

Invest in Young Children!

A national conference on
Mother tongue based multilingual
early education and development

13-14 January 2016
Gopalpur on Sea, Odisha





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Abbreviations

AWC – Anganwadi Centre

AWW – Anganwadi Worker

BvLF – Bernard van Leer Foundation

CBCD – Community Based Child Development

CDPO – Child Development Project Officer

CECED – Centre for Early Childhood Education and Development

CSR – Corporate Social Responsibility

DISHA – Development Institute for Scientific Research, Health and Agriculture

DSWO – District Social Welfare Officer

ECCE – Early Childhood Care and Education

GoO – Government of Odisha

IAS – Indian Administrative Services

ICDS – Integrated Child Development Centre

ICT – Information, Communication and Technology

KISS – Kalinga Institute of Social Sciences

MTMECE – Mother Tongue based Multilingual Early Childhood Education and Care

MWCD – Ministry of Women and Child Development

NACDIP – National Advocacy Council for Development of Indigenous People

NIPCCD – National Institute of Public Cooperation and Child Development

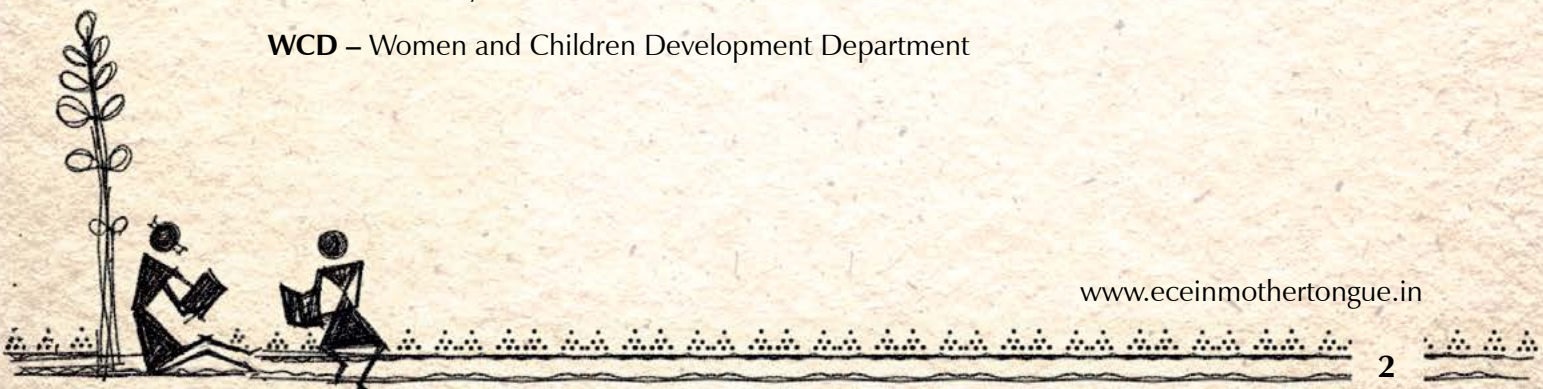
PPP – Public Private Partnership

PREM – People Rural Education Movement

SPREAD – Society for Promoting Rural Education and Development

VASA – Voluntary Association for Social Action

WCD – Women and Children Development Department



Foreword

Invest in Young Children- the national conference on mother tongue based multilingual early childhood development care and education was held on 13-14 January, 2016 in Gopalpur in Odisha, India.

The conference helped deepen the understanding on various scaling up strategies for the implementation of mother tongue based multilingual early childhood education especially in tribal areas.

In the last few years, we have learnt and moved away from the old thinking that learning begins at school to learning begins at birth; health or education to health and education; care vs education to care and education; child focus vs parent focus to two generational approach; transition from preschool to school and prenatal till 8 years of age. The area of early childhood education and care has moved away from being restricted to only the experts to parents, communities, business leaders and other development practitioners.

Nearly 1.3 million tribal children in Odisha are at risk of not being able to utilize their full potential not only because of poverty but due to the huge language barrier faced by them during the most crucial years of their lives in their anganwadi centres which has resulted in low retention in primary schools and literacy rates. During the Foundation's work in the last 6 years in Odisha focused on mother tongue based early childhood care and development, we have realized that having appropriate curriculum or pedagogy is not the only solution. It is an entire package of services with a focus on trained anganwadi workers, an active and engaged community, parents and adequate infrastructure that are critical in providing the children a proper learning environment. We also acknowledge that we cannot just create islands of excellence but need to scale it up to reach to the millions of children.

