all the household unpaid care work. They were largely concerned about the engagement in income generating activities. However, with the Childcare centers being established near their community have benefitted women. Women across the project area seemed satisfied with the presence of CCC which have benefitted them to unburden their unpaid care work, especially looking after children. Women across the study area mentioned about doing their work freely and not have to think about their children.

Income & Wage

The mean family income was more than Rs. 20,000 per month while the mean personal income remained Rs. 11,515. Although there was no significant difference in the average income for women in communities with or without CCC, the women sending their children to childcare center earned Rs. 11,690 on an average compared to Rs. 11,398 for women without CCC facility³⁰. The mean wage per hour was Rs. 61 for women compared to Rs. 75 for men. The

³⁰ It is to be noted that this is only an average income for women who worked for income, and does not account for the difference between CCC and non-CCC beneficiaries. One should look at the total income to figure out that difference.

figures indicated the existence of wage difference between men and women in contravention to the labor policies that demand equal wage. The qualitative discussions also confirmed the wage differences, particularly in non-agriculture work. In Rajapur, mothers reported that women are paid 400 per day (8 hours) compared to 500 per day for men. In other community, the wage range was 500 and 600 per day respectively.

Situation of unpaid care work and work division

As compared to the patriarchal beliefs which prevailed before, men also have started contributing in the unpaid care work hours however still women can be seen spending nearly more than double the time men spent in housework, care work as well as agricultural activities. Meanwhile, men spend significantly longer time in **income generating activities** compared to female.

Table 2. Distribution of work for Male and Female

Type of work	Time division of Female for 24 hours (in hours)	Time division of Male for 24 hours (in hours)	Time division for female during 9 am to 5 pm (in hours)
Housework	5.68	3.06	3.14
Care (child/adult)	3.47	1.60	1.93
Income activities	2.59	7.4	2.25
Agricultural activities	3.45	2.38	
Training/meeting/community activities	1.01	0.8	0.77
Entertainment (TV/RADIO)	1.78	1.99	1.07
Rest	8.68	8.42	0.03
Exercise	0.14	0.22	1.63

Source: Ex-post experimental mini-survey conducted in 2019

During the focus group discussion and interview, it was found out that most women were involved unpaid care work. Apart from childcare responsibilities, women had to take care of other household work responsibilities such as cooking, cleaning and other household chores. During qualitative discussions, it was reported that the household works remained the responsibility of women despite the presence of childcare center. For some families, however, men supported women in preparing meals, looking after animals, and in accompanying children to school or childcare center, and back. Mothers during our qualitative study mentioned that even if they do not go for income generating works, but having the CCC has helped them to complete their household works without interruption and in time. In a way, it has reduced the intensity of mental stress and depression.

Even if we have kept our children at CCC, there has not been any change in the work pattern of men. it is same as before. Most of the men are working outside of home in other part of country or outside country, but when they are here they help us with taking the child to school and bring them back, teach child at home. they also support us in doing household chores. they also help us by going to get grass for animals, also help us in cooking as well. (Women, Rajapur)

Most of us here after sending our children to CCC, do the household chores and are not involved in income generating works. only those who have in-laws goes to work as wage labourer. Due to

the unsuitable timing of CCC for us is also the main barrier for us mother to be involved in Income generating works. we have to get our child back at 3 pm and if we work outside we have to work till 5. we don't get work nearby and have to travel far for work, so we won't be able to get back in time. (Women, Ramnagar)

Men here are involved in construction of houses, some works as contractor. some also works as labour. while some go to India for work. there are also men who are involved in working in their own agriculture field. Most of the men have migrated to India or another part of country for work. And our day starts at 5 am, we wake up, clean the house and surroundings. cook food, make breakfast for children. make them eat and after eating ask them to do their homework. feed them rice and send them to school. after that we start doing our household chores like collecting grass for goats and buffaloes. (Women, Bardiya)

CCC has helped to uplift our socio-economic condition.

I am Nisha Chaudhary. I belong to freed bonded labor family. We are five in our family. Earlier we were living on pennies. My husband used to go to work as a labor or go to India for seasonal works. We had a very hard time even to manage our meals. I had to do all the household work and look after children. With the little time I had from looking after the children, I used to cultivate vegetables; however, it was not sufficient. I could not go to work. It was also difficult for us to send our children to school. Things changed when Action Aid and Kamaiya Jagaran Samaj Nepal established the childcare center in our community.

After the CCC, I have started cultivating vegetables and managed time to travel Nepalgunj and Mainapokhar (local market) to sell them. I have also started livestock farming. Intermittently, I go to work as a wage labor. This has tremendously boosted our family income. Earlier, since were unable to pay fees, school asked us to stop sending my daughter. Now, we manage it easily. This has also reinstalled the self-belief that I will do the work, earn and educate my daughter. I have also managed to invest on some capital. We bought a small piece of land in my name and took some land in mortgage. I have also started regularly saving some amount in the local saving group. Now, my family do not have to worry about food clothes or education. We have been able to uplift our socio-economic condition. My husband works here in Nepal. He supports me with cultivation of vegetables, looking after cattle, and support me in household chores. Even my younger son is developing and learning well in the CCC.

3.2.3 Effects of childcare center on women’s economic engagement

The effect of childcare centers is clearly visible in the average hours allocated by women in various activities including care work and income generating work. While the distribution of hours for various priorities were not different for men in communities with and without childcare center, the only significant difference was in the hours allocated for care work and income generating works. There were significantly larger proportion of women engaged in income generating works in the community with CCC compared to the community without CCC.

Table 3. Hours of work (out of 24 hours) for with or without CCC facility

	Community with CCC		Community without CCC	
	Female	Male	Female	Male
Household work	6.01*	3.17	5.35	2.95
Care work	2.92***	1.62	3.99	1.62
Income generating work	3.61***	7.23	1.61	7.54
Entertainment	1.82	2.59*	1.74	2.98

Rest	8.5	8.25	8.8	8.56
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Source: Mini-Experimental Survey, 2019

Note: T-test for significant difference. *** - significant at 1%, ** - significant at 5%, * - significant at 10%

While women in communities with childcare center continue to do significantly more hours of household work than women in community without CCC, there was clearly transfer of couple of hours from care work to income generating work for women benefiting from CCC.

Chart 1. Work distribution for 24 hours (with or without CCC)



Source: Mini-Experimental Survey, 2019

The study found solid empirical findings to confirm the anecdotal evidences from this and many previous studies that the childcare centers (operating for eight hours a day between 9am to 5pm) reduces unpaid care work burden for women, and also contributes to their economic engagement. Based on the multi-variable ordinary least square model (Annex 1), the availability of childcare center contributed to additional two hours of income generating works for women in a day while controlled for all other key socio-economic characteristics including the number of children in the family, poverty levels, ownership of land, current monthly income, household head etc. Those two hours were entire shift from the unpaid care work to economic engagement. It means in a day; the presence of childcare center has contributed to an additional income of Rs. 120 to a family. The propensity score matching techniques using probit regression estimates matched the control and treatment observations for their propensity scores finds perfect match between the two groups, and confirm that the average treatment effect on engagement in income work for women was two hours.

