

**YANGON UNIVERSITY OF ECONOMICS  
MASTER OF PUBLIC ADMINISTRATION PROGRAMME**

**A Study on the Stakeholders' Perceptions and Community  
Participation for Community Based Early Childhood Care and  
Development Centers  
(Case Study: ECCD Centers at Pwint Phyu Township)**

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EMPA- 44 (17<sup>th</sup> Batch)**

**APRIL 2022**

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**A thesis submitted as a partial fulfillment towards the requirement for the degree of  
Master of Public Administration (MPA)**

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(2018-2020)

**APRIL 2022**

## **ABSTRACT**

This thesis focused to study the community participation and stakeholders' perceptions on Community Based Early Childhood Care and Development (ECCD) Centers. It is pay attention on the activities of community based Early Childhood Care and Development Centers those were started in Pwint Phyu Township in 2006 with the aim of strengthening and expanding early learning opportunities for young children living in poor community. There are two main objectives of the study, which are to examine the stakeholders' perceptions on development of ECCD Centers at Pwint Phyu Township and to evaluate the participation of parents, caregivers, and community members in ECCD Centers at study area. According to the objectives of the study, survey was conducted through structure questionnaires by simple random sampling method. The sample size was 200 respondents who were 130 parents, 38 ECCD committee members and 32 Caregivers (ECCD Teachers) in the Pwint Phyu Township. The respondents were chosen from 10 ECCD Centers from 10 villages of study area. The method of the study is the descriptive method and this study found that parents, caregivers and committee members have good or positive perceptions on community based ECCD program, that can be beneficial for children, parents and ECCD committee members because the overall mean scores of stakeholders' opinion were greater than 4. Moreover, parents, committee members and community were actively participated in various activities of ECCD centers in Pwint Phyu Township, which was proved by its mean scores that has greater than 4. Therefore, this study can be concluded that children have to be developed physically, emotionally, learns to communicate, think, and socialize. In this case, ECCD program could be playing a fundamental role in helping children in study area to be healthy, well-nourished, well-developed. So, the existing of ECCD centers should be expanding and should be further improved its services because the ECCD service organization is very important for Myanmar's children.

Key words: ECCD centers, perceptions, participating, community, stakeholders

## **ACKNOWLEDGEMENTS**

First and foremost, I would like to acknowledge my indebtedness to Professor Dr. Tin Tin Htwe, Rector of Yangon University of Economics. Professor Dr Mya Thandar, Professor Dr Khin Thida Nyein, Professor Dr Cho Cho Thein, Professor Dr. Tin Tin Wai, Pro-Rectors of Yangon University of Economics. I would also like to express my appreciation and thanks to Professor Dr. Kyaw Min Htun Retired (Pro-Rector of Yangon University of Economics). Professor Dr. Su Su Myat, Head of Department, Department of Applied Economics, Yangon University of Economics and Programme Director of MPA Programme.

I would also like to extend my deepest appreciations to my thesis supervisor Daw Moe Hnin Phyu, Lecturer, Department of Applied Economics, Yangon University of Economics for her guidance, supervision, instructions, and invaluable suggestions in carrying out this thesis. Without her valuable guidance, it would have been impossible to accomplish this study in time.

I deeply appreciate and thank all my teachers who shared their knowledge and practical experience during the two years course period and in particularly I would like to acknowledge tremendous assistance provided by my friends from EMPA 17<sup>th</sup> Batch who have supported me in the study.

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## **LIST OF ABBREVIATIONS**

CBO	Community Based Organization
DSW	Department of Social Welfare
DEPT	Department of Education Planning and Training
ECCD	Early Childhood Care and Development
FBO	Faith-based organization
IFAD	International Fund for Agricultural Development
INGO	International Non-Government Organization
LNGO	Local Non-Government Organization
LEALEIP	Learning Environment Assessment and Learning Environment Improvement Plan
MC	Management Committee
MOE	Ministry of Education
MSWRR	Ministry of Social Welfare, Relief and Resettlement
PLA	Participatory Learning Approach
PE	Parenting Education
PEFs	Parenting Education Facilitators
TC	Transition Curriculum
TI	Transition Initiative
TLM	Teaching Learning Material
UNICEF	United Nation Children’s Fund
UNESCO	United Nation Educational, Scientific and Cultural Organization
UNDP	United Nation Development Programme
WHO	World Health Organization

# CHAPTER I

## INTRODUCTION

### 1.1 Rationale of the Study

Early childhood care and development (ECCD) is an opportunity to avoid or reduce developmental problems and bring long-term benefits to individuals and society. Children are physically and mentally challenged being born with social and emotional abilities which allows them to communicate, learning and development. Therefore, the appropriate care at early age could contribute much to ensure protection and support for a wide range of underlying issues, such as psychosocial and cognitive development. In every society, the ECCD is designed to be comfortable for children. Among them, the family-centered programs focus on not only strengthening important social services but also improving the physical and emotional well-being of children. Thus, investments in early childhood development focus on poverty and social economic development.

Moreover, the Early Childhood Care and Development (ECCD) centers could support the learning of languages, development of social skills, good hygiene behavior and train parents and grandparents to understand which foods are nutritious for their children. In the case of Myanmar, it is a developing country in Asia and is expanding its early childhood expiration date. In addition, Early childhood care and development (ECCD) services are needed as families and social organizations move forward with development and changing times. There is growing awareness among government, parents, and stakeholders about the benefits of early childhood care and development.

In Myanmar, Early Childhood Care and Development Policy is that the first concrete step in mobilizing resources among key ministries to support child development and address child poverty and inequality. The Early Childhood Care and Development Policy of Myanmar is first multi-sectoral policy calling for increased government investment in services for children. The Ministry of Social Welfare, Relief and Resettlement (MSWRR) and the Ministry of Education (MOE) are the main ministries involved in providing ECCD services. In addition, there are number

of non-governmental and private sector organizations that actively support the communities by providing ECCD services.

According to the MSWRR statistics, the Ministry for Social Welfare, Relief and Resettlement injected 28 percent of its budget in ECCD services while the Ministry of Education invested 12 percent of its the initial budget for pre-school and kindergarten education in 2020. The government is committed to expanding access to quality preschool and kindergarten education, which together comprise Early Childhood Care and Development (ECCD), as an integral part of major ongoing social sector reforms and expanded national economic development.

Therefore, community and parents' participation in the program has promoted from the start through a range of consultations, awareness-raising and with in-kind (labor and land) and matching fund contributions to center construction and management. Moreover, the formation and participation of township ECCD networks are established to provide community led support for ongoing ECCD activities. Thus, this study is focused to study the various stakeholders' perception and participation for sustainable development of ECCD program.

## **1.2 Objectives of the Study**

The objectives of the study are:

- To examine the stakeholders' perceptions on Early Childhood Care Development Centers at Pwint Phyu Township
- To evaluate the participation of parents, caregivers, and community members in Early Childhood Care Development Centers at study area

## **1.3 Method of Study**

The study used the descriptive method. It comprised both primary and secondary data. Primary data is obtained through self-structured questionnaire and secondary data is obtained from corresponding department such as Township Education Office, Township Social Welfare, Relief and Resettlement Office, various Centers Head of ECCD and General Administration Department at Pwint Phyu Township.

#### **1.4 Scope and Limitations of the Study**

This study is focus on community participation and stakeholders' perceptions on ECCD centers in Pwint Phyu Township. The survey area covered 10 ECCD centers from 10 villages out of total 20 ECCD centers that were approved by Department of Social Welfare (DSW). According to the Covid-19 situation, only 10 villages allowed to enter and collect data from ECCD centers of their villages, but the other 10 villages did not allow to enter to their villages.

The respondents are parents, caregivers and community members who correspond to 2019- 2020 academic year in ECCD Centers in Pwint Phyu Township, Magway Region. The sample size of study is 200 respondents, which included 130 parents, 38 ECCD committee members and 32 caregivers (ECCD Teacher) at Pwint Phyu Township. The survey period is between August to September 2020.

In case of respondents chosen for parents from survey villages, this study is limited on the parents of the children who ages between 3 years to 5 years and also attending at ECCD centers in Pwint Phyu Township.

#### **1.5 Organization of the Study**

This thesis is organized into five chapters where chapter one expressed as introductory chapter with rationale, objectives, method of study, scope and limitation, and the organization of the study. Chapter two is literature review of the study. Chapter three is overview on Myanmar ECCD Program. Chapter four is finding and analyzing the collected survey data. Finally, chapter five which involves findings and recommendations.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Nature and Concept of Early Childhood Care and Development**

Early Childhood Care and Development (ECCD) provides children with access to physical, emotional, and physical therapy from pregnancy through eight years of pregnancy. The knowledge refers to programs and services related to social and emotional development. Because of the importance of time for childbirth, the environment in the womb plays an important role in the early stages of fetal development. The environment in the mother's womb shapes attention and how it begins to form. The most rapid of brain development takes place during the first two years of life, laying the pathways for significant intellectual, emotional, physical, and social functions (Evans, Myers and Ilfeld, 2000).

The general objective of the program is to improve the wellbeing of children aged 0 to 8 years old in targeted communities through the ECCD program. The specific objectives are: (a) To enhance the professional development of parents and guardians and the capacity for child care and development at home, (b) To access the quality early learning program for children between the ages 4 to 6 years old in the target communities, (c) Capacity building of communities and schools in areas intended to support children's transition to primary school and (d) Strengthen cooperation and coordination between the government and local partners to support the ECCD program.