This conference was a step towards scaling up the various initiatives that our partners and the government are involved in. Government's Women and Child Development department's Integrated Child Development Scheme (ICDS) is the appropriate vehicle to provide quality mother tongue based early childhood care and education.

Having the notification in place, the government of Odisha has taken positive steps such as development of NUA ARUNIMA (activity book) and recruitment of local language specific tribal anganwadi workers. During the one and half days of the conference, the participants delved into the government of Odisha's early learning programme, experiences from NGOs in Odisha and outside, role of corporate social responsibility and discussed the road map for implementing mother tongue based early childhood care and education programme with a strong focus on support for parents.

We are very grateful to Mrs Usha Devi Honourable Minister of Women and Child Development (WCD), Government of Odisha for her time and support; Mr Vishal Kumar Dev, Commissioner cum Secretary for his active participation, support and assurance to scaling up. We are very thankful to Mr Ravindra Pratap Singh, Director Social Welfare for all his support and guidance.

We would like to thank all the speakers and participants especially Dr Paulo Vicente Bonilha and Mr Rubens Bias Pinto from the Ministry of Health, Government of Brazil; Madhu Kannan, Dr Jacob Thundyil, Sudhir Digal, Abul Kalam Azad, Bidyut Mohanty, R K Mishra, Priyadarshini Mohanty, Amber Alam, Dr Anubha Rajesh and Dr Sunita Singh for their support. A special thank you to the conference organizing team - Preeti Prada, Sradhanjali Sahoo, Monalisa Kar, Jyotirmayee Samal, Anwikshika Das, Siva Prasad Patra and Debashree Palo. The conference would not have been successful without the active participants of the District Social Welfare Officers and the Child Development Programme Officers.

On behalf of the Bernard van Leer Foundation, we would like to thank you all for being part of this conference.

Please visit www.eceinmothertongue.in for conference presentations, photographs and media coverage.

Sincerely,

Dharitri Patnaik

Senior Country Representative
Bernard van Leer Foundation
www.bernardvanleer.org



Summary

The two day national conference “Invest in young Children” on mother tongue based early childhood education was organized by Bernard Van Leer Foundation on 13-14 January, 2016 with its partners in Odisha VASA, PREM, DISHA, KISS, SPREAD, CECED, ICF international and was supported by the Women and Child Development department, Government of Odisha. The conference got together 150 participants from different places comprising of Government officials experts, academicians, researchers, practitioners, policy makers and grass root activists representing international, national and community based organizations. The conference aimed at deepening the understanding and developing scaling up strategies for the implementation of mother tongue based multilingual early childhood education (MTMECE) in tribal areas. The specific objectives of the conference were to understand the factors affecting parenting, to understand the process of creating trained and skilled human resources for delivering MTMECE at the grass root and to develop the pedagogy and resources needed for scaling up MTMECE along with the role of government and private sectors in scaling up.

Over the two days conference, the participants discussed and shared key issues pertaining to mother tongue based multilingual early childhood education and come up with recommendations and learning. The sessions addressed key issues on languages, pedagogy, policies and strategies and the challenges that lie ahead. Following are the highlights of the discussion.

Session 1: Government of Odisha’s Initiatives in Mother tongue based Multi lingual Early Childhood Education and Development

Integrated Child Development Services (ICDS) in India is the world’s largest integrated early childhood programme with Odisha having around 71,000 sanctioned centres providing services throughout the state. A package of six integrated services is provided in a comprehensive manner to meet the multidimensional and interrelated needs of the children. The Anganwadi Centre forms the focal point for the delivery of these services. Government of Odisha is one of the first and few states in India

to take the lead in initiating focused interventions for young tribal children through mother tongue based early child care and education.