Having a child care center increases the economic involvement of women by 2 hours everyday, and not having it means a loss of at least Rs. 120 per day (more than global poverty measurement rod of \$1 per day)

Having land or other forms of family owned capital further increased the hours of engagement by 1 hour. It is assumed that the women from families with such capital asset would be able to setup or run their own enterprises. The increase in income work hours was particularly true for women with lower educational attainment. It might be due to the fact that the women with higher educational attainment face the frictional unemployment or are already employed. Having a child at home whether big or small increased the unpaid care work burden by at least an hour regardless of the presence of childcare centers.

Personal source of income. There were significantly larger proportion of women in the community with CCC available (19%) who had their personal source of income compared to the community where there was not childcare center (6%). The proportion of women having family supported income and a joint income between family and women remained more or less same in both arms.

Table 4. Do you have your own source of income?

Own source of income	CCC available	CCC NOT available
Personal	18.57***	6.36
Family supported income	29.1	30.1
Both personal as well as family	2.86	0.45
No source of personal income	45.52	62.27

Source: Mini-Experimental Survey, 2019

The availability of personal income source for women has made them independent. A woman in Badaiyataal mentioned "I have been able to acquire the land back which was earlier kept as mortgage. After keeping my child in CCC, I managed to increase the income from vegetable sales". The new source of income has, importantly, inculcated the self-esteem, self-belief, and confidence that they can also make a difference. They find themselves to be independent.

CCC has enabled me to become independent.

I am Rashmila Chaudhary (Name Changed). We have five members in my family. All the male members of our family are involved in income generating work. Some of them have also migrated outside the village or to India for work. Before CCC, we, women, used to be exclusively engaged in take care of our children and other household works. After sending my son to CCC, I have setup a lunch stall outside a private school in our community. I prepare and sell various snacks. Now, I am making good earning from the stall. Thanks to the skill training from Palika, I learned ways to set up and run a business. This was only possible due to the childcare center. Without it, I wouldn't have been able to leave my house. Earlier, I would need to ask to my husband or other family members for some money. Now, I can manage on my own. On top of that, I am buying food and other necessities for the family. I feel independent and free.

With multiple source of income, the average monthly income for women has been significant in contributing family income. During our discussions it was found that women were able to contribute their earnings for regular expenses like buying day to day necessities of

home, buy stationeries or fee for older children, buy snacks for children etc. However, women reported that expenses are done only after the discussion with the family.

We spend income based on the family decision. We have discussion at home on how and where to spend it. Mostly the income that we earn are spent on the fees, buy stationery, buy some food or lunch for child, buy medicines, and basic consumables. (Women, Badaiyatal)

CCC operation have made easy for women to do their unpaid work. Women preferred wage work earning in labor market rather than being involved in skill based or entrepreneurship since it yield immediate payments. For some women living in a nuclear family, the childcare center was not a complete solution to their unpaid care work. They reported that even with keeping child in CCC have eased the unpaid work and also have time for other work **the unsuitability of time for work and the CCC operating hours have affected them from being involved in the income generation works.**

All the people from the community bring their children here in CCC. Some send their child from the beginning while some only bring their child in between. Some also send their child so that their child can have a habit of going to school. There is no such people in our community who don't bring their child to CCC. If we keep child at home, then they don't allow us to work, even doing household chores will be difficult. so we leave our child in CCC, as we can do our work freely. (Women, Ramnagar)

3.2.4 Costs & Benefits of Child Care Center

The childcare center can be considered as a market with positive externality where the social demand curve is expected to be higher than the private demand curve. It implies that in theory, the larger social benefit of the childcare is much larger than the private benefit. At the moment, the supply of childcare is limited, particularly for the women in rural Nepal. If we assume the supply curve to be a straight line since it depends entirely on exogenous factors such as external initiations by ActionAid Nepal, local government or other agency, there is clearly an underproduction of childcare services with huge unmet needs. Although this study does not attempt to do an extensive economic cost benefit analysis, a quick and dirty cost benefits picture is presented below:

Benefits

The private benefits include the direct benefits for women who chose to send their children to childcare centers: reduced unpaid care work, increased economic engagement of women and additional income, and increased time available for other useful activities such as networking, entertainment, rest etc. The social benefits include the educational returns of enhanced child stimulation in the childcare center, nutrition, health and development returns for children, improved rate of transition to ECD or pre-primary level, and employment opportunities created by childcare centers. Based on the data available from the mini survey, significantly larger percentage of children below 5 years (87%) attend childcare center or an ECD center in a community with CCC facility compared to only 38 percent in a community without CCC. During qualitative discussions, mothers, who used to keep their children at home under the supervision

of senior children or other members of the family, were relieved that their children are, now, safe at CCC.

We feel secure to send our child to CCC. We can do our work assured that our children are safe. (Women, Rajapur)

CCC has many benefits. Since children develop habit of going to school and are better equipped in dealing with their friends and groups, they find it easier to attend pre-primary classes and formal school. Women can do their works without any interruptions. Children have also been able to learn many new things. (CCC management committee)

The private benefits in term of women’s engagement in income generating work amounts to Rs. 120 per day. If we assume 25 days of work in a month, the total private benefits will be Rs. 3,000 per family. Although we do not have the data for social benefits, we anticipate that these will outnumber the private benefits due to large positive externality. For simplicity, the social benefit of childcare is assumed to be exactly same amount to that of private cost.

Costs

Based on data collected from childcare centers, they have a large but depreciating initial cost, and constant operational cost. For simplicity and practical reasons, we assumed no initial cost of construction but included its value as a recurring operation cost – rent of the center. Based on the records obtained from the childcare centers, the annual operation cost to maintain basic standard is Rs. 500,000. As of now, the cost is being financed by local government, external NGO funding or through other philanthropic sources. After the local NGO handed over the responsibility of managing the childcare center to palika and ward office, they have been allocating budget to cover salary of CCC facilitators, lunch and toys. The palika has been separating Rs 15 per day per child for lunch and Rs 9000 as a salary per facilitator. The per unit cost per month is Rs. 1,875 per child.

One rupee spent on childcare center can yield more than 3 rupees in total returns to the society

Based on the benefits and cost figures assumed earlier, we obtain a benefit cost ratio of 3.2. It implies that every 100,000 rupees spent on childcare center could yield the benefit up to 320,000 within a time period. And, an investment of NPR 500,000 per year (equivalent to USD 5,000) could yield NPR 1.6Million (equivalent to USD 15,000) for a total of 20 families.