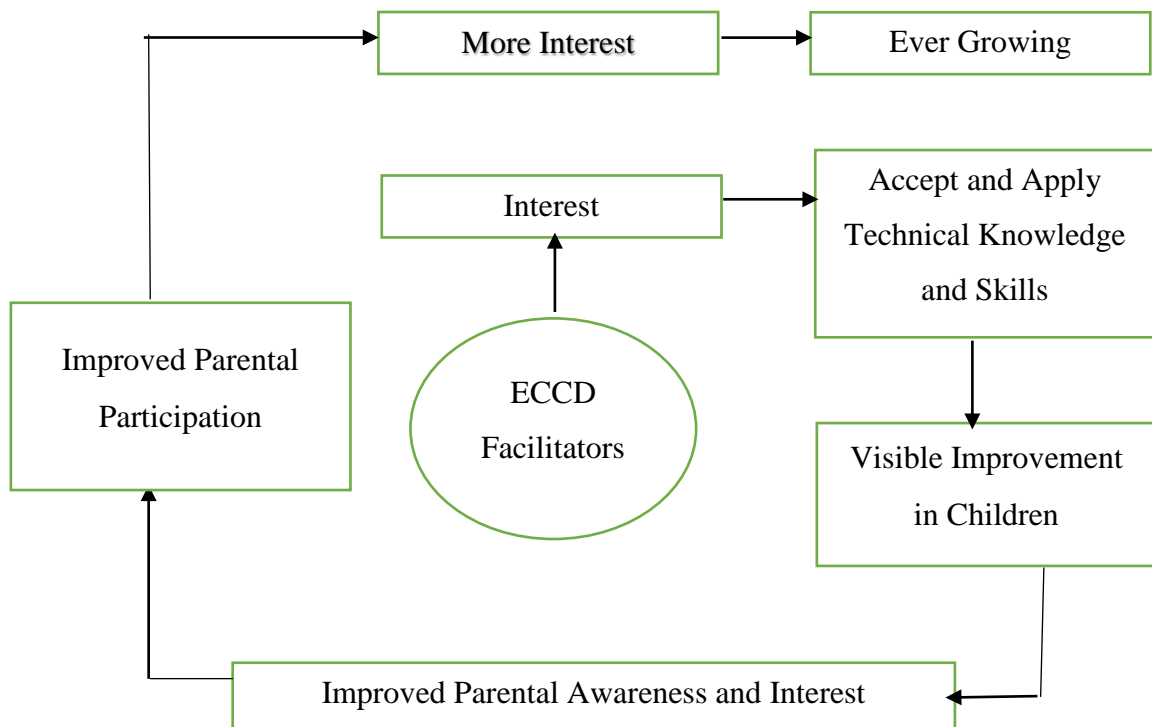
The goal of ECCD programs is usually to develop children's ability to develop and learn. A child who is ready to go to school has a combination of symptoms: he or she has a social and mental health condition. Reliable still with those who handle challenging tasks, good language skills and good communication skills, listen to instructions and pay attention. Positive effects ECCD programs change the way children develop at school. A child who is ready for school has less chances of enrolling in special education or dropping out of school.

There is strong evidence that well-targeted ECCD programs are less costly and, at any level, more significant than education and investment in education and

investment, and have long-term results (Seel and Tin, 2010). ECCD combines elements from the areas of infant stimulation, health and nutrition, early childhood education, community development, women development, psychology, sociology, anthropology, child development and economics among others. In the ECCD, every child has the right to life, liberty and security of person. Includes protection and all the necessary support to ensure optimal development from birth to eight years (Evans, Myers and Ifield, 2000).

Moreover, it is the importance of the commitment and interest of ECCD contributors also become as a key to the sustainability of the community based ECCD program. Dr. Thein Lwin (2005) stated that participation of parents and interests of ECCD facilitators can contribute the growth of ECCD centres. The following figure (2.1) shows the relations of contributing factors concerning ECCD facilitator.

**Figure (2.1) Relationship Between Stakeholders’ Interests, Participation and the Long-run Growth of ECCD Center**



Source: Dr. Thein Lwin (2005)

According to Figure (2.1), the ECCD facilitators such as caregivers, ECCD committee members and the community are interested the Early Childhood Care Development program. The ECCD facilitators accept and apply the technical

knowledge and skills of ECCD program, when they have strong interests on ECCD centers within their community. This ECCD facilitators are provide and care to physical and mental of the children visible learning improvement. The parent also improved their awareness and interest to ECCD facilitators because the children have developed from the ECCD facilitators at ECCD Center. So that, the parent participates to improve of the ECCD facilitators and ECCD Center. Therefore, it might be intended to the growth of ECCD center over the long-run in this community.

## **2.2 Early Childhood Care and Development Activities**

ECCD's activities are aimed at promoting child development; it aims to prevent the occurrence of risks, safe and secure and holistic development of the children. The children need to be healthy repeated bouts of illness will eventually reduce learning ability. And children are exposed to motivational and responsive environments that provide at least caregivers and emotional security and opportunities for early learning.

ECCD activities can support families and communities, in which ECCD provide these opportunities include parenting education for children development and support. Improvement of the home environment through education support and services, clean drinking water and sanitation, health care services, early childcare centers with comprehensive services and adequate nutrition. Parent education and support is provided through groups and organizations with health and nutrition programs. It can be supported in various ways through community development projects. ECCD activities includes:

**Creating Safe Environment for Children-** Children need to play in a safe environment for their physical and social development, which is deficient in all societies. The lack of safe playgrounds has been linked to other child protection issues for poor children. Waste disposal and environmental factors not only affect physical risks and their health, but also increase the risk of abuse due to disability and lack of supervision.

**Providing Health Care-** Health is an essential element of the ECCD, as it is central to the health of the child during this critical period of development (WHO, 2009). Most of the children who were vaccinated through care centers came in through local

health promotion hospitals or through NGOs and CBOs that visited their communities.

**ECCD Curriculum-** The ECCD curriculum is comprehensive and inclusive for the development of children. On the other hand, the needs and cultural backgrounds of children vary greatly from parent to parent and from one family situation to another. General guidelines or curriculum frameworks can support the purpose of establishing values and programs for the country and sharing them with stakeholders. Continuing the curriculum between pre-primary and post-primary education, policymakers are concerned about the lack of focus on children's transition to pre-primary education.

Rao and Pearson (2007) found that children attending primary schools in Cambodia and attending pre-school programs had better development outcomes than those attending community pre-school and home-based programs that were not systematically prepared.

Effective early childhood programs provide support to parents. Children are very sensitive to their physical and mental environment and the most effective way for children to improve their home environment is to work with parents. This is usually done through parent education programs and parent support programs. Parents provide training and education to their children. Parental support programs provide parents with information about what care children need to meet their potential (Judith, 2006).

The amount of teaching in the classroom affects the quality of the materials provided and the quality of teacher involvement. Children can use self-discovery equipment and safety devices to make themselves smarter. Buildings and freedoms should be granted. The need colorful objects that serve as play toys as much as educational tools. These items should be made of smooth, manageable materials and made in large pieces. Free access to a variety of toys, playing to talking and choosing, giving them a variety of toys in an unlimited environment enhances their freedom. Children use their imagination to have a lot of fun, imagination to learn what a person can do.

Teacher should facilitate development instead of taking initiative removed from children by observing the children at play. After studying, the teacher can adjust the space for various activities, determine the number of your time it takes to develop



activity, help children make decisions about the fabric and make the mandatory rules. The teacher can even be involved in children's activities, but it works when a teacher can share without instructions. The advantages of creative learning environment are immeasurable for the children and teachers involved. Children want to bring out new ideas, have new experiences and express themselves only (Madumere Obike and Olu, 2005).

As teachers do these things become part of a play, ideas, introduce vocabulary and make it comfortable for children. A teacher participation in plays help children to know that play is viewed by the teacher as an important activity. Teachers who understand these learning styles can plan delivery system to interact with children in ways in which adequately correspond to age and intellectual, sound, and emotional development.

### **2.3 Physical Facilities of Early Childhood Care and Development Center**

Most countries in Southeast Asia have specific requirements and conditions set for Early Childhood Care Development (ECCD) center in terms of physical facilities, resources and learning environment. These requirements and conditions have to be met registration, licensing, required for approval or recognition.

The physical environment is one element of a high quality of Early Childhood Care Development (ECCD) center system. Elements of the environment such as the amount of space, room layout, a variety of furniture equipment and available of various playing materials for the important role in children's safety, well-being, physical, social, emotional, health and cognitive development. The design of an ECCD may also have an impact on child-staff interaction, staff satisfaction and staff turnover (Beach & Friendly, 2005).

Some Southeast Asian countries have separate spaces for every preschool. For example, Malaysia is standard to own a language and communication center. In the Philippines, preschool classrooms should have centers or facilities for the following: personal tending and grooming, home and garden care, communication skills Corner, sensory - cognitive and numerical skills corner and motor and artistic development corner.

Additionally, ECCD Centers in geographical region have the following: shoe care, cabinets for bags, toilet and bathing facilities, washing area, and eating areas.

The normal furniture needed at ECCD Centers are chairs, tables, cabinets, shoe care, shelves, and beds while the outdoor facilities are swings, sliding, sand and water play and monkey bars.

There aren't details about other resources for child development and learning. Generally, most countries require non-toxic toys, books, and pictures. For more developed countries, the list of resources which can be found in an ECCD center includes TV, radio, DVD, kitchen, musical instruments, appliances, carpet, rubber mats and sporting goods. Additionally, first aid kits and medical supplies are available. ECCD centers support development and learning by having a lighting, ventilation, and green environment.

Ensuring the quality standard of learning demands a framework which can spell out the educational learning areas or content, the training and learning standards or competencies and the assessment. The quality standard setting for learning is that the curriculum and learning standards set by different countries in Southeast Asia. Countries in Southeast Asia have set standards on ECCD curriculum, learning framework and teachers, also as on the educational learning environment like those on physical structure and facilities.

The extent to which children develop in various domains and the efficiency with which learning approaches are used could be gauged through an internal and external assessment. Assessment is a process by which information about student learning, abilities and achievements are gathered and evaluated. In Southeast Asia, children in ECCD centers often undergo informal assessments using a variety of tools and methods. These informal methods include:

- a. **Checklist** - which contain a list of behaviors identifying children's skills and knowledge to note what children know and can do.
- b. **Anecdotal Records** - which briefly describe a learner's behavior at one time to know the appropriate teaching strategy.
- c. **Running Records** - which note a learner's behavior on a chain of events to obtain a more detailed insight of the child's development over a period.
- d. **Observation** - a systematic way to watch children to identify their behavior, note their performance and observe how they make decisions.

- e. **Portfolio** – a collection of children’s work samples and output such as test scores, writing work samples, videotapes, and the like to document each child’s achievement in specific areas over time.
- f. **Interview** – which engages children in discussion to listen to their answers or explanation of their behavior and work samples.

## 2.4 Qualification of Staff for Early Childhood Care and Development

Early childhood education and care services usually need skilled and qualified staff. Staff need a spread of qualification standard to provide children opportunities to perform new things, play games, ask questions, get attention and interact well with educators and other children. Like professionals in the other field, early childhood educators develop their skills through training and qualification programme.

Staff qualifications are improved by good training and therefore the right qualifications help staff to:

- provide better caring for children
- support children in learning ways to solve problems, manage feelings and get along with others
- build positive, supportive relationships with parents, their children and their family
- respond to children and families from a various range of cultures and backgrounds.

The performance and qualification of ECCD teachers is affected by working conditions, one of which is the number of hours they are required to work. But there is no agreement on setting local standards for the qualifications of ECCD staff. Although, the most important qualifications are varied among the head of ECCD center, caregiver or teacher are trained to be skillful on ECCD concepts.

ECCD teachers' compensation and dealing conditions standards are reckoning on the country's economic situation, but qualification standard of ECCD teachers is best off in developed countries. There’s no official guarantee on the qualification standard of ECCD program management in geographic region. However, some countries within the region have official ECCDs.