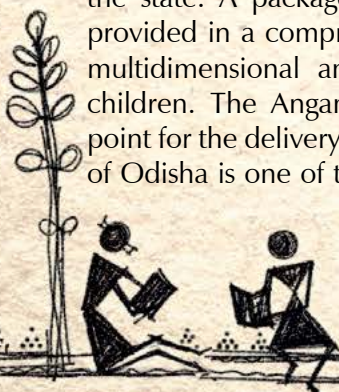
Pre-school education is a crucial component of the package of services envisaged under the ICDS Scheme. It aims at universalization and qualitative improvement of primary education, by providing the child with the necessary preparation for primary school, especially in remote and socio-economically backward areas. It brings young children together at the Anganwadi Centre, where different activities relating to physical, cognitive, social, emotional, creative development of children are facilitated by the Anganwadi Worker. All children aged 3-6 years come under the ambit of pre-school education. Primers on Early Childhood Education (ECE) “New Arunima” was launched by the Government of Odisha in ten tribal languages on July 2014. Nua Arunima is a pre-school activity based teaching learning package that provides a framework for an age appropriate curriculum that promotes play based, experimental and child friendly school readiness.

With this background the session focussed on strengthening and deepening understanding on mother tongue based multilingual early education and development (MTMECE) and discuss the bottlenecks in terms of developing materials on early childhood education in the mother tongue and building capacities of the stakeholders.

Session 2: Experiences of Mother Tongue based Multilingual Early Childhood Education and Development

Mother tongue based interactions enable children in early years to understand concepts, acquire language learning skills and narrate own experiences in a smooth manner. Alien languages create a lot of learning disadvantages for children who come from multilingual context. Mother tongue based early learning in Anganwadis creates better school readiness, confidence and interest in children. There are various successful experiments carried out in different states of Odisha, Jharkhand and many more tribal dominated states.

This session aimed to highlight and bring forth the various initiatives and experiences of different organisations in developing the pedagogy,



curriculum and implementation of MTMECE programmes in Odisha, other states as well as other countries.

Session 3: Mother tongue based Multi lingual Early Childhood Education and Development

Odisha is a multilingual and multi-cultural state. The state is home to 62 different tribal communities and more than 100 caste and sub-caste sections having their own traditions, culture and languages. There are 22 languages and a variety of dialects within the communities which form a multi-ethnic, multicultural and multilingual situation where as the state's school curriculum is designed in Odia. Consequently the pedagogy itself creates a learning barrier and a major impediment in the overall growth of a child. Although tribal communities live in isolation they have well developed language, rich tradition and practices. They have been living in harmony with the nature which proves the efficiency of their traditions, culture and indigenous practices. However the existing pedagogy does not reflect the same or not designed in keeping the above mentioned things at the core. Therefore it is observed that the tribal children feel alienated and uncomfortable when they are exposed to primary school.

This session explored the importance of mother tongue based multilingual early child hood education and development and highlighted the need for a scientifically designed mother tongue based multi-lingual pedagogy, teaching learning materials and training module for teachers specifically on multilingual classroom transaction and management.

Session 4: Monitoring, Evaluation and Financing Early Childhood Education & Development with a focus on MTECE

Standards and process need to be in place so that the government can monitor and assess whether early childhood education services are effectively ensuring all children under six have the opportunity to begin their education in their mother tongue. One needs to take into cognizance, the impact of MT based ECE's approach on the learning outcomes of children in both preschool and primary school which can be evaluated and strengthened on an ongoing basis.

The session focused on the scope of monitoring and evaluation, budgetary commitments and expenditures towards preschool education, community presence and participation during program implementation that can strengthen the process. Participatory Process Monitoring is a crucial component of project management, which helps in improving the efficiency and effectiveness of project interventions. The session also explored how monitoring and evaluation process needs to be standardized and put in place in all ICDS centres.

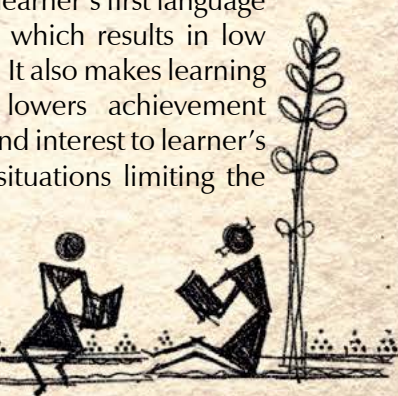
Session 5: Public Private Partnership (PPP) and role of CSR in scaling up

PPPs present a framework that, while engaging the private sector, acknowledge and structure the role for government in ensuring that social obligations are met and successful sector reforms and public investments achieved. PPP is one tool available to decision makers in reforming infrastructure or service delivery. It is most effective when it is implemented with reform activities to reinforce sustainable improvement. A successful PPP is designed with careful attention to the context. In the changing development scenario, the role of corporate social responsibility is increasing gradually and it is pertinent that policy makers and private sector partners see this as an opportunity and find a common ground to derive the maximum benefit. Investment on social development needs to be made strategic.