Table 5. Cost benefit sketch of childcare centers

	Costs	Benefits
Private		Rs. 3,000
Social		Rs. 3,000
Government	Rs. 1,875	
Total	Rs. 1875	Rs. 6,000
Benefit cost ratio	3.2: 1	

Scalability and replication opportunities and challenges

The higher social return, under production and a nature of positive externality makes childcare center a perfect policy good that asks for government subsidy. The childcare center is definitely a public investment item that could yield larger social benefits. The larger social benefits make the scheme politically feasible. However, the costs and benefits are unevenly distributed among the actors. As of now, the government is a sole bearer of the cost where the private benefits are large and comparable to social benefits. The lack of private costs could affect the replication and scalability prospects since the Palikas may not have large sum of disposable budget to supply childcare centers to meet its demand, and hence, the underproduction is likely to persist for long. Based on interviews with PNGO officials who worked on the handover process, it was apparent that the Palika are not easily willing to take over the responsibility. In a separate discussion with Palika officials, they wanted to be certain about the benefits of the childcare center and also wanted to face with lower cost burden to bear. One of the policy challenges for the Palika was the lack of mandate from the federal government or any of its acts and policies that require or encourage them to open and run childcare centers.

Mostly the Palika is not in positive term in taking the handover of the CCC. They have told us that there is no budget allocated for it, and they have to manage it through their miscellaneous heading. I have also time and again made request to register the CCC in Palika. Ward chairperson have managed and provided this CCC with Rs. 100,000 this year. We also received the budget of Rs. 400,000 from the municipality. We are instructed to spend Rs 15 - Rs 30 per day per child by the wards. (CCC Advisor, Rajapur)

Municipality haven't provided any concrete answer. We just wish that municipality continue funding CCC, and formalize the process. This will be give them a good chance to demonstrate their responsibility to the society. (CCC management committee)

There is lack of clear guidelines and policy related to CCC. We do not have a clear basis to allocate considerate amount of financial resources to CCC. (Ward chairperson)

The larger private benefits and a flat supply curve that entirely depends on the government ask for some private costs for replication and expansion. For the initial years until the policy sphere builds up for childcare center, there seems to be no alternative to small private costs heavily subsidized by the government to match with their willingness to pay. The empirical and anecdotal evidences confirmed the theoretical underpinning. The mothers who benefited from the childcare centers were willing to pay for it.

Although parents do not pay any fees, but if it comes as a necessity in future, most of them were willing to pay for it. Around 9 in 10 women in the community with CCC and 8 in 10 women in the community without CCC reported that they are willing to pay certain fee for operation of childcare center since it has some direct returns. For majority, the payment needs to be less

than Rs. 150 per month. With fees in place, there will be a need to fully subsidize the childcare center costs for some very poor families who will not be in a position to make any payment.

Table 6. How much will you be willing to pay for a childcare center (every month)?

How much fee	Control	Treatment
Less than 150	50.93	43.35
Less than 300	37.89	38.15
Less than 500	6.21	10.98
Less than 600	1.86	4.05
Less than 1000	2.48	0.58
More than 1000	0.62	2.89

During qualitative discussions, women were positive to pay fee as they feel that keeping their children have more benefits for both children and mother. They feel that even if they have to pay, they can be involved in the income generating activities, and the community based center is always much cheaper than other alternatives. The management committee members, however, believed that charging may not work. The representative believed that many community members will not be able to pay fees.

Community and parents support the CCC. I do not think we can operate the center by charging fee. This is a very poor community of Kamaiyas. They have many children and have too much responsibilities to manage with limited income. It will be difficult for them to manage the money. Local government needs to step up to take the responsibility. (Management committee, Rajapur)

If in future we have to spend or provide fee for CCC, then we are ready to send our child. Even if we have to operate the CCC by community, we will have a discussion in the community, gather the fund from the community and operate the CCC. If this CCC will not be here, then also we have to send in private where we have to pay the fee which will make it more expensive. But if we can have a CCC at this village itself then the expenses will be less and also our children will also get proper care. (Mothers, Ramnagar)

Section 4

Conclusion & Way Forward

This sub-section summarizes the findings and suggests way forward for ActionAid Nepal and partners to take future steps.

4.1 Conclusion

The empirical evidence from this study strongly confirms that the childcare centers could be instrumental not only in reducing the unpaid care work burden for women but also in increasing hours of their economic engagement, ultimately leading to increased family income. Such economic engagement could be large enough to enable a family to graduate from their current poverty situation. Despite the potentials, the lack of suitable policies that recognizes the value of childcare centers (for children below 4 years) and its association to reduce unpaid care work demand intensive evidence-based advocacy at the federal, provincial, and more importantly at the local government level.

The reduced unpaid care work through childcare center could determine whether a family remains in a poor category or graduates to other income categories. At the national scale, it could mean that Nepal can eliminate poverty by freeing women from some level of care work through childcare centers.

Childcare centers offer multiple benefits. On the one hand, women have been able to increase their economic engagement, increase their personal income, and feel independent in decision making. Children in CCC have better transition to pre-primary and school education as they have developed a habit of coming to school. they also have early development of speech and learning of language other than their mother tongue. However even with the satisfaction from mothers on children going to Child care centers there were some aspects where there was requirement of improvement especially with the ratio of facilitators to children and need of upgradation of physical infrastructures in terms of safety and comfort i.e. requirement of boundary walls, crowded rooms, insufficiency of toys, beds and blankets.

There is a need for collaborative actions between government, communities and families to set up childcare center, determine its minimum standards, and utilize its benefits. The sequence of further research on advantages of childcare center for educational and other child **development** purpose could help to build a bigger case.

4.2 Way Forward

NEAT recommends ActionAid Nepal and its partners to determine the course of actions based on the findings presented in this study report. Some of the recommendations shared for the discussions and further brainstorming are as follows:

We recommend **ActionAid Nepal and its partners** to:

- **Share and disseminate the results and learning from the project (CCC intervention), and this study report to wider stakeholders especially local government.** The costs and benefits as well as direct effects of childcare center on women's economic engagement and household poverty could be very useful information for local government, other layers of government, civil society organizations, private sectors, and parents/communities.
- **Structured evidence-based advocacy for Childcare Policy at the federal, provincial and local level**

We recommend ActionAid Nepal and partners to reach governments at all layers with the important take away message that investments in childcare facilities can play instrumental role in economic empowerment of women, and overall improvement in poverty and equity indicators of Sustainable Development Goals. We suggest bottom up advocacy strategy whereby the actions are implemented in coordination with the local government, and evidences and feedback from the experiences are used for strong policy advocacy at the federal level.