## **2.5 Community Participation in Early Childhood Care and Development**

Communities all over the world must provide children with their necessity and loving care. Children who don't receive such care will lose their ability to learn many essential skills for keeps as adults in their community. Community participations as defined in development thinking requires the active engagement of groups of individuals within the improvement of their physical, psychosocial, economic, and cultural well-being. Community participation is generally described by development planner and practitioners as an evolving process that needs time, human and financial resources and profound changes in attitudes and behaviors if it's to achieve success. Community participation isn't end but is quite a mean to attain a way of togetherness to local communities, uniting individuals, and families in an exceedingly joint effort to boost living standards and to urge a sustainable development (IFAD, 1999). Participation of community members and parents in early childhood care and development (ECCD) programmes is crucial for the sustenance of the centers, in step with education officials. The participation of a local community in early childhood care becomes the supportive, positive, uplifting foundation of a child's life. It helps children to learn about themselves. And, it helps community to learn how to tackle challenges, build knowledge, and thrive. Community participation of the ECCD program can improve the interactions between children, parents and community members, such as;

1. Generate a way of belonging where children feel an element of their community.
2. Create opportunities for children to learn how to influence, identify and integrate with their local community.
3. Show children how the world works and the shared values of society.
4. Help children to form their identity. Moreover, community participation in ECCD is important not only for providing expanded services and referrals where necessary, but also is an area for partnership and also the participation of parents. The participation of wider community can be divided as services and infrastructure.
5. Participation in providing services (e.g., health or social services and sport) or community members in ECCD plays an crucial role within the development of children. Community support for the early development process is considered one of the hallmarks of prime quality ECCD centers (Henderson & Mapp 2002).
6. Communities also provide infrastructures, including the support necessary facilities for care givers and children (such as build a rest room, access to clean water, sanitation, food, utensils, labour and play materials for the children in ECCDs).

## **2.6 Reviews on Previous Studies**

Khin Khin Swe (2006) studied the ECCD activities and interventions with an approach of community participation are found to be beneficial for children, parents and community members. Parents, caregivers, teachers, community, the government and the society have important roles in ensuring that the child is nurtured in ways which not only to develop children's intellectual abilities but also children personality and mental health.

San San Yee (2011) demonstrated the efficiency of community empowerment, especially the role of children, parents and community-based organizations, in achieving a smooth transition for children from home to ECCD center. As most centers as located in urban areas it follows those children in urban areas are also found to have relatively more advanced skills than children in rural areas.

Aye Aye Toe (2013) found that the essential need to establish ECCD centers, other needs to strengthen of responsiveness and organizational structure and training curriculum development. The caregivers have positive behavior change to treat their services as they can arrange their class room management and curriculum schedule without delaying by reducing work load care children. At the same times there were some weaknesses in sustainable caregivers' certificate of ECCD training course to diploma and degree.

Save the Children (2015) studied the baseline assessment for a national impact evaluation of available ECCD programs in Bhutan. This baseline study found that children in private ECCD centers have better from their parents who were not enrolled in these centers in their early learning skills in relation to their family resources. The finding showed ECCD programs need to focus on children from low-income families and uneducated parents.

# **CHAPTER III**

## **EARLY CHILDHOOD CARE AND DEVELOPMENT IN MYANMAR**

### **3.1 Background History of ECCD Program in Myanmar**

Early childhood care and development (ECCD) is a national priority of the Republic of the Union of Myanmar. Children's foundation years are crucial to make sure that people fulfill their potential and become productive citizens. In order to promote social and economic equality, government and non-governmental investments in child development are essential to enhance human capacity and national competitiveness.

The Myanmar government is committed to expanding access to quality pre-primary and kindergarten education include Early Childhood Care and Development (ECCD) as a crucial a part of ongoing social reforms and national economic development. There are some positive developments in recent years in expanding the leading ECCD services by the Ministry of Education (MOE), Ministry of Social Welfare, Relief and Resettlement (MSWRR), partner ministries, national and international non-governmental organizations (NGOs and INGOs), faith-based organizations (FBOs) and community-based organizations (CBOs).

Many children in Myanmar are like children in remote areas who are most in need of quality early childhood services, girls with special developmental needs and particularly vulnerable conditions don't yet have access to ECCD services. Many young children live in difficult situations that hinder their chances of success. The main reasons for the vulnerability of children are lack of access to education and health and social services.

The main target and strategic investment need to be made clear to provide high quality ECCD services that address the holistic development of children. It needs to significantly strengthen cost-effective ECCD interventions to address the service gap and meet the diverse needs of children and their families.

Child development experts and social policy makers are investing in ECCD services as one of the most important social and economic investments that can operate in other sectors of the country and operate in Myanmar and internationally.

Myanmar government is much more open to a collaborative approach to reaching global targets of alleviating poverty, engendering human rights and prioritizing social agendas such as education and ECCD (Pedersen, 2013). ECCD is monitored and maintained under the jurisdiction of the Department of Social Welfare (DSW), where all pre-primary or preschool settings are expected to be legally registered with. A diverse range of early childhood provision and programs are available including center-based day care, community-based, home-based and parenting education (UNESCO, 2011)

### **ECCDs in Pwint Phyu Township**

One of the Early Childhood Care and Development Project of Save the Children- Myanmar started in Pwint Phyu Township in November 2006 with the approval of Ministry of Education, Myanmar. As ECCD Project is a part of Education Programme, ECCD Project, Save the Children- Myanmar, Pwint Phyu Township coordinate with Township Education Officer to select 20 Villages to implement ECCD Centers. The main points of the village selection criteria are as follow.

1. Community from the selected village must interested in ECCD activities and they must have desire to implement for their ECCD Center themselves and participate for their ECCD activities as a long- term investment to improve their children. (Save the Children- Myanmar organization provides only technical support to implement ECCD Centers based on ECCD Center Criteria, providing ECCD Training for ECCD Caregivers and providing Management Committee Training and Bookkeeping Training for ECCD Committee Members)
2. The village must have at least 30 Children who are between 3 to 5 aged.
3. The village must have land that is enough space for ECCD Center.
4. The community from the village must have ability to implement ECCD Center that is enough space for the children with their own cost.

5. The community from the village must have experience for the funding management.

After selected 20 villages to implement 20 ECCD Centers, ECCD Centers Construction were started in March 2007 based on ECCD Center Criteria. ECCD Center must have (8) learning corners in ECCD Center, outdoor play ground area, Water supply for hygiene and toiletry. In that construction period, Save the Children-Myanmar Organization encourage and support to select Caregivers and ECCD Committee Members by their-self. The selection criteria for Caregivers are the girl/woman who is willing to perform to care children in ECCD Centers at least one year, she must have basic education level and she is willing to perform negotiated salary based on funding availability. The ratio of the Caregivers and Children must have as at least one caregiver for 15 children. The ECCD Committee Member selection criteria are the man/ woman who have experience as a committee member in another activities, who is willing to perform for the ECCD Centers as volunteer, who have time to support to ECCD Center, who can perform to get funding for the ECCD Center maintenance and Caregiver Salary. In committee members, there are at least 5 people and assigned as Leader, Cashier, Auditor and Members. After selected Caregivers and ECCD Committee Members for their respective village, Save the Children held the ECCD Teacher Training, Management Committee Training and Bookkeeping Training for Committee Members for 20 days in May 2007 and ECCD activities are starting in 20 villages in June 2007.

Save the Children- Myanmar Organization monitors 20 village regularly for the center management, funding management for ECCD Center maintenance and Caregiver Salary and development of the children who are attending at ECCD Centers in 20 Village and holding ECCD Evaluation Workshop for caregivers and ECCD Committee members once a year. Save the Children- Myanmar Organization monitor and support 20 ECCD Centers in Pwint Phyu Township for four years and faced out in 2010. After that, the activities of ECCD Centers are running in 20 villages of Pwint Phyu Township up to now based on leading of ECCD Committee Members and participation of the community. In 2019, Department of Social Warfare, Pwint Phyu Township starting to collect the ECCD Centers information and activities to provide annual funding.



### **3.2 Early Childhood Care and Development Policy**

The Myanmar ECCD Policy, approved by the government and launched on 8 July 2014, it outlines main national initiatives to support education for children from birth to eight years of age. This policy aims to improve the quality of early learning services. The focus is on addressing service gaps and enhancing quality ECCD services as quickly as possible.

National policies, plans and legislation regarding ECCD areas are relatively limited numbers. Current sector and multidisciplinary projects do not take into account the needs of children, their mothers and fathers, and the ECCD services they require. In the future, the new policy instrument should comply with this ECCD policy.

The vision statement of the ECCD policy is based on the outcome of the consultation workshop at township, regional/state and central levels; interviews with national leaders; and an extensive situation analysis regarding the status of children and families, ECCD services and international and national policies and plans. It is important to note that consensus has been reached among different ethnic groups. Children is the key points of the national vision for parents and their services.

#### **(A) Vision Statement**

All children in the Republic of the Union of Myanmar good nutrition, parents to provide protection in social skills and situations. Caregivers are appropriate access to quality and developmental care birth to 8 years of age from their families. Psychological equity and happiness to receive positive support from communities and countries. The mission statement reaffirms the commitment of the Republic of the Union of Myanmar to achieve this vision statement for the children and parents.

#### **(B) Mission Statement**

The mission will be achieved by establishing integrated ECCD services and multidisciplinary coordination at all levels in the fields of education, health, nutrition, environmental sanitation and protection. ECCD collaborations will include governmental, non-governmental, faith-based and community-based organizations, professional associations, foundations, higher education institutions, private sector groups and international development partners.

The organization will be culturally and linguistically appropriate in order to ensure equitable delivery of ECCD services. All children from birth to 8 years of age will have access to multidisciplinary or multidisciplinary ECCD services for inclusive development in perceptual, physical, social, emotional, language and cognitive areas.

To improve birth outcomes, services for prospective parents, pregnant women and their partners will include preconception, antenatal and postnatal education, health and nutrition care.

To ensure balanced child development from birth to 3 years, continuous and comprehensive services will be offered for parent education, early care and development, and health and nutrition care.

To improve child development, early childhood intervention services will be provided for children 0 to 5 years of age with developmental delays, atypical behaviors, malnutrition, disabilities or chronic illnesses.

The legal registration of child and parental rights, social and child protection services, with a focus on birth registration, safe child environments, case management, tracking and follow-up. Universal, affordable and inclusive preschool services will be offered for all 3 years and 4 years old children, including the beginning of transition activities to primary school. At 5 years of age, free, compulsory and inclusive kindergarten and subsequently, primary school services will be provided. Kindergarten and primary school will feature active learning methods and will be child-centered and developmentally appropriate.

To improve child health, nutrition and development, special attention will be given to providing improved water and good home, preschool, kindergarten and school sanitation. The national ECCD system infrastructure will be developed and quality assurance will be implemented, including annual planning and budgeting; service standards and guidelines; high-quality pre- and in-service training for professionals, paraprofessionals and volunteers; comprehensive supervisory systems; monitoring and evaluation activities to assess programme outcomes and ensure accountability; timely provision of materials, supplies, feeding and health services; and the development of plans and interventions for children affected by emergencies.

