Enhancing Parental Involvement in Early Childhood Education Development Centers: An Intervention in Nepal

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Introduction

• Children need environmental stimulation (Jean Piaget 1983).
• Early experiences can shape children’s brain architecture in ways that have lasting consequences (Fox et al., 2010).
• A meaningful relationship between parental involvement and academic achievement of children is evident from toddlerhood until adulthood (Hamre, 2014).
• A well-organized and managed classroom is associated with positive child outcomes such as children’s self-regulatory skills (Pianta & Hamre, 2008).
• Preschool programs are part of the non-formal education systems in Nepal. Thus, low priority is given by the government to effective programs planning and implementation as well as to budgeting.

Goal

The aim of the project is to provide direct support to parents and teachers, to develop their capacity and form their knowledge on the importance of parents involvement in preschool.

Participants

Parents, School Management Committee and teachers will take part in the intervention level.

Intervention Measures

• Knowledge and Practices Assessment: Parents’ teachers’ & School Management Committees’ knowledge and practices on Early Child Development will be evaluated through the pre- and post-test surveys.
• Preschool Assessment: Indoor and outdoor play materials and classroom setting will be assessed before and after the intervention in center.
• Classroom environment Assessment: Early Childhood Environment Rating Scale (ECERS) will be used to evaluate the classroom quality in the preschool.

Intervention Level

Meeting with District Education Office to share information regarding the program and select a preschool for the intervention

One day orientation to parents, School Management Committee & teachers, and developing an action plan

Two days training to parents & teachers regarding the importance of early intervention & parents’ involvement

Weekly two hours orientation with teachers, parents and School Management Committee followed by 37 consultation sessions and video presentations based on new insights from Child Development Science

Evaluate preschool classroom environment through the Early Childhood Environment Rating scale (ECERS)

Prepare outdoor and Indoor play materials with support from parents

Upgrade preschool’s physical facility with support from parents

Expected outcome:
Parents Involvement in Preschool will be increased ...

Take home message

When parents get involved in education process, children put more effort and improve their achievement (Maynard et al., 1997)

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