Federal Government needs to come up with a standard childcare policy that takes into account the technical aspects of child stimulation, learning and development, and the arrangements for training and capacity building of facilitators. Although this policy arena relates to three key Ministries – education, women affairs, and health, and a policy should engage all three Ministries, **it may be appropriate to direct advocacy to Ministry of Women Affairs since it also a focal ministry for actions to eliminate poverty.** The advocacy efforts should aim to achieve two key goals, at the minimum: (i) policy provision and guidelines in place to establish and run childcare centers targeting children of age 6-36 months, and (ii) earmarked budget available for childcare centers (age 6-36 months). At the national level, it could be useful to form or collaborate with a specific network or sub-network of agencies active in women rights, inclusion and anti-poverty movements.

Based on the constitution of federal republic of Nepal, 2015, the local and provincial governments are autonomous government with legal and policy jurisdictions and resources of their own. The local government, in true spirit, does not require any policy guidance from federal government to come up with its own strategy to deal with childcare centers. In this context, we **strongly recommend work with the local government in preparing local policies on childcare centers taking reference of existing operational guidelines, and**

obtaining expert support regarding child stimulation and child safety. The feedback and learning from the work with the local government could be utilized to strengthen the provincial and federal level advocacy campaigns.

- **Brainstorm and discuss on possible funding options/operation modalities**

We strongly recommend expansion and replication of childcare centers throughout the country at a menacing pace. As of now, the local government may have non-earmarked budget to establish and operate the centers. However, they will not have adequate resources to expand and sustain the centers for the long period until federal government provides them with earmarked resources.

Based on the census 2011 and projected figures for 2019, the number of children between 6-36 months is around 1 Million³¹. And, the per unit cost of the current intervention is USD 217 per child for the entire year. To scale up the intervention to cover the entire population, the cost could be \$ 217 Million, i.e. 20% of the entire education budget. Clearly, high per unit cost of the service, almost 10 times higher than the ECED run through public funds, is a key challenge to scale it up. Not only, there is a need to come up with reduced cost model for the wider expansion to take place. There is also a need for suitable operation and cost-sharing modality to make it feasible. We recommend start having brainstorming and discussions on possible options:

- **Option 1.** Community run childcare centers with a funding basket that compiles funds from local government, other community sources, and parents/communities. This may mean having a small fee for membership (relieved for very poor families). The community will have its own management committee that is responsible for financial and operational management.
- **Option 2.** Local government run subsidized childcare centers. The local government can take care of the management through ward office, and will recruit staff and ensure adequate facilities. In return, the parents/communities will need to bear the cost of food and other regular expenses in cash or in kind. This is a model very similar to the one suggested by Ministry of Social Work.
- **Option 3.** School run subsidized childcare centers. Instead of the direct management of local government, schools will own and run childcare centers through their management structure. The local government will provide operational expenses and guidelines to schools – adding to the earmarked amount local government disburses to schools. School may decide of any requirement of contributions from parents.

³¹ <https://www.populationpyramid.net/nepal/2019/>

- **Guidelines and operation protocol**

There is a need to prepare a standard guideline to operate childcare center (or a draft guideline for advocacy at the local, provincial and federal level) that takes into account the international practices, childcare standards, and expert advice on childcare and child stimulation. Such guideline could be useful for any local government, community or school that is interested to set up a childcare center. The guideline can be revised ba on regular basis based on the learning.

- **Further research on contribution of childcare centers on child stimulation, learning and development.** For the government, public and other funders to prioritize childcare centers, there needs to be proven evidences on other sides of the outcomes on child stimulation, growth, learning and development to qualify and validate the evidences available at the international level. We recommend ActionAid Nepal to plan for further research in various areas related to childcare centers and their possible modalities to strengthen the advocacy.

Annex 1. Multi-variable OLS regression results

	(1)	(2)	(4)	(5)	(6)
VARIABLES	Hours of economic engagement for women during 9am-5pm	Female to male ratio in economic engagement hours	Hours of economic engagement for women for 24 hours	Hours of unpaid care work during 5-9pm	Hours of unpaid care work during the entire day
Sending children to CCC	1.559*** (0.322)	0.326*** (0.113)	1.908*** (0.352)	-0.990*** (0.299)	-0.396 (0.381)
Poor * Experiment		0.124 (0.554)			
Have a migrant in family	0.454 (0.313)	-0.119 (0.106)	0.257 (0.342)	0.131 (0.291)	0.032 (0.371)
Have land of the family	0.801** (0.355)	0.149 (0.121)	0.997** (0.387)	0.083 (0.329)	-0.500 (0.420)
Monthly income	-0.000 (0.000)	-0.000 (0.000)	-0.000 (0.000)	-0.000 (0.000)	-0.000 (0.000)
Poor household	-0.483 (0.325)	-0.086 (0.111)	-0.585* (0.354)	0.151 (0.302)	0.554 (0.385)
Very poor household	-0.814 (0.803)	-0.262 (0.414)	-0.617 (0.876)	1.910** (0.745)	0.462 (0.950)
Female headed household	0.161 (0.345)	0.321*** (0.117)	0.235 (0.377)	0.134 (0.321)	-0.175 (0.409)
Education level	-0.328** (0.144)	-0.119** (0.049)	-0.348** (0.157)	-0.056 (0.132)	0.044 (0.168)
Family size	-0.002 (0.062)	0.028 (0.021)	0.109 (0.068)	-0.051 (0.048)	-0.066 (0.061)
No. of children below 5 years	-0.158 (0.233)	-0.084 (0.082)	-0.504** (0.254)	0.487** (0.202)	1.076*** (0.257)
No. of children between 5-18 years	-0.229 (0.163)	-0.012 (0.058)	-0.329* (0.178)		
Children below 5 years*experiment	-0.122 (0.247)	-0.044 (0.088)	0.003 (0.270)	-0.276 (0.229)	0.054 (0.293)
Constant	2.486*** (0.730)	0.605** (0.249)	2.448*** (0.797)	5.534*** (0.675)	8.959*** (0.861)
Observations	422	397	422	422	422
R-squared	0.116	0.091	0.139	0.074	0.082

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Annex 2. Study Team

S.N	Name	Post	Remarks
NEAT Team (Central Team)			
1.	Jeevan Raj Lohani	Technical Advisor	NEAT
2.	Vikash Acharya	Research Consultant	NEAT
3.	Kamana Upreti	Research Consultant	NEAT
4.	Sanjib Panta	Researcher	NEAT
5.	Raman Raj Joshi	Researcher	NEAT
Partner Team (Field Team)			
6.	Khushi ram Chaudhari	Local Researcher	Social Mobilizer (KMJS)
7.	Chameli Tharu	Local Researcher	Youth club member
8.	Youban Tharu	Local Researcher	Youth club Member
9.	Sanisa Tharu	Local Researcher	Social Mobilizer (KMJS)
10.	Sudip Chaudhari	Local Researcher	Youth club member
11.	Navin Chaudhari	Local Researcher	Youth Club Member
12.	Champa Kumari Tharu	Local Researcher	Social Mobilizer (KMJS)
13.	Maya Chaudhari	Local Researcher	Youth club Member
14.	Purna B. Tharu	Local Researcher	Youth club member
15.	Krishna Ram Tharu	Local Researcher	Youth Club Member

Annex 3: Study TOR

Terms of Reference for the
"Documenting Evidence for GRPS Campaigning" as per the Eol agreement
for the period of November 2019 to December 2019

1. Introduction

ActionAid is a global federation committed to finding sustainable solutions to end poverty and injustice. With more than 50 national members and country programmes worldwide, ActionAid focuses most its resources on working with millions of the poorest and most excluded women, men and children-taking sides with them, making long-term commitments to advance their human rights and to transform the world in which their children grow up.