Myanmar's Early Childhood Care and Development Policy (ECCD) outlines key national initiatives for child and family development. Myanmar government is

committed to child development, education, health, nutrition and protection of young children, from conception to eight years of age. The five-year ECCD Strategic Plan will provide operational guidelines for the implementation of this policy over the next 15 to 20 years.

### **3.3 Related Institutions of Early Childhood Care and Development**

In almost various sectors, large differences are found between urban and rural populations, among regions/states, among ethnic groups and according to gender. Border areas with ethnic minorities, mass poverty and instability tend to have the lowest situations of ECCD services. These differences are hidden by averages presented for the general population.

Both the Department of Social Welfare (DSW) of the MoSWRR and the Department of Education Planning and Training (DEPT) of the MoE provide early education and preschool services. While these services are not currently supplemented and duplicated, unnecessary duplication may occur in the future without careful planning and coordination. Both types of services need to be expanded based on the strengths of each expanded sector.

Detailed information on the provision of services under the auspices of many non-governmental organizations (NGO), faith-based organizations (FBOs), community-based organizations (CBOs) professional associations and foundations is presented in the Situation Analysis on ECCD in Myanmar (UNICEF, 2012). The contributions of these organizations are fundamental to the development of children in Myanmar. Their continued role in providing ECCD services should continue to increase over time.

At the present time, DSW provides a limited number of ECCD activities, nutritional care and preschool education services in specific regions/states. The DSW works with communities and with several national and international NGOs. Currently the following coverage: DSW directly provides: Preschools with capacity for 350 children: 20 Preschools with capacity for 100 children: 46 Communities, NGOs and FBOs provide: Voluntary preschools: 6477 Voluntary preschools receiving government grants: 850 (MSWRR report 2013)

The Ministry of Education has established new pre-schools associated with some primary schools. As stated within the Situation Analysis on ECCD, “A 2012

baseline study on the proportion of 181 school-based ECCD facilities that truly meet minimum quality standards in 15 townships offers an indication of the scale of the standard quality challenges still to be faced” (UNICEF, 2012).

### **3.4 Training Resources of Early Childhood Care and Development**

Currently, no professional formal pre-service ECCD training exists and early childhood education (ECE) at the secondary or university levels. Therefore, a new system of pre-service ECCD and ECE training needs to be designed and developed. This system should use ECCD Policy guidance and ECCD/ECE curricula, training manuals, educational materials, methods, media, standards, and regulations that are yet to be developed.

Some short-term pre- and in-service training exists. It is mainly provided by the ministries, national and international non-governmental organizations, several of which have received considerable support from UNICEF, UNESCO, WHO, UNDP and other international organizations.

In-service training sometimes takes the form of informal pre-service training for some ECCD personnel. In service training for many ECCD services tends to be sporadic, occurring when training funds are available. Department of Social Welfare has tried hard to develop an in-service training system for its ECCD services. However, no systematic, regular, and continuous national and regional/state in-service training system for all types of ECCD services currently exists and one is greatly needed.

A training package on inclusive education is prepared, field tested and produced for the pre- and in-service training of teachers, head teachers, supervisors, and principals. The package includes new curricula, educational materials, and methods. Subsequently, pre-, and in-service teacher training are provided to ensure preschool, kindergarten and primary school teachers are well prepared to conduct inclusive education.

Teachers’ aides are trained, and teacher gives additional attention and support to children who require it. Supervisors for inclusive education are prepared at the university level, and which help teachers deal with challenges as they arise. Upon request, relevant support services of selected non-governmental, faith based, and

community-based organizations, professional associations and foundations can help teachers provide inclusive education. An advocacy campaign for parents and communities regarding planned and conducted at the time that educational personnel are trained to provide inclusive education.

### **3.5 Early Childhood Care and Development Committees**

#### **(1) Regional/State ECCD Committees**

A Regional/State ECCD Committee are established in each region/state. The Chair are the Minister for Social Affairs at the regional/state level. The Secretary post are designated in the Strategic Plan. Members are including the representatives of each of the ministries listed above and all relevant regional/state non-governmental, faith-based and community-based organizations, regional universities, professional associations, foundations and other ECCD service providers, as well as leading representatives of the private sector who are committed to expanding and improving regional/ state ECCD services. Regional and state institutions are nominate their candidates for membership on the Committee.

Regional/State ECCD Committees should collaborate closely with National, Regional/ State and Township Committees on the Rights of the Child to help ensure child and maternal rights are fully achieved, and that the Committees place adequate emphasis on the needs of children from birth to 8 years of age.

Regional/State ECCD Committees should hold a minimum of one meeting per quarter. They oversee the implementation of the ECCD Policy in their region/state; provide reports on quarterly and annual achievements and the needs of ECCD services in their region/state; summaries Annual Township ECCD Plans and add technical input for the preparation of Annual Regional/State ECCD Plans; conduct fundraising activities; guide budgetary provision and financial reporting; strive to improve ECCD service quality while rapidly expanding services; ensure strong vertical and horizontal coordination at the regional/state, district, township and community levels; and oversee the functioning of the ECCD MIS monitoring and evaluation activities in their region/state.

## **(2) District or Township ECCD Committee**

Each district and township usually form a District or Township ECCD Committee that will be chaired by the District or Township Administrator authorized by Regional/ State Chief Minister, with the Staff Officer from MoSWRR as Secretary, once the township level of MoSWRR is established. These Committees include members such as the District or Township Development Committee, District or Township Education Officer, the MoSWRR Officer, ECCD Focal Points, Township CRC Leaders where they are present, caregivers, and leaders of all ECCD services provided in the district or township. At a minimum, District and Township ECCD Committees usually meet monthly, and more often as needed. Agencies at townships and districts levels nominate their candidates for membership on the Committee.

District and Township ECCD Committees supervise and oversee the implementation of the ECCD Policy in their areas; provide reports on quarterly and annual achievements and needs of ECCD services in their district or township; summarize. Annual ECCD Plans from each community and add technical input for the preparation of Annual District and Township ECCD Plans; promote the full achievement of child and parental rights in collaboration with Child Rights Committees in collaboration with the Township CRC Leader; conduct local fundraising activities; guide financial reporting; supervise, improve and expand ECCD services; ensure strong vertical and horizontal coordination at the district, township and community levels; and oversee the functioning of the ECCD MIS monitoring and evaluation activities in their district or township.

## **(3) Community ECCD Committees**

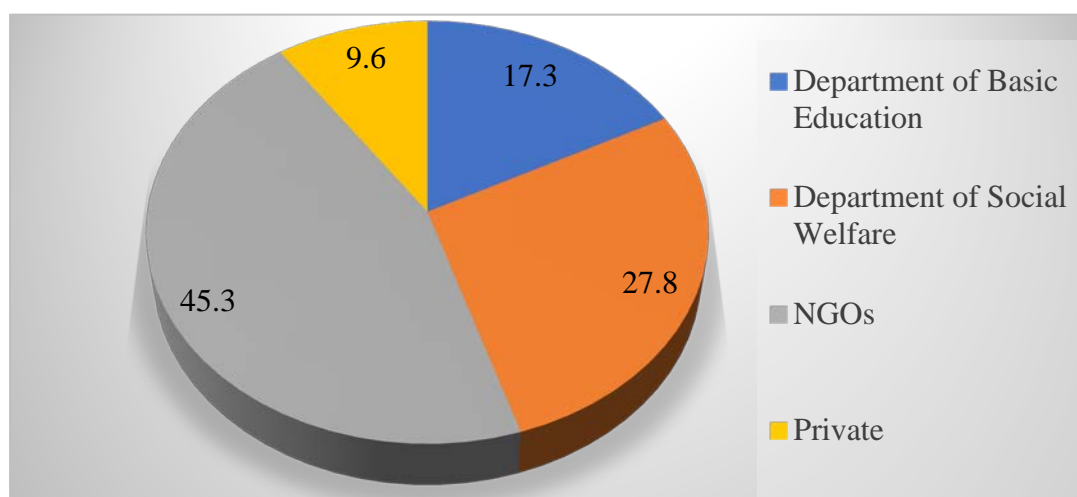
Each community is responsible for the ward / village tract administrator and chairperson. An ECCD committee shall be formed to have the principal of the nearby primary school as the secretary. The Committee will include people such as community leaders, heads of hamlets, representatives of CBOs, all local ECCD services, parents, caregivers, midwives, health care providers, principals, teachers, school health staff and others. At a minimum, they always meet monthly, and more often as needed. Agencies and groups at the community level will nominate their candidates for membership on the Committee.

Community ECCD Committees conducted community situation analyses on ECCD topics; oversee the implementation of the ECCD Policy in their community; promote universal participation in all ECCD activities; conduct regular meetings with parents and ECCD service providers; establish new ECCD services as needed; provide reports to the District and Township ECCD Committees on quarterly and annual achievements and needs of ECCD services in their community; provide to the Township an Annual Community ECCD Plan; conduct local fundraising activities; guide financial reporting; improve and expand ECCD services; share their activities with other communities, townships and districts; oversee the functioning and quality of all ECCD services, conduct ECCD MIS monitoring and evaluation activities in their community, and collect and submit data to their respective District and Township ECCD Committees.

### **3.6 Preschools Situation in Myanmar**

Pre-schools in Myanmar are run by government and non-governmental organizations. Although there are many private preschools in urban areas, it is difficult to obtain relevant information. It is also difficult to get information about schools run by non-governmental organizations. Figure (3.1) shows the percentages of children in preschool, by type of entity or organization, and some of the NGO and private sector data are missing. The figure also illustrates how public preschools are far less common than private sector and non-governmental (NGO) preschools such as Myitta Foundation, Yinthwe Foundation, Myanmar Maternal and Child Welfare Association, Kayuna Foundation, the Kachin Convention, Pyinnyar Tazaung, the Myanmar Convention, the Karen Convention, Save the Children and World Vision perform and play the major role in preschool education.

**Figure (3.1) Preschool Enrolment in Myanmar**



Source: Department of Education Research Planning and Training, Ministry of Education, Myanmar (2018)

According to data from MSWRR, MOE, Save the children and Myanmar Maternal and MMCWA on pre-primary education are used to comprehend the flow of preschool education over four consecutive years as shown in Table (3.1).