UN sustainable development goal, 2015 section 4.2 says: "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education". Does corporate sector have a role to play? In light of the above, the session focused on discussing the various strategies, challenges, opportunities, case studies from the field and policies related to PPP and strategic investment of CSR funds in scaling up ECE services.

Session 6: Road map to MTMECE

Language barrier exists when learner's first language is not used in the classroom which results in low intake and high dropout rates. It also makes learning content difficult and thus lowers achievement levels. It also lacks relevance and interest to learner's real world experiences and situations limiting the



learner's ability in developing their second and third languages as the first language is not well developed in the classroom. The MTMECE programme has been quite successful and the outcomes have been highly promising. It has increased access and equity to centres, improved learning and there has been successful transition to primary. The drop-out rates have reduced and there is an increased parental engagement, communication and interaction. At the current stage it becomes important to develop a road map with a focused strategy for scaling up and effective implementation.

This session aimed to prepare a strategic road map for the implementation of the mother tongue based multilingual early child care and education. For the discussions, the participants were divided into three groups one each of CDPOs and DSWOs and the third group comprising of academicians, civil society organisations and corporates. Each group had to identify the challenges, suggest new ideas and innovations and key areas of improvement.



Introduction

As per the Census 2001 figures there are a total of 122 languages and 234 mother tongues. However, the number of languages in reality is much higher as the Census does not report languages spoken by less than 10000 people. This is evident from the fact that, in 1961 around 1652 mother tongues were reported in the Census but only 193 languages were classified. The Census 2001 pointed out that 30 languages in the country are spoken by more than a million native speakers and 122 by more than 10000. Despite the diversity, India has been running education systems that encompass needs of many of the regions and languages.

According to the Census of India, 2001, the tribal population in India was 74.6 million. The Scheduled Caste and Schedule Tribe child population as per Census 2001 was 5.36 million. The literacy rates are 37% only compared to 65% for the country and the primary school drop-out rates are very high (Census 2001). Of the 8 million tribal people in the state, 1.4 million are children between 0-6 years of age. Among this population, literacy rates are 37% compared to 63% for the state (65% for the country) and primary school drop-out rates are 20 percentage points higher than the state average (24 points for tribal girls). This educational disadvantage starts before children get to first grade. Although 77% of tribal children attend a centre run by the government's Integrated Child Development Services (ICDS), there is still a shortfall of centres to meet minimum requirements for the 14 districts with

40% or more tribal population and many centres do not have their own buildings or infrastructure.

The Ministry of Women and Child Development (MWCD) has developed a National Early Childhood Care and Education (ECCE) policy for children below 6 years in 2012. The National Early Childhood Care and Education (ECCE) Policy reaffirms the commitment of the Government of India to provide integrated services for holistic development of all children, along the continuum, from the prenatal period to six years of age. The policy lays down the way forward for a comprehensive approach towards ensuring a sound foundation, with focus on early learning, for every Indian child.

The Draft policy Page 8, 5.2.4 mentions the mother tongue or home language of the child will be the primary language of interaction in the ECCE programmes. However, given the young child's ability at this age to learn many languages, exposure to the national/ regional language and English in oral form as required, will also be explored. Page 8, 5.2.5 mentions The Government will endeavour to provide child friendly and developmentally appropriate play and learning materials.

Despite the policies, provisions and programmes, a high proportion of tribal children of Odisha are not getting quality education. Several reports and studies highlight the challenges in achieving this goal.