ActionAid supports thousands of communities, partners and peoples' movements in lower income countries to improve their lives through participatory capacity- development, solidarity, campaigns and emergency responses - and we make people-to-people links across the world with those who share our vision of a poverty-free planet.

While deepening its works in countries, ActionAid also initiates cross-country, regional and global initiatives through strategic and critical engagements with various civil society networks, alliances and forums. This is pertinent as the structures that reinforce inequality, injustice and poverty are closely intertwined across geographical and cultural boundaries.

ActionAid started working in Nepal in 1982. Based on the learning from its engagement in various sectors at various levels from grassroots to international AAN has evolved through various changes on approaches and working modalities in its 37 years' journey of fight against poverty and injustice. Our approach reaffirms the role of popular struggles, social justice movements, popular actions, community-based organisations and people's organisations for rights conscientisation and transformation of unequal power relations.

Project Title: Documenting Evidence for GRPS Campaigning in Nepal

Funding support: ActionAid International Global Secretariat

Implementing partner: ActionAid Nepal

Local Implementing partner: 1- Kamaiya Mahila Jagaran Samaj (KMJS), Bardiya and 2- Social Development Resource Center (SRDC-Nepal), Bardiya.

Nature of Consultancy.	Study and documenting evidence and scoping policy change objective for GRPS policy engagement and campaigning as outlined in the Eol- attached in annex-1 and GRPS framework in annex-2
Suggested Duration	20 days including preparation of study, field works, analysis, documentation and reporting
Suggested Period.	1 November 2019 to December 20, 2019 as per plans

2. The Project

As per new federal legal frame, early childhood development (ECD) is on school based which was not previously. It was on optional either on community or school based. The salary and facilities of payment of facilitator and care givers are low and not comply with regulatory labor act of Nepal.

Similarly, the question is remained about management issues for instant, poor infrastructure and lack of financing for nutrition, caring and teaching materials, classroom, safe drinking water and sanitation as well. The children of 4 years are enrolled in ECD as the foundation of basic education system.

ActionAid Nepal is facilitating and supporting for establishment of childcare center (CCC) at community and school through LRPs and project to reducing over burden of women. Generating evidence through alternative building but there is lack of proper documentation of these work. Similarly, working to strengthening and linking to improve fee free public sector service provision. As current legal authorities, Local Government has responsibilities to manage and ensure ECD to grade 12. But the issues of grant system, financing and appointment of adequate human resource, this is high time to scale up advocacy work with federal and provincial government. Since the CCC where age of below 4 years of children enroll still is not in priority of government remaining an unfulfilled need for childcare/protection and that hugely affecting to their mothers' care burden. For this, AAN's work on CCC can be a practical evidence to advocate and influence the government policy and development priority.

After the promulgation of Constitution of Nepal 2015 and in federal context, there are room for policy work with local government to federal through engaging in legislation building process as per need and demanding context. In boarder overview, there are major two issues, one is strengthening early childhood development with adequate financing is under education system and another is to establish / operationalise childcare center (CCC) with adequate financing from government (especially from Local Government). Hence, we are proposing to work on evidencing on these pertinent issues in Bardiya district specially focus in one Municipality-PALIKA.

3. Expected Output and activities:

Output-1: Evidence gathering from Local Rights Programmes.

Activities:

1. study on childcare center in LRP- status assessment and document evidence
2. Interface meeting with local government to advocate on the need of CCC for children protection and care and reduce the burden of care work of women

Output-2: Policy scoping- to carry out a trend analysis of spending on services targeting reproductive health, and scoping of policy targets.

Activities:

1. Policy scoping and trend analysis of financing and expending on ECD and CCC at local to federal level
2. Sharing and dissemination at federal level- this action is intended to share the facts as evidences towards advocating for the clear policy provisions and needs of financing for the same.

4. Focus of Evaluation

The Final Evaluation is expected to understand and critically assess following aspects/areas of the project in relation to both output 1 and 2. Similarly, the Consultant will also assess the relevance, efficiency, effectiveness, cost-effectiveness and sustainability dimensions of the project. In addition, based on the project logical/results framework, an assessment of whether the project put required emphasis on anticipated results will also be made.

5. Study process

The process will be developed in such a way that the evaluation becomes an effective learning process. To get an independent view, the study will be led by an external expert with involvement of concerned staff from ActionAid Nepal and respective partners of Bardiya and Palpa.

The consultant will prepare the study methodology in consultation with project team and with suggestions from partners. Overall, consultant will be responsible for drafting and finalizing the evaluation report whereby incorporating the field observations and findings.

the process will include comprehensive field interactions with concerned representatives from Local government, budget, plan and policy of sectoral ministries of federal government and including relevant stakeholders of government and communities as well.

The study will also involve reviewing the secondary information from various sources. Through consultations will also be conducted with concerned members of AAN and partners.

1. Study period

The evaluation covers the whole project period of 1st November 2019 to 20 December 2019.

2. Time

The time for this study is expected to be of tentative 20 payable working days for consultant. The study will be started from 1 of November 2019, draft report is expected in 25 November and the final report 15 of December 2019. The schedule should be as per the details given below:

Phase	Activities	Allocated time period
1	Desk-study /Finalising study tools	5 days
2	Field work	7 days
3	Draft Reporting /Feedback and dissemination	5 days
4	Submission of final report	3 days
Total		20 days

3. Expected output

1. A comprehensive report fulfilling output 1 and 2 set above for the study.
2. The study will draw findings, conclusions and recommendations and critical lessons which would be useful for as learning document and for further study and use.
3. A detailed documentation of the study process clearly outlining the methodology used, places visited, people contacted as well as challenges faced during the study.

4. Reporting and Deliverables

The consultant would work closely with Education and Youth Coordinator of policy and programme department and the concerned partners' staff as required. The consultant should first submit a draft report in electronic copy for review to AAN team as per the agreed schedule. The AAN and AAI-GS concern staffs will review it and provide comments/inputs/feedbacks/suggestions to the consultant. The consultant will incorporate the comments/suggestions and submit the final version of the report electronically as well as in hard copies in the given time.