**Table (3.1) Number of Preschool Enrollment in Rural and Urban in Myanmar**

Academic Year	Rural	Urban	Total
2013-2014	48590	76221	124881
2014-2015	49283	86857	136140
2015-2016	53858	117443	171291
2016-2017	52968	147281	200249
2017-2018	58145	157430	215575
2018-2019	61210	154255	215465
2019-2020	62528	157620	220148

Source: Department of Education Research Planning and Training (2020)

The Early Childhood Care and Development Act (ECCD) was enacted in February 2014. The law is mainly applying to social workers, ECCD services for children conducted by the Department of Social Welfare (DSW) of the Ministry of Social Welfare, Relief and Resettlement (MSWRR) or other organizations, including the private sector. Although educational advances have been made, it is generally



accepted that there are challenges in ensuring the quality of education by increasing net enrollment and establishing a quality assurance system at different levels of education.

In addition, about 820 community-based pre-schools are recognized by the DSW and receive government grants. In collaboration with the Singapore International Foundation, DSW established the Resource Center for ECCD in 2011 to support the skills development of trainers and other preschoolers. As part of the Myanmar Education Consortium Project, World Vision (WV) Myanmar has been operating in Yangon, Mandalay, Magway, Ayeyarwady Regions and Mon State since 2013, a quality ECCD program was implemented to vulnerable children aged three to five years.

## CHAPTER IV

### SURVEY ANALYSIS

#### 4.1 Profile of Study Area

Pwint Phyu Township is situated Minbu District in the Magway Region of Myanmar. The township area is East to West 50 miles and South to North 20 miles. This township is 200 feet above sea level as it is in the low-lying plains. The climate of Pwint Phyu Township is tropical wet and dry season with the maximum temperature at 42° C and the minimum temperature at 13° C. The township borders with Yenangyaung Township in the East, Minbu Township in the north, Sidoktaya Township and Ngape Township in the West, Salin Township in the South.

According to the Pwint Phyu Township General Administration Department report (September, 2019), the township population is 181390, the large population 174914 (96%) are living in rural area and remaining 6476 (4%) in the urban. This township is comprised on 204 villages, 52 village tracts and 4 wards. Table (4.1) shows the number of houses, households, wards, 3village tracts, villages and population by gender of Pwint Phyu Township.

**Table (4.1) Houses, Households, Wards, Village Tracts, Villages and Population of Pwint Phyu Township**

<b>Description</b>	<b>Houses</b>	<b>Households</b>	<b>Wards</b>	<b>Village Tracts</b>	<b>Villages</b>	<b>Population</b>
Urban	1327	1517	4	-	-	6476
Rural	39377	42031	-	52	204	174914
<b>Total</b>	<b>40704</b>	<b>43548</b>	<b>4</b>	<b>52</b>	<b>204</b>	<b>181390</b>

Source: Pwint Phyu Township General Administration Department (September, 2019)

The economy of Pwint Phyu Township is primarily an agricultural economy, with a large proportion of the population involved in farming. Rice and pluses from Pwint Phyu Township are traded to Minbu Township and Magway Township. The income level is important to develop the socioeconomic conditions of the township. The monthly household income of Pwint Phyu Township has shown in Table (4.2).

**Table (4.2) Annual Per Capita Income of Pwint Phyu Township**

<b>Financial Year</b>	<b>Kyat</b>
2016-2017	1343532
2017-2018	1255768
2018-2019	1473227

Source: Pwint Phyu Township General Administration Department, (September, 2019)

#### **4.2 Survey Design**

The survey questionnaire is divided into four parts. First part is demographic factor of respondent. Second part presents the parents' perspectives on early childhood care development center. Third part is caregiver's perspectives on early childhood care development center. And the last part shows the committee members' perspectives on early childhood care development center. The survey questionnaire was designed with five points 'Likert Scale' (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly agree = 5). Collected data were tabulated, analyzed and interpreted in the well-lit of objective of the study by applying descriptive statistics.

The sample size was 200 respondents, which including different types of stakeholders. The percentage of different stakeholders in ECCD Center was shown in below table.

**Table (4.3) Sample Size of Different Stakeholders in ECCD Center**

<b>Description</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Parents	130	65.0
Teachers (Caregivers)	32	16.0
Committee Members	38	19.0
Total	200	100

Source: Survey data, 2020

Above from Table (4.3), total sample size of 200 respondents including (130 respondents or 65%) were parents, (32 respondents or 16%) were teachers (caregivers) and (38 respondents or 19%) were committee members.

Among the ECCD centers of Pwint Phyu Township, Department of Social Welfare (DSW) approved only 20 centers which were located in different 20 villages of Pwint Phyu Township. Among them, this study was chosen to collect data from 10 villages, where the largest numbers of students were attended during the study period of (2010-2019), which was shown in below table.

**Table (4.4) Number and Types of Respondents from Selected Villages**

No	Villages	Total No of Students Attended (2010-2019)	Parents	Caregivers	Community Members	Total
1	Lae Kaing Village	501	13	5	5	23
2	Yae Phyu Twin	460	13	3	5	21
3	Ma Kyee Su Village	399	13	3	5	21
4	Nyaung Pin Sauk Village	398	13	3	4	20
5	Mae Za Li Village	359	13	3	4	20
6	Sin Luu Village	343	13	3	3	19
7	Yar Thit Village	341	13	3	3	19
8	Pyi Lone Kyaw Village	324	13	3	3	19
9	Kyauk Padaunag Village	233	13	3	3	19
10	Ma De' Village	219	13	3	3	19
	<b>Total</b>	<b>3577</b>	<b>130</b>	<b>32</b>	<b>38</b>	<b>200</b>

Source: Survey data, 2020

Among the sample villages, there are 23 respondents from Lae Kaing Village, each 21 respondents from Yae Phyu Twin and Ma Kyee Su Villages, then, each 20 respondents from Nyaung Pin Sauk and Mae Za Li Villages and, each 19 respondents

from the rest of the villages. The 200 respondents (i.e., different types of stakeholders) composed by 130 parents, 32 caregivers and 38 community members in the selected villages of Pwint Phyu Township.

### 4.3 Survey Findings

The survey findings show the analysis and interpretation of the results of statistical techniques carried out to answer from the survey questionnaire. Total 200 respondents completed answers for each question.

**Table (4.5) Characteristics of Respondents**

<b>Description</b>	<b>No. of Respondents</b>	<b>Percentage</b>
<b>Gender</b>		
(a) Male	54	27.0
(b) Female	146	73.0
<b>Total</b>	<b>200</b>	<b>100</b>
<b>Age Level</b>		
(a) Less than 20 years	1	0.5
(b) Between 20 years to 30 years	53	26.5
(c) Between 30 years to 40 years	100	50.0
(d) Over 40 years	46	23.0
<b>Total</b>	<b>200</b>	<b>100</b>
<b>Marital Status</b>		
(a) Married	175	87.5
(b) Single	25	12.5
<b>Total</b>	<b>200</b>	<b>100</b>
<b>Number of Children</b>		
None	25	12.5
One Children	96	48.0
Two Children	44	22.0
Three Children and above	35	17.5
<b>Total</b>	<b>200</b>	<b>100</b>

<b>Educational Qualification</b>		
(a) Primary School	84	42.0
(b) Middle School	44	22.0
(c) High School	37	18.5
(d) Collage/University	6	3.0
(e) Graduated	29	14.5
<b>Total</b>	<b>200</b>	<b>100</b>

Source: Survey data, 2020

As can be observed from Table (4.5) demographic factor of 200 respondents have taken part in the study of Pwint Phyu Township, the major respondents (146 respondents or 73%) were female and the rest (54 respondents or 27%) were male. In the study of respondents' age level, (1 respondent or 0.5%) has less than 20 years, (53 respondents or 26.5%) have between 20 years to 30 years, (100 respondents or 50%) have between 30 years to 40 years and 46 respondents (23%) have over 40 years. Most of the respondents (175 respondents or 87.5%) were married and the rest ate the single (25 respondents or 12.5%).

Among 200 respondents, 25 respondents or 12.5% have no children, 96 respondents or 48.0% have one child, 44 respondents or 22% have two children and the rest of the 35 respondents or 17.5% have three children and above.

Regarding the educational qualification of 200 respondents, the primary school level (84 respondents or 42%), the middle school level (44 respondents or 22%), the high school level (37 respondents or 18.5%), the college/university level (6 respondents or 3%) and the graduate level (29 respondents or 14.5%) respectively.

The following table (4.5) shows the respondents' number of children who attending at Early Childhood Care Development (ECCD) centers in the study area.

**Table (4.6) Respondents' Children Number Who Attending at ECCD Center**

<b>Description</b>	<b>Parents</b>	<b>Teachers</b>	<b>Committee Members</b>	<b>Total</b>
None	0	15	10	25
One Children	88	11	22	121
Two Children	42	6	6	54
<b>Total</b>	<b>130</b>	<b>32</b>	<b>38</b>	<b>200</b>

Source: Survey data, 2020

According to the survey result, 88 parents, 11 teachers and 22 committee members said that only one child is attending at ECCD Centers. Moreover, 42 parents, 6 teachers and 6 committee members answered that two children are attending at ECCD Centers and the respondents of 15 teachers and 10 committee members have no children who are attending at ECCD centers in the study area of Pwint Phyu Township.

#### **4.3.1 Parents' Perceptions on Early Childhood Care Development Center**

This section is presented the 130 parents' opinion on Early Childhood Care Development (ECCD) center at Pwint Phyu Township, Minbu District in Magway Region. The survey questionnaire was designed with five points 'Likert Scale' (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5).

Table (4.7) presented the parents' perspective on monthly fees and fund management situation of ECCD center in the study area.

**Table (4.7) Monthly Fees and Fund Management Condition**

<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
Monthly ECCD Fees is payable for all children and parents.	5 (3.8%)	0 (0.0%)	5 (3.8%)	44 (33.8%)	76 (58.5%)	4.43
Monthly ECCD Fees is appropriate for all Children and Parents.	5 (3.8%)	0 (0.0%)	5 (3.8%)	43 (33.1%)	77 (59.2%)	4.44
Parents know ECCD Center's funding management clearly and transparently.	1 (0.8%)	1 (0.8%)	6 (4.6%)	73 (56.2%)	49 (37.7%)	4.29
ECCD Committee sharing the update funding information clearly every quarter or mid-year.	1 (0.8%)	2 (1.5%)	9 (6.9%)	66 (50.8%)	52 (40.0%)	4.28
<b>Overall Mean Value</b>						<b>4.35</b>

Source: Survey data, 2020

According to the perspective of 130 parents, the result found that (76 respondents or 58.5%) have strongly agreed and (44 respondents or 33.8%) have agreed on the question of monthly ECCD fees is payable for all children and parents. And also, (77 respondents or 59.2%) have strongly agreed and (43 respondents or 33.1%) have agreed for the question of monthly ECCD fees is appropriate for all children and parents. Most of parents answered that they have strongly agreed and agreed on the ECCD center's funding management clearly and transparently because of its mean score 4.29 was greater than 4. And, the majority of parents strongly agreed and agreed that the ECCD committee sharing the update funding information clearly every quarter or mid-year, with the mean score of 4.28.