5. Preparation and Logistical Support

ActionAid Nepal will make an information package comprising of all relevant materials/background information related to the partners and programme to the consultant prior to the review. Team will facilitate the consultant's work through the provision of arranging meetings, field visits, logistical and other supports as required. Overall coordination will be undertaken by Western Resource Center (WRC), Nepalgunj with primary supports for field work from the respective local partners and Policy Programme Department, Kathmandu as well.

FOCAL PERSON

The consultant will report to the Education and Youth Coordinator in ActionAid Nepal. The Policy and Programme team of AAN and AAI-GS team will verify the outcome of assignment and conclude whether the assignment has achieved its set deliverables.

For any details, contact:

Devendra Pratap Singh, Education and Youth Coordinator, ActionAid Nepal

Email: devendra.singh@actionaid.org; Mobile: 9857023928/ 9815584649

Reporting Framework for Evaluation

1. The report should be in English [Font: Arial, Font Size: 11]
2. The main report should be illustrated where possible by charts, tables to minimize the text.
3. The main report must be well structured, clear and concise and must not be more than 10-15 pages (except annexes)

Framework:

4. Title Page (with the title, date of publication and names of the authors responsible for the report, evaluated partners and district)
5. Contents (indicating the sections and annexes regarding respective page numbers)
6. Executive Summary [as brief as possible, the purpose, context and coverage of the evaluation (1 paragraph), the methodology (1 paragraph), the main findings, lessons and recommendations in brief that summarize the whole report]

Annex 4. Orientation Schedule

"Documenting Evidence for GRPS (Gender Response Public service) Campaigning" Orientation Workshop Schedule

November 15, 2019

November 15, 2019

TIME	ACTIVITIES	Facilitator	REMARKS
8:30- 9:00	BREAKFAST		
9:00-9:15	Warm Up and Introduction		
9:15 - 9:30	Introduction to the CCC Project	ActionAid	
9:30 – 10:15	Introduction to Evaluation <ul style="list-style-type: none"> - Evaluation Basics - Overview of quasi-experimental design 	NEAT	
10:15-10:30	CC Study <ul style="list-style-type: none"> - Basic Indicators - Understanding methods/tools 		
10:30-11:00	Human Subject Research Ethics <ul style="list-style-type: none"> • Introduction • Major Concepts • Practice Session- Ethics Exercise Review 	NEAT	
11:00 – 11:30	KAP Survey <ul style="list-style-type: none"> - Quantitative Research, advantages, limitations - Knowledge Attitude and Practices (KAP) survey 		(distribute KAP survey)
11:30-12:30	Mini Survey – Exercise (KOBO) <ul style="list-style-type: none"> - Mock up sessions 	NEAT	
12:30-1:00	Review the Mock up <ul style="list-style-type: none"> - What went well and what did not? - DOs and DONTs in research 	NEAT	
1:00- 2:00	Lunch		
2:00 – 2:30	Sampling Plan and Procedures <ul style="list-style-type: none"> • Study sites, HHs • HH/respondent selection - Study process 	NEAT/ AAIN	
2:30-3:30	Mock up		
3:30-4:00	Review the Mockup		
4:00 - 4:30	<ul style="list-style-type: none"> - Group divisions - Roles and responsibilities of teams 		
4:30 -5:00	<ul style="list-style-type: none"> - Review of the Day 	NEAT	

Annex 5: Study tools

Focus Group Discussion with Mothers

Can you tell me about this community? Inhabitants? what are the major work/occupation of the people living in this community?

Work Division:

- Now, I would like to know about how works are divided between men and women?
 - Can you describe, in a day, in what kind of work are women involved?
 - What compromises do women have to make due to unpaid care work burden? Do men help women with **Unpaid care work**?
 - Has there been any initiatives taken to reduce the unpaid care work of women in the community? (child care centers etc)
- Who earns in the family? What kind of role women have in generating income and managing it? What are the primary work areas for women?
- Are women involved in income generating works or work outside their home?
 - If yes, what kind of income-generating work are women involved? How many hours do they spend outside their home for work?
 - Can you tell me how much wage does women earn per hour? And what about men? Is it the same? If different why do you think so? If both women and men work as agriculture labor, how much do they earn in an hour?
- Tell us about the situation of women in accessing the income of their family? Do they have a say on how they would want to spend their income?

About CCC

- Is there CCC established in our community? What and who are involved in the operation of CCC? Why was it established?
 - Which age group does the center cater? What are the opening hours?
 - How far is the CCC from your community? Is it accessible for all children? Capacity? Distance? Out of pocket expenses?
 - What other alternatives, private child care centers, montessori available in the area?
 - What sections of community use child care center and/or alternatives?
 - Which group of community of children are mostly sent to CCC?
 - What they need to pay for? What are the requirements to be in?
 - Are there certain communities who do not send their children? If yes, who are they?
 - Why they do not send their children to the center?
 - Are there any ways we could make them to send their children to the center?
 - What are the benefits of the child care center? How has it helped community people?
 - What are the benefits to the community?
 - Benefits to children?
 - Benefits to women and other groups?
 - How have the establishment of CCC helped women for overcoming their Unpaid care work burden, if any?
 - ***How has child care center changed your life and socio-economic status, if any? Describe in brief about it. (Income, time, social status etc)***
- Are you satisfied with the services provided by the CCC?
 - How do you rate the quality of services provided by CCC? Can you tell us what you like and dislike about the center?
 - What is the center struggling with? Why?
 - What are the areas or things that is needed to improve CCC?

- How do you find the human resources, facilitators of CCC? Do you think CCC can provide care for your children as you can provide?
 - Do parents feel safe to send their children to CCC? Why?
 - Is there a sufficient number of human resources given the number of children? Are there any needs of improvement?
- If you send your children, how much do you have to pay for sending or keeping your children in CCC per month?
 - Do you think the amount you have paid for keeping your child has been beneficial investment? How have you been managing the expenses?
 - If not, in future if you have to pay fee for sending the children to CCC, will the parents send their children to CCC? If they won't send then what are the reasons for that?
- Has keeping your children in CCC have given you extra time for utilizing it for other activities?
 - Has that extra time has been beneficial to you? What kind of activities or works have you been doing when you have kept/send your child to CCC? Are you involved in income generating works?
 - Has it been beneficial in decreasing your work burden or has it increased it? How?
 - What kind of changes have you seen in the life of women due to the presence of child care centers in the community?

Local Governance and other stakeholders roles for CCC

- What kind of work have been local government been doing for CCC? Has CC received any services and facilities from them? If yes, what?
- Are there any contributions from other organizations in CCC? What kinds of support have center received?
- What are your suggestions to local government and others in terms of better organizing CCC? Who should finance? what parents can contribute? Who should manage - community or private sector? What additional facilities would you like to see added? Any final thoughts or suggestions?

In-depth Interview with facilitator of child care centre

1. Basic details:

CCC Centre Name:

Number of Facilitator:

Qualification of Facilitator:

- How long has it been that you are working here in CCC? Can you describe the overall situation of this CCC?
- Where did you work before joining this CCC? and why did you decided to join this CCC?
- Can you describe in brief about this CCC? When was it established? How many staffs are working here?
- How many children are there in this center? What is the catchment area of this CCC? How long does it take for them to come to this center?
- What kind of group of children come to this CCC? why? What is the age group of children coming to this CCC? who doesn't come? why?
- Please describe in brief about the facilities of CCC? What are the available facilities (toys/ food/ seating materials/ sleeping facility/ wash related facility/ security etc)? What is the strength and what is the weakness of this CCC? How and why?

2. Arrangement and functional

- Who is responsible for the overall management of its CCC?
Probe:

- Local Government? How is the support from local government? What types of support? Do you think that it is useful?
 - Community/Parents: how is the support from parents for CCC. What types of support? Do you think that it is useful?
 - NGO/INGO/Organization: how is the support from parents for CCC What types of support? Do you think that it is useful?
3. How much does it cost per one child? How is it managed? In which headings are there expenses? how much expenses are there per headings?

4. Women work/ CCC benefits for women and community

- Can you tell me what kind of work does women do who sends their children to CCC? Explain in brief. Also, what kind of women do not send their children? How do they manage?
 - What are the benefits for women by keeping their children in CCC? How? What are the negative impact of CCC for women ? why and how ?
 - In what kind of works are women involved after keeping their children in CCC? (Probe: Labour work/ Household work/Informative programs or trainings/ go to markets/ skill trainings)
 - Has there been change in the income status or rate of women after the establishment of CCC? if yes how? If no why ?
- ***How has child care center changed women's life and socio-economic status,? describe in brief about it. (Income, time, social status etc)***

5. What kind of benefits have the community have due to establishment of CCC?

- i. What are the benefits to the community?
- ii. Benefits to children?
- iii. Benefits to women and other groups?
- iv. How have the establishment of CCC helped women for overcoming their Unpaid care work burden, if any?
- v. How has child care center changed your life and socio-economic status, if any? describe in brief about it. (Income, time, social status etc)

6. Training / capacity building

- Have you have received any training? if yes what type of training have you received?
 - Has there been any benefits due to the training? what kind? How has it helped for the management of CCC and also for caring children?
 - Do you think there is still a need of kind of trainings? if yes, what kind of trainings are needed? why?
 - If you haven't received any training, do you need any kind of trainings? if yes, what kind of trainings are required? why?
 - Can you also tell me in brief about the facilities that you received? Are you satisfied with it? What are the reasons? if not, what can be done more? how can we change it?

7. Challenge/ problem

- What are the major challenge/problem working here?
 - Your personal challenge?
 - Child related challenge
 - Parents related

- Managerial challenge (how do the CCC manage their operational cost / who is responsible for operation cost)

Discussion With Palika Representative (Chairperson/Ward Chairperson/Deputy Chair)

A. Basic Details

- Can you describe the overall situation of the palika? Who are key inhabitants? What marginalized communities are in the area?
- What are the services available in the Palika? Which service providers in operation?
 - How is the quality and status of the facilities available within the Palika?
 - What facilities and equipment are available in Palika office?

B. Policy and plan

- How active is legislative assembly? What sub-committees are available? What are the policies formulated?
 - Any policy or plan on education and ECDC/CCC
 - How was it developed?
 - What's in the policy or provision? What are the key priority areas set by the plan? How are they being implemented?
 - Why these areas were considered a priority?
 - If no, how essential is it to have one?
 - What procedures do you foresee to prepare such a periodic plan? What could be the challenges? Human resource? Skills? Availability of data?
 - What could be the key priorities? Why do you think these will be the priorities for periodic plan?

C. How many ECCD/CCC are there in this municipality?

- Can you provide information on its functioning? (is it community owned, palika owned or private owned) ? On an average, how many children are there in one ECCD/CCC?
- How many facilitators are there in the CCC? Have they received the training?
- Which group of people mostly keep their children in CCC? Why ?

D. Now we will talk about ECCD/CCC status and budget arrangement

- What is the overall ECDC/CCC scenario of this Palika? What are its strengths? What are the major challenges? What seems like an opportunity?
 - Learning and playing environment (Child friendly – punishment free, discrimination free)
 - Parental support
 - Facilities and CCC Facilitator management
 - CCC budget and financial management
 - Has palika allocated any budget for CCC? What amount?
 - In what areas you made allocations for? How was that determined? How was the implementation?

E. Future plan and strategy of palika/education section

- Do you have any plan to focus and develop CCC strategy and work in future?

- If yes what type of plan? Can you tell me about it in a brief ?
- It will be cost effective to keep a child in Child care center or provide the grant to mother itself. What is your opinion on which will be cost effective ? why and how, please explain in brief.
 - Similarly what is your opinion on who should take the responsibility (i.e. palika, private or community) of operating and functioning of CCC? Why and how?
- In your opinion, what will be the estimated cost for one child when s/he is kept in the CCC? Do you think it is cost effective and beneficial?
- In your opinion, if a mother keeps her child in child care center, in what kind of work can women can be involved? What kind of benefits have there been for women due to presence of CCC? How? Do you think having CCC have increased the involvement of women in income generating activities and decreased unpaid care work?
- **How has child care center changed the life and socio-economic status of women and people of the community, if any? describe in brief about it. (Income, time, social status etc)**
- In future, if there will be an investment/fund for CCC, what are the areas that we need to focus on? How should the funds should be managed and who should take the responsibility of its functioning and operation?

शिशु स्याहार केन्द्रको प्रभावकारिता अध्ययनका लागि महिलाहरूसँग गरिने सर्वेक्षण फाराम

जिल्ला..... पालिका :..... वडा नं :गाउँ :

खण्ड - १: सामाजिक आर्थिक जानकारी

१. जाति/जनजाति: दलित थारु समुदाय मधेशी ब्राम्हण क्षेत्री
 मधेशी अन्य जाति मुस्लिम अन्य जनजाति
२. धर्म: हिन्दु बौद्ध इस्लाम इसाई अन्य
३. घरमूली : महिला पुरुष
४. तपाइँले कुन तह सम्मको शिक्षा लिनु भएको छ ?
निरक्षर सामान्य साक्षर प्राथमिक तह (कक्षा ५ सम्म) पार गरेको,
विद्यालय शिक्षा पार गरेको उच्च माध्यमिक शिक्षा पार गरेको उच्च शिक्षा

५. परिवार संख्या :