According from Table (4.6), the overall mean value of monthly fees and fund management situation was 4.35, which presented that the majority of parents have agreed on ECCD center monthly fees is appropriate for parents and they have agreed



on ECCD committee was sharing the clearly and transparently of updated funding management information.

Then, this study continued to analyze the parents' opinion on the provision of ECCD center. Regarding from 130 parents' opinion, the majority of respondents answered the question which concerned about the providing services of the ECCD center, including provided clean drinking water and toilet for children personal hygiene and health system. In addition, center also providing the good nutrition program at the center and Rural Health Center health care for children that provided by every (3) months and (6) months. This was shown in table 4.8.

**Table (4.8) Parents' Opinion on the provision of ECCD Center**

<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
ECCD center supplies and provides the clean drinking water and toilet for children personal hygiene and health.	0 (0.0%)	0 (0.0%)	1 (0.8%)	43 (33.1%)	86 (66.2%)	4.65
All attending Children are having nutrition in ECCD Center.	0 (0.0%)	0 (0.0%)	1 (0.8%)	34 (26.2%)	95 (73.1%)	4.72
Rural Health Center provide health care for ECCD Children every (3) months and (6) months.	0 (0.0%)	0 (0.0%)	1 (0.8%)	20 (15.4%)	109 (83.8%)	4.83
<b>Overall Mean Value</b>						<b>4.73</b>

Source: Survey data, 2020

From Table (4.8), the overall mean value 4.73 mentioned that the parents' have positive range of view on ECCD center's provision services because the ECCD center supplied the clean drinking water and toilet facilities for their children personal hygiene and health. In addition, all attending children have nutrition program in the ECCD center and every (3) months and (6) months health care program from Rural Health center.

Moreover, the following Table (4.9) shows the infrastructure of ECCD centers in the study area of Pwint Phyu Township, Minbu District in Magway Region.

**Table (4.9) Parents' Opinion on Infrastructure and Supporting Facilities for Children at ECCD Center**

<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
ECCD Center has safety environment for Children.	0 (0.0%)	0 (0.0%)	1 (0.8%)	49 (37.7%)	80 (61.5%)	4.61
The space of ECCD Center is enough for all attending Children.	0 (0.0%)	0 (0.0%)	1 (0.8%)	31 (23.8%)	98 (75.4%)	4.75
ECCD Center has enough lighting for all attending Children.	0 (0.0%)	0 (0.0%)	0 (0.0%)	25 (19.2%)	105 (80.8%)	4.80
The playground space of ECCD Center is enough for all attending Children.	0 (0.0%)	0 (0.0%)	0 (0.0%)	33 (25.4%)	97 (74.6%)	4.75
ECCD Center is located where all children can go.	0 (0.0%)	0 (0.0%)	0 (0.0%)	37 (28.5%)	93 (71.5%)	4.72
The outdoor playing space is enough for all attending Children in ECCD Center.	0 (0.0%)	7 (5.4%)	7 (5.4%)	56 (43.1%)	60 (46.2%)	4.30
<b>Overall Mean Value</b>						<b>4.66</b>

Source: Survey data, 2020

According to opinion of 130 parents, (80 respondents or 61.5%) replied strongly agreed and (49 respondents or 37.7%) said that agreed to the ECCD center was safety environment for their children.

Within 130 parents, (98 respondents or 75.4%) answered strongly agreed and (31 respondents or 23.8%) agreed the room space in ECCD center have enough for all attending children. In addition, (105 respondents or 80.8%) have strongly agreed and (25 respondents or 19.2%) said that they agreed to ECCD center has enough lighting for all attending children.

Most of respondents have strongly agreed and agreed the playground space and the outdoor playing space were enough at ECCD center for their attending children, which indicated by mean value of 4.75. And also, the location of ECCD center have easily to go for the parents and the children according to the mean score of 4.72.

Therefore, the overall mean value 4.66 presented that the good infrastructure condition of ECCD center at the study area whereas safety environment for children, location has accessible for the parents and the children, the ECCD center space condition has enough for all attending children.

Moreover, the following Table (4.10) is working activities of all attending children and learning materials situation at ECCD center in the study area of Pwint Phyu Township study.

**Table (4.10) Parents’ Opinion on infrastructure and Learning Materials at ECCD Center**

<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
All Children can participate in group work/activities well and fairly.	0 (0.0%)	0 (0.0%)	0 (0.0%)	62 (47.7%)	68 (52.3%)	4.52
Learning material are enough for all attending children in ECCD Center.	0 (0.0%)	10 (7.7%)	16 (12.3%)	87 (66.9%)	17 (13.1%)	3.85
Eight Learning Corners are assigned in ECCD Center systematically.	0 (0.0%)	0 (0.0%)	1 (0.8%)	53 (40.8%)	76 (58.5%)	4.58
The outdoor playing material are enough in playground of ECCD Center for all attending Children.	0 (0.0%)	11 (8.5%)	11 (8.5%)	64 (49.2%)	44 (33.8%)	4.08
<b>Overall Mean Value</b>						<b>4.26</b>

Source: Survey data, 2020

Above from Table (4.9), (68 respondents or 52.3%) of 130 parents replied strongly agreed that their children could participated to well and fairly in group work/activities and (62 respondents or 47.7%) have agreed. As can be observed from 130 parents, (17 respondents or 13.1%) strongly agreed and (87 respondents or 66.9%) have agreed the learning material have enough for all attending children in ECCD center. Mostly respondents of 130 parents answered that strongly agreed and

agreed with eight systematic learning corners were assigned in ECCD. In addition, they have strongly agreed and agreed to the children outdoor playing material have enough in playground of ECCD center.

Among the mean score of parents' opinion on children's activities and learning materials at ECCD center, the highest mean value 4.58 indicated that the systematic eight learning corner have assigned in ECCD center and the lowest mean value 3.85 presented that the learning material have not enough for all attending children in ECCD center. Although, the overall mean value 4.26 indicated that the positive situation for parents' opinion about children's activities and leaning materials at ECCD center in the study area.

Then, table (4.11) shows the parents' perception on teachers (caregivers) at ECCD center at Pwint Phyu Township, Minbu District in Magway Region.

**Table (4.11) Parents' Perception on ECCD Teachers (Caregivers)**

<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
Caregivers care children safety.	0 (0.0%)	0 (0.0%)	0 (0.0%)	45 (34.6%)	85 (65.4%)	4.65
The Number of caregivers is enough for all attending Children.	0 (0.0%)	0 (0.0%)	0 (0.0%)	28 (21.5%)	102 (78.5%)	4.79
Caregivers are selected based on the community, parents and committee agreement transparently.	0 (0.0%)	1 (0.8%)	7 (5.4%)	53 (40.8%)	69 (53.1%)	4.46
Regular Parenting Education Meeting is holding well and Parenting Education Knowledge Books are sharing to Parents	1 (0.8%)	2 (1.5%)	26 (20.0%)	88 (67.7%)	13 (10.0%)	3.85
ECCD Caregivers and Teacher from primary school are holding coordination meeting	0 (0.0%)	0 (0.0%)	7 (5.4%)	70 (53.8%)	53 (40.8%)	4.35

for the children who have attended ECCD Center and they are ready for attending to the primary school						
Transition Initiative Program is keep going well from ECCD Center to primary school by coordinating caregivers, parents, teachers from primary school	0 (0.0%)	0 (0.0%)	1 (0.8%)	46 (35.4%)	83 (63.8%)	4.63
<b>Overall Mean Value</b>						<b>4.45</b>

Source: Survey data, 2020

In the study of total 130 parents' point of view on ECCD teachers (caregivers), (85 respondents or 65.4%) strongly agreed and (45 respondents or 34.6%) agreed the question for teachers (caregivers) have care children safety. (102 respondents or 78.5%) strongly agreed and (28 respondents or 21.5%) agreed the caregivers have sufficient for all attending children.

With respect to 130 parents (69 respondents or 53.1%) strongly agreed and (53 respondents or 40.8%) agreed that the caregivers were selected based on the agreement of the community, parents and committee. In the study of regular parenting education meeting is holding well and parenting education knowledge books are sharing to parents' question; only (13 respondents or 10%) strongly agreed and (88 respondents or 67.7%) agreed this question but a small percentage of parents have not agreed.

Most parents have strongly agreed and agreed on ECCD caregivers and primary school teacher are holding a coordination meeting for children who have attended ECCD Center and they are ready to go to primary school. The majority of parents are strongly agreed and agreed the question for Transition Initiative Program is keep going well from ECCD Center to primary school by coordinating caregivers, parents, teachers from primary school.

The overall mean value 4.45 mentioned that the parents have positive attitude on ECCD teacher (caregivers) in the study area of Pwint Phyu Township.

In addition, this study also analyzes the parents' perception on discussion with caregivers and getting information from ECCD center. This is shown in below table.

**Table (4.12) Parents' Perception on Discussion with Caregivers and Getting Information from ECCD Center**

<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
Parents have chance to discuss with Caregivers detail for their children developing	0 (0.0%)	0 (0.0%)	0 (0.0%)	50 (38.5%)	80 (61.5%)	4.46
Parents have fully right to discuss with respective caregivers for child development.	0 (0.0%)	0 (0.0%)	1 (0.8%)	72 (55.4%)	57 (43.8%)	4.63
Parents are informed update information of ECCD Center timely.	0 (0.0%)	0 (0.0%)	1 (0.8%)	69 (53.1%)	60 (46.2%)	4.64
Parents are invited timely and regularly for the meeting of Parents, Caregivers and Committee to be sustainable development of ECCD Centers.	0 (0.0%)	0 (0.0%)	3 (2.3%)	61 (46.9%)	66 (50.8%)	4.33
Parents are allowed to provide suggestion to be sustainable and develop ECCD Centers in Meeting.	0 (0.0%)	0 (0.0%)	2 (1.5%)	57 (43.8%)	71 (54.6%)	4.42
<b>Overall Mean Value</b>						<b>4.49</b>

Source: Survey data, 2020

According to survey result from table 4.12, (80 respondents or 61.5%) answered strongly agreed and (50 respondents 38.5%) agreed that they have chance to discuss detail with caregivers' for their children development. Then, (85 respondents or 65.4%) strongly agreed and (45 respondents 34.6%) agreed the caregivers have care children safety in ECCD center.

Among 130 parents, (57 respondents or 43.8%) strongly agreed and (72 respondents or 55.4%) agreed the parents have fully right to discuss with respective caregivers for child development. (60 respondents or 46.2%) strongly agreed and (69

respondents or 53.1%) agreed that the parents have got update information from ECCD center. (66 respondents or 50.8%) strongly agreed and (61 respondents or 46.9%) agreed the parents are invited to attend the meeting for sustainable development of ECCD centers. (71 respondents or 54.6%) strongly agreed and (57 respondents or 43.8%) agreed the parents are allowed to suggest in the meeting for sustainable and development of ECCD center. So that, the overall mean value 4.49 was indicated that there has positive opinion on parents' discussion with caregivers and getting information from ECCD center in study area.

In table 4.13, this study analyzed the parents' evaluation on community members' participation in ECCD centers of study area. According to 130 parents' evaluations, (35 respondents or 26.9%) strongly agreed and (84 respondents or 64.6%) agreed that Learning Material are provided by committee and community for all (8) Learning Corners in ECCD Center. In addition, (67 respondents or 51.5%) strongly agreed and (56 respondents or 43.1%) agreed with the committee and community to conduct regular cleanups at the ECCD center and the compound area. Most of the parents have agreed to involve the community in toy making competition, because of its mean score indicated by 4.15. The majority of parents have strongly agreed and agreed that ECCD committee members were selected based on the desire of community and they were trying to increase ECCD fund from external donors. Parents' evaluation on committee members' participation in ECCD center was shown in (Table 4.13)

**Table (4.13) Parents' Evaluation on Committee Members' Participation in ECCD Center**

<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
Learning Material are provided by Committee and Community for all (8) Learning Corners in ECCD Center.	0 (0.0%)	3 (2.3%)	8 (6.2%)	84 (64.6%)	35 (26.9%)	4.16
The compound area and ECCD Center is cleaned by Committee and Community regularly.	0 (0.0%)	1 (0.8%)	6 (4.6%)	56 (43.1%)	67 (51.5%)	4.45
Community participates strongly for Toy Making Competition	2 (1.5%)	4 (3.1%)	21 (16.2%)	48 (36.9%)	55 (42.3%)	4.15
ECCD Committee Members are selected based on the desire of Community.	0 (0.0%)	0 (0.0%)	10 (7.7%)	62 (47.7%)	58 (44.6%)	4.37
ECCD Committee Members are trying to increase ECCD Funding by linking with external donors.	2 (1.5%)	4 (3.1%)	16 (12.3%)	78 (60.0%)	30 (23.1%)	4.00
<b>Overall Mean Value</b>						<b>4.23</b>

Source: Survey data, 2020

From above Table (4.13), the overall mean value for parents' evaluation on committee members' participation in ECCD center indicated as 4.23, which means that there is a positive evaluations about committee members' participation in ECCD center: they provided learning material for children, cleaning around the ECCD center area, the community participated in toy making competition, the ECCD committee members choice on decision of community and they might try to increase ECCD fund from various donors.



### 4.3.2 Caregivers' Perceptions on Early Childhood Care Development Center

This section is presented the 32 teachers (caregivers) opinion on Early Childhood Care Development (ECCD) center at Pwint Phyu Township, Minbu District in Magway Region. The survey questionnaire was designed with five points 'Likert Scale' (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5).

According to result of 32 teachers' (caregivers') perceptions, all respondents received a monthly salary from the ECCD committee. They have agreed that the ECCD center committee provided toys and stationery for all Children from ECCD Center. And also, the ECCD caregivers involved a regular meeting with the ECCD committee members and parents for development of ECCD center. That was presented in below table (4.14).

**Table (4.14) Caregivers' Perception on Early Childhood Care Development Center**

<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
ECCD Caregivers received the Monthly Salary from the ECCD Committee in a timely manner.	0 (0.0%)	0 (0.0%)	0 (0.0%)	14 (43.8%)	18 (56.3%)	4.56
Toys and Stationery are provided by the ECCD Committee to be enough for all Children from ECCD Center.	0 (0.0%)	0 (0.0%)	0 (0.0%)	22 (68.8%)	10 (31.3%)	4.31
Caregivers can attend ECCD Workshop and ECCD Training fairly as routine system.	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (18.8%)	26 (81.3%)	4.81
ECCD Committee Members and Parents attention to discuss to increase Caregivers' Salary based on the increasing amount of the ECCD's Fund.	0 (0.0%)	0 (0.0%)	0 (0.0%)	13 (40.6%)	19 (59.4%)	4.59
<b>Overall Mean Value</b>						<b>4.57</b>

Source: Survey data, 2020

In table (4.14), the overall mean value 4.57 was showed that the caregivers have positive opinion on provision of ECCD center in Pwint Phyu Township, which included monthly salary, toys and stationery for children, have opportunity to attend workshop and training, and, committee members and parents have an attention to discuss to increase caregivers' salary based on the increasing amount of the ECCD's Fund.

Moreover, table 4.15 discussed about the caregivers' evaluation on parents and community members' participation in ECCD centers.

**Table (4.15) Caregivers' Evaluation on Parents and Community Members' Participation in ECCD**

<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
ECCD Committee Members maintain the ECCD Center, Well Tube, Toilet in a timely manner if it is need.	0 (0.0%) )	0 (0.0%) )	0 (0.0%) )	14 (43.9%) )	18 (56.3%) )	4.56
ECCD Committee Members, Caregivers and Parents actively participate and discuss detail about ECCD Centers in meeting.	0 (0.0%) )	0 (0.0%) )	0 (0.0%) )	6 (18.8%) )	26 (81.3%) )	4.81
Parents come and participate well when they are invited to ECCD Center to discuss Child Development Record.	0 (0.0%) )	0 (0.0%) )	0 (0.0%) )	12 (37.5%) )	20 (62.5%) )	4.63
<b>Overall Mean Value</b>						<b>4.67</b>

Source: Survey data, 2020

According to table (4.15), most of respondents said that ECCD committee members participated to maintain well tube, toiled in the ECCD center, with the mean score of 4.56. Then, 32 caregivers agreed that ECCD committee members, caregivers and parents were actively participated and discussed detail about ECCD Centers in meeting, which indicated by mean score of 4.81. Finally, the overall mean score of

4.67 interpreted that committee members and parents were participated in most of the important activities of ECCD center in their community.

### 4.3.3 Committee Members' Perceptions on Early Childhood Care Development Center

The following section is 38 committee members' opinion on Early Childhood Care Development (ECCD) center at Pwint Phyu Township, Minbu District in Magway Region. The survey questionnaire was designed with five points 'Likert Scale' (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5).

The following Table (4.16) was committee members' perceptions on parents' participation in Early Childhood Care Development (ECCD) center at Pwint Phyu Township.

**Table (4.16) Committee Members' Evaluation on Parents Participation in ECCD Center**

<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
Parents provide monthly ECCD fund for their children.	4 (10.4%)	0 (0.0%)	2 (5.3%)	14 (36.8%)	15 (39.5%)	4.03
Parents participate in monthly meeting and meeting that is need for the urgent case for the ECCD Centers.	0 (0.0%)	0 (0.0%)	0 (0.0%)	24 (63.2%)	14 (36.8%)	4.37
<b>Overall Mean Value</b>						<b>4.20</b>

Source: Survey data, 2020

Regarding from 38 committee members, (15 respondents or 47.4%) strongly agreed and (14 respondents or 36.8%) agreed that children monthly ECCD center fees from their parents. In addition, (14 respondents or 36.8%) strongly agreed and (24 respondents or 63.2%) agreed the parents participate in ECCD center monthly

meeting for the development and various situation in ECCD center. So that, the overall mean value of parents' participation in ECCD center was 4.20.

Moreover, table (4.17) was analyzed from 38 committee members for the community participation in ECCD center at Pwint Phyu Township.

**Table (4.17) Committee Members' Evaluation on Community Participation in ECCD Center**

<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
Community provides to increase ECCD fund.	4 (10.5%)	0 (0.0%)	0 (0.0%)	14 (36.8%)	20 (52.7%)	4.21
Community participate and provide with their man power, financial and material to maintain ECCD Center.	5 (13.3%)	1 (2.6%)	7 (18.4%)	14 (36.8%)	11 (28.9%)	3.66
Village Leader support to ECCD Committee strongly to improve ECCD activities.	0 (0.0%)	0 (0.0%)	5 (13.2%)	14 (36.8%)	19 (50.0%)	4.37
<b>Overall Mean Value</b>						<b>4.08</b>

Source: Survey data, 2020

According to result of 38 committee members' evaluation, most of respondents answered that the community participation and providing with their human resource (labour), financial and material to maintain ECCD center, which was proved by its mean score of 3.66. In addition, the community and village leader are supporting to ECCD committee for improvement of ECCD activities and ECCD fund, because of the mean score of this activity was 4.21 and 4.37. Therefore, the overall mean value 4.08 indicated that there was a positive point of view on community participation in ECCD center at the study area.

Then, table (4.18) presented about the participation activities of ECCD committee members in study area.

**Table (4.18) Participation Activities of ECCD Committee Members**

<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
ECCD Committee Members discuss planning to improve ECCD Center transparently.	0 (0.0%)	0 (0.0%)	5 (13.2%)	16 (42.1%)	17 (44.7%)	4.31
ECCD Committee Members handing over the tasks and responsibilities to new ECCD Committee Members well when they retire from the Committee.	1 (2.6%)	0 (0.0%)	9 (23.7%)	18 (47.4%)	10 (26.3%)	3.95
Committee Members are assigned as Chairman, Accountant, Auditor and members systematically.	0 (0.0%)	0 (0.0%)	7 (18.4%)	19 (50.0%)	12 (31.6%)	4.07
ECCD Committee Members and Primary School Committee Member are coordinating well.	0 (0.0%)	5 (13.2%)	8 (23.9%)	14 (36.8%)	11 (26.1%)	3.81
<b>Overall Mean Value</b>						<b>4.04</b>

Source: Survey data, 2020

As can be observed from 38 committee members, in table (4.18), the majority of respondents answered that they have discussed within the committee to improve of ECCD center and they have assigned various position of ECCD center, such as Chairman, Members, Auditor and Accountant with transparently and systematically.

If the committee member retires from the ECCD center committee, the retire person will be handling the duties and responsibilities to new committee member. Moreover, most of respondents agreed that they have good coordination with the primary school committee members.

Accordingly, the overall mean value 4.04 presented that it was a good status of participating by the ECCD committee members in the ECCD center and they also have good inter-relationship with the community in the study area of Pwint Phyu Township, Minbu District, Magway Region.

#### 4.3.4 Evaluation of Stakeholders' Participation in ECCD Centers of Study Area

This section analyzed the stakeholders' participation in ECCD centers in Pwint Phyu Township. The following table (4.18) stated the various stakeholder participation in ECCD centers.