१८ वर्ष भन्दा कम उमेरका		१८ देखि ६५ उमेरका		६५ भन्दा माथि उमेरका	
महिला	पुरुष	महिला	पुरुष	महिला	पुरुष
१८ देखि ६५ वर्षका कति जना प्रत्यक्ष आम्दानिमा संलग्न छन् ?					
परिवारमा ५ वर्ष मुनिका कति जना बालबालिकाहरु छन् ?					
तिनीहरु मध्ये कति जना बाल कक्षा जान्छन् ? (३ देखि ५ वर्षका)					
तिनीहरु मध्ये कति जना शिशु स्याहार केन्द्र जान्छन् ? (३ वर्ष भन्दा कम)					

६. तपाईंको परिवारको प्रमुख तीन आम्दानिका श्रोतहरु के के हुन ? (पहिलोलाई १, दोस्रोलाई २ वा तेस्रोलाई ३ लेख्नुहोस)

- कृषि (खेतीपाती) कृषि (पशुपालन) गैरकृषि व्यापार, व्यवसाय र उधोग
 मासिक तलब आउने जागिर पेन्सन दैनिक ज्यालादारी
 वैदेशिक रोजगारी वा आय अन्य :

७. के घरको कोही सदस्य आम्दानी हुने काम गर्नका लागि हाल घर छाडेर बाहिर गएको छ ? छ छैन

यदि छ भने कहाँ ? नेपाल भित्र इण्डिया खाडि मुलुक वा अन्य देश

८. तपाईंको परिवारको मासिक आम्दानि अन्दाजि कति छ ? रु

९. के तपाईंको परिवारको नाममा जग्गा जमिन छ ? छ छैन

यदि छ भने, कसको नाममा छ ? पुरुष महिला दुबै

१०. तपाईंको समुदायलाई हेर्दा तपाईंको परिवारलाई गरीबीको कुन श्रेणीमा राख्न चाहनुहुन्छ?

- एकदमै गरिव गरिव मध्यम सम्पन्न

खण्ड - २ : बाल स्याहार केन्द्रको बारेमा जानकारी

११. के यस समुदायमा शिशु स्याहार केन्द्रहरु छन ? छ छैन
यदि छैन भने, प्रश्न ११.६ मा जानुहोस्

11.1 यदि छ भने के तपाईं आफ्ना साना बालबालिकालाई शिशु स्याहार केन्द्रमा पठाउनु हुन्छ ?
 पठाउँछु पठाउँदिन त्यो उमेरका बालबालिका छैनन् तर भएको भए वा हुँदा पठाउँथे
यदि पठाउनुहुँदैन भने, ११.७ मा जानुहोस् ।

11.2 यदी पठाउनु हुन्छ भने त्यस्ता केन्द्रमा आफ्ना बालबालिका पठाउँदा कतिको सुरक्षित महसुस गर्नुहुन्छ ?
 गर्छु गर्दिन

11.3 के बच्चालाई शिशु स्याहार केन्द्रमा राख्दा कुनै शुल्क तिर्नुपर्छ ? पर्छ पर्दैन

11.4 तपाईंको बच्चालाई बाल स्याहार केन्द्रमा राख्दा मासिक खर्च कति लाग्छ ?

शीर्षक	रकम
शुल्क	
खाजा खर्च	
पोशाक वा अन्य सामाग्री खर्च	
दान दातव्य	
अन्य खर्च	

11.5 तपाईंलाई उक्त खर्चको व्यवस्थापन गर्न कतिको सजिलो छ ?
 सजिलो छ केही कठिन छ निकै कठिन छ (केन्द्रबाट हटाउने इच्छा छ)

11.6 के शिशु स्याहार केन्द्र महिलाको घरायसी सेवामूलक काम घटाउन उपयोग भएको हुन्छ ? छ
 छैन

प्रश्न नं १२ मा जानुहोस् ।

11.7 यदि पठाउनुहुँदैन भने, किन ?
 खर्च सुरक्षित नभएर टाढा भएर आफै फुर्सदमा भएर
 अन्य कारण :

11.8 यदी छैन भने, के त्यस्ता शिशु केन्द्रहरु समुदायमा आवश्यक छन् ? छ छैन

11.9 यदि छ भने, त्यस्तो शिशु स्याहार केन्द्र कसले व्यवस्थापन गर्नुपर्ला ?

केन्द्रीय सरकार स्थानीय सरकार समुदाय मीलेर निजी क्षेत्र

11.10 आवश्यक परे, तपाईं स्याहार केन्द्रका लागि शुल्क तिर्न वा खर्च गर्न इच्छुक हुनुहुन्छ ? छु छैन

यदि छैन भने, प्रश्न नं १२ मा जानुहोस् ।

11.11 यदि छ भने, मासिक कति रकम सम्म तिर्न सक्नुहुन्छ ?

१५० भन्दा कम ३०० भन्दा कम ५०० भन्दा कम ६०० भन्दा कम
 १००० भन्दा कम १००० भन्दा बढी

१२. सामान्यतया एक दिनमा विदाको दिन बाहेक तपाईं तलका कामका लागि कति समय खर्चनुहुन्छ ?

कामको विवरण	२४ घण्टामा विताएको समय (मीनेटमा लेख्नुहोस्)	विहान ९ बजेदेखि बेलुका ५ बजेसम्मको आठ घण्टामा कति समय (मीनेटमा लेख्नुहोस्)	२४ घण्टामा परिवारका अन्य पुरुष सदस्यले विताएको समय (मीनेटमा लेख्नुहोस्)
घरको काम			
बलबालिका र वयस्कहरुको स्याहार			
प्रत्यक्ष आम्दानि हुने काम			
खेतिपाति वा अप्रत्यक्ष आम्दानि हुने काम			
ज्ञान तथा सीप सिकाईका लागि वा समुदायका क्रियाकलापमहरुमा संलग्न हुनका लागि			
मनोरञ्जन वा आम सञ्चारको काम (टिभि, रेडियो, मोबाइल फोन)			
आराम			
व्यायाम			
अन्य			

१३. के तपाईंको आफ्नै व्यक्तिगत आम्दानिको स्रोत छ ?

व्यक्तिगत छ सामुहिक वा परिवार सम्मिलित आम्दानिको स्रोत छ दुवै छ छैन
यदि छैन भने, प्रश्न नं १३.३ मा जानुहोस् ।

13.1 उक्त स्रोतबाट मासिक औसत कति जति आम्दानि हुन्छ ? नेपाली रुपैया

सामुहिक आम्दानिको स्रोत भए, प्रश्न १४.३ मा जानुहोस् ।

13.2 व्यक्तिगत आम्दानिको स्रोत छ भने, एक घण्टाको औसत ज्याला कति पाउने गर्नुहुन्छ ?

13.3 यदि सामुहिक आम्दानिको स्रोत हो वा आयआर्जनको काम गर्नुहुन्न भने, यदि तपाईंले घरायसी काम छोडेर बाहिर काम गर्न जानुभएको भए, औसत प्रति घण्टा कति आम्दानि गर्ने अवसर रहन्थ्यो ?