**Table (4.19) Evaluation of Stakeholders' Participation in ECCD Centers**

Sr. No	Description	Mean
1	Parents' Evaluation on Committee Members' Participation in ECCD Center	4.23
2	Caregivers' Evaluation on Parents and Community Members' Participation in ECCD	4.67
3	Committee Members' Evaluation on Parents Participation in ECCD Center	4.20
4	Committee Members' Evaluation on Community Participation in ECCD Center	4.08
5	Participation Activities of ECCD Committee Members	4.04

Source: Survey data, 2020

The table (4.19) examined the stakeholders' participation in activities of ECCD centers. All of the mean scores are greater than 4-point Likert scale. Therefore, those mean scores of various stakeholders' evaluation proved that parents, committee members and community were actively participated in various activities of ECCD centers in Pwint Phyu Township.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Findings**

Regarding from 130 parents' opinion on the provision of ECCD Center, the majority of respondents answered the question which concerned about the providing services of the ECCD center, including provided clean drinking water and toilet for children personal hygiene and health system. In addition, center also providing the good nutrition program at the center and Rural Health Center health care for children that provided by every (3) months and (6) months.

According to opinion of 130 parents on infrastructure and supporting facilities for children at ECCD Center, the overall mean value 4.66 presented that the good infrastructure condition of ECCD center at the study area whereas safety environment for children, location has accessible for the parents and the children, the ECCD center space condition has enough for all attending children.

Mostly respondents of 130 parents answered that strongly agreed and agreed with eight systematic learning corners were assigned in ECCD. Moreover, the highest mean value 4.58 showed that the systematic eight learning corner have assigned in ECCD center and the lowest mean value 3.85 presented that the learning material have not enough for all attending children in ECCD center. Although, the overall mean value 4.26 indicated that the positive situation for childrens' activities and leaning materials at ECCD center in the study area.

In the study of total 130 parents' point of view on ECCD teachers (caregivers), most parents have strongly agreed and agreed on ECCD caregivers and primary school teacher are holding a coordination meeting for children who have attended ECCD Center and they are ready to go to primary school. The majority of parents are strongly agreed and agreed the question for Transition Initiative Program is keep going well from ECCD Center to primary school by coordinating caregivers, parents, teachers from primary school.

In the study of parents explore on ECCD center committee members overall mean value 4.23 shows a positive on learning material for children provided by committee and community, the committee is cleaning in ECCD center area, the community participated in toy making competition, the ECCD committee members

choice on decision of community and they will try to increase ECCD fund from various donors. The caregivers have positive opinion on ECCD center in Pwint Phyu Township include monthly salary, the committee members and the parents.

The overall mean value 4.57 was showed that the caregivers have positive opinion on provision of ECCD center in Pwint Phyu Township, which included monthly salary, toys and stationery for children, have opportunity to attend workshop and training, and, committee members and parents have an attention to discuss to increase caregivers' salary based on the increasing amount of the ECCD's Fund.

Mostly respondents said that the community participate and provide with their human resource (labor), financial and material to maintain ECCD center. Moreover, the community and village leader are supporting to ECCD committee for improvement of ECCD activities and ECCD fund. The majority of respondents answered that they have discussed within the committee to improve of ECCD center and they have assigned with transparent and systematic as various position of ECCD center whereas Chairman, Members, Auditor and Accountant.

The committee member retires from the ECCD center committee, the retire committee member is handing the duties and responsibilities of the activities and funding of ECCD center to new committee member. Most of respondents agreed that they have good coordination with the primary school committee members.

## **5.2 Suggestions**

Finding from the study, the community should more actively participate to improve and facilitate other ECCD services for children. The ECCD committee members should inform to current policies and working condition with local authorities. Moreover, community should support teachers to attend ECCD related teacher-training programs and they should gain accreditation by working with INGOs, donors and educational institutions.

In addition, it needs to cooperate with parents, other employers, local authorities and relevant ministries to develop access to ECCD care providers where available, and many migrant workers are working together to open early childhood centers and daycare centers near workplaces that employ them. This can be facilitated



by setting up an employer association that brings together knowledge and resources to increase access to care.

More actively to promote and expand local health promotion services to communities, such as free vaccinations and basic healthcare by strengthening partnerships with schools, NGOs and CBOs. ECCD should be considered a high priority, with investments across Ministry of Education, Ministry of Social Welfare and Ministry of Health aligned. Continuous ECCD pre-service and in-service trainings should be provided to produce qualified ECCD teachers in both public and private sector services.

Parenting education should be expanded among parents and caregivers to increase awareness and knowledge on the fundamental needs of child development. A functional administrative data collection system, including monitoring and evaluation framework, should be developed to monitor the quality of ECCD services provided by different service providers MOE, NGOs, and private organizations. Expand existing programs, such as school-based, community-based and home-based ECCD, in line with the focus of National Education Strategic Plan (NESP) and national policy on ECCD.

Therefore, ECCD program is playing a fundamental role in helping Myanmar's children to be healthy, well-nourished, well-developed and capable of achieving well in school and in life. In short, ECCD is the foundation of human development, and of contributions to family, community and economic productivity. The existing ECCD programs in Myanmar will benefit the country as well as the children. So, this existing program should be expanded and should be further improved services in the country because the ECCD service organization is very important for Myanmar's children.

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## APPENDIX

### APPENDIX ONE: QUESTIONNAIRE SURVEY

#### SECTION A: GENERAL INFORMATION

Please put a tick mark on the correct answer bracket to the following questions.

**1. Gender**

(a) Male ( )

(b) Female ( )

**2. Age**

(a) Under 20 years ( )

(b) 21-30 years ( )

(c) 31-40 years ( )

(d)  $\geq 41$  years ( )

**3. Marital status**

(a) Single ( )

(b) Married ( )

**4. Total Number of Children**

(a) One Child ( )

(b) Two Children ( )

(c) Three Children and above ( )

**5. Total Number of Child who attending in ECCD Center**

(a) One Child ( )

(b) Two Children ( )

**6. Level of Education**

(a) Primary School Student ( )

(b) Secondary School Student ( )

(c) High School Student ( )

(d) University Students ( )

(e) Graduate ( )

**7. Relation with ECCD Centers**

(a) Parents ( )

(b) Caregivers ( )

(c) ECCD Committee Member ( )

## The factors those can be observed for the Stakeholders' Perception and Community Participation for ECCD Programme

Please choose from the verbal indicators the answer which you think and feel is right. There is no right or wrong answer. Please check (√) the number of your chosen answer.

(1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

### Section (A), Parents

<b>1. Monthly Fees and Fund Management Condition</b>						
No	Description	1	2	3	4	5
1	Monthly ECCD Fees is payable for all Children and Parents.					
2	Monthly ECCD Fees is appropriate for all Children and Parents.					
3	Parents know ECCD Center's Funding Management clearly and transparently.					
4	ECCD Committee sharing the update funding information clearly every quarter or mid-year.					
<b>2. Provisions of ECCD Centers</b>						
5	ECCD Centers supplies and provides the clean drinking water and toilet for children personal hygiene and health.					
6	All attending Children are having nutrition in ECCD Center.					
7	Rural Health Center provide health care for ECCD Children every (3) months and (6) months.					
<b>3. Infrastructure and Supporting Facilities for Children</b>						
8	ECCD Center has safety environment for Children.					
9	The space of ECCD Center is enough for all attending Children.					
10	ECCD Center has enough lighting for all attending Children.					
11	The play ground space of the ECCD Center is enough for all attending Children.					
12	ECCD Center is located where all children can go.					
13	The outdoor playing space is enough for all attending Children in ECCD Center.					

<b>4. ECCD Center's Supporting for Children Activities and Learning Materials</b>					
14	All Children can participate in group work/activities well and fairly.				
15	Learning material are enough for all attending children in ECCD Center.				
16	Eight Learning Corners are assigned in ECCD Center systematically.				
17	The outdoor playing material are enough in play ground of ECCD Center for all attending Children.				
<b>5. Parents' Perception on ECCD Teachers (Caregivers)</b>					
18	Caregivers care children safety.				
19	The Caregivers population is enough for all attending Children.				
20	Caregivers are selected based on the community, parents and committee agreement transparently.				
21	Regular Parenting Education Meeting is holding well and Parenting Education Knowledge Books are sharing to Parents				
22	ECCD Caregivers and Teacher from primary school are holding coordination meeting for the children who have attended ECCD Center and they are ready for attending to the primary school				
23	Transition Initiative Program is keep going well from ECCD Center to primary school by coordinating caregivers, parents, teachers from primary school				
<b>6. Discussion with Caregivers and Getting Information</b>					
24	Parents have chance to discuss with Caregivers detail for their children developing				
25	Parents have fully right to discuss with respective caregivers for child development.				
26	Parents are informed update information of ECCD Center timely.				
27	Parents are invited timely and regularly for the meeting of Parents, Caregivers and Committee to be sustainable development of ECCD Centers.				
28	Parents are allowed to provide suggestion to be sustainable and develop ECCD Centers in Meeting.				



**7. Committee Members' Participation in ECCD Center from parent point of view**

29	Learning Material are provided by Committee and Community for all (8) Learning Corners in ECCD Center.					
30	The compound area and ECCD Center is cleaned by Committee and Community regularly.					
31	Community also participates strongly for Toy Making Competition					
32	ECCD Committee Members are selected based on the desire of Community.					
33	ECCD Committee Members are trying to increase ECCD Funding by linking with external donors.					

**Section (B) Teacher (Caregivers)**

**1. Caregivers' Perception on Early Childhood Care Development Center**

No	Description	1	2	3	4	5
1	ECCD Caregivers received the Monthly Salary from the ECCD Committee in a timely manner.					
2	Toys and Stationary are provided by the ECCD Committee to be enough for all Children from ECCD Center.					
3	Caregivers can attend ECCD Workshop and ECCD Training fairly as routine system.					
4	ECCD Committee Members and Parents attention to discuss to increase Caregivers' Salary based on the increasing amount of the ECCD's Fund.					

**2. Parents and Community Members' Participation in ECCD**

5	ECCD Committee Members maintain the ECCD Center, Well Tube, Toilet in a timely manner if it is need.					
6	ECCD Committee Members, Caregivers and Parents actively participate and discuss detail about ECCD Centers in meeting.					
7	Parents come and participate well when they are invited to ECCD Center to discuss Child Development Record.					

**Section (C) ECCD Committee Members**

<b>1. Parents' Participation in ECCD Center from Committee Members' Point of View</b>						
<b>No</b>	<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Parents provide monthly ECCD fund for their children.					
2	Parents participate in monthly meeting and meeting that is need for the urgent case for the ECCD Centers.					
<b>2. Community Participation in ECCD Center from Committee Members' Point of View</b>						
3	Community provides to increase ECCD fund.					
4	Community participate and provide with their man power, financial and material to maintain ECCD Center.					
5	Village Leader support to ECCD Committee strongly to improve ECCD activities.					
<b>3. Participation Activities of ECCD Committee Members</b>						
6	ECCD Committee Members discuss planning to improve ECCD Center transparently.					
7	ECCD Committee Members handing over the tasks and responsibilities to new ECCD Committee Members well when they retire from the Committee.					
8	Committee Members are assigned as Chairman, Accountant, Auditor and members systematically.					
9	ECCD Committee Members and Primary School Committee Member are coordinating well.					