The challenges are:

- Lack of strong and secure relationship between parents and child.
- Less number of centres, poor infrastructure and unskilled staff
- Lack of understating on the ecological conditions needed to implement successful MTMECE programme
- Insensitive attitude of the staffs towards tribal culture
- Mother tongue not being used as the language of instruction in majority of centres
- Lack of monitoring framework and multiple engagement of the AWC workers
- Lack of exposure of the relevant decision makers towards the importance of the MTMECE concept
- Inadequate linkage between preschools and primary school pedagogy

The purpose of the conference was to discuss, debate and share key issues pertaining to mother tongue based preschool learning and further take the recommendations and learning to policy and advocacy level. The sessions addressed key issues on languages, pedagogy, policies and strategies and the challenges that lie ahead.

The goal of the conference was to deepen the understanding and develop scaling up strategies for the implementation of mother tongue based multilingual early childhood education (MTMECE) in tribal areas.

The objectives of the conference were:

- i. Parenting is a crucial element in the well-being of children. The ability to parent well is not necessarily intuitive – an individual's parenting style is influenced by many factors. Understand the factors affecting parenting.
- ii. Understanding the process of creating trained and skilled human resource for delivering mother tongue based multi lingual early childhood education at the grass root.





Inaugural Session

Ms Dharitri Patnaik, Senior Country Representative, Bernard van Leer Foundation, India welcomed the delegates and participants to the two days national conference *Invest in Young Children: A national conference on mother tongue based multilingual early childhood education and development*. She welcomed Honourable Minister of Women and Child Development, Government of Odisha (GoO) Mrs Usha Devi, Mr Vishal Kumar Dev IAS, Commissioner-cum-Secretary, WCD Department, GoO and Dr Paulo Vincent Bonilha Almeida, General Coordinator of Coordenacao Geral de Saude de Crianca, Ministry of Health, Brazil and thanked them for gracing the conference with their presence.

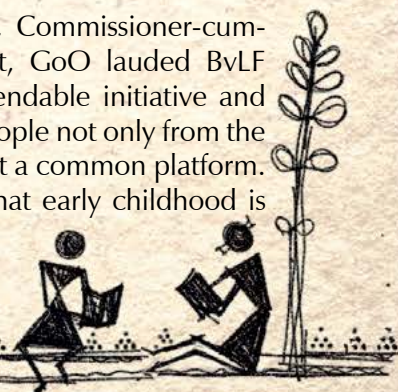
Introducing the foundation she said that The Bernard van Leer Foundation (BvLF) is an international grant-making foundation based in The Hague. The mission is to improve opportunities for children up to age 8 who are growing up in socially and economically difficult circumstances. The BvLF has been focused on early childhood globally since in the 1960s and currently works in eight countries. It has been active in India since the late 1970s.

Speaking on the importance of early childhood care and development, she stated that starting shortly after conception, a baby's brain develops through constant interaction between genes and the

environment. Experiences during the first months and years of life have an especially powerful role: there are "sensitive periods" for development of various brain systems – from vision and hearing to language, emotion and cognitive control. All future brain development, through later childhood and adulthood, builds on the foundations laid in early childhood. If the developing brain doesn't receive what it needs during these sensitive periods, the effects can be lifelong. What young children's developing brains need above all is the sense of security that comes from the stable, consistent presence of a loving caregiver – and stimulating, responsive, playful interactions with the adults in their lives.

Ms Patnaik stated that with growing support the debate is shifting from 'why invest' to 'how invest' to get the biggest impact for children. This conference would help in deepening the understanding and developing scaling up strategies for the implementation of mother tongue based multilingual early childhood education (MTMECE) in tribal areas. It will also help devise a road map to mother tongue based multilingual early childhood education.

Mr Vishal Kumar Dev, IAS, Commissioner-cum-Secretary, WCD Department, GoO lauded BvLF by stating that it is a commendable initiative and Herculean effort of getting people not only from the country but also from Brazil at a common platform. Speaking on ECCE he said that early childhood is



an important phase in the overall development of a child. Quoting Professor Jack Shonkoff, an expert on early childhood education from Harvard University, he said that "A strong foundation in early childhood lays the groundwork for responsible citizenship, economic prosperity, healthy communities, and successful parenting of the next generation. A weak foundation can seriously undermine the social and economic vitality of a nation." Therefore, investing thoroughly in early childhood is investing in the nation's sound development.

Highlighting on Government of Odisha's initiatives on ECCE, he stated that GoO has been the pioneer in MTMECE. Odisha had come with many policies in ECCE before the national policy began. Mother tongue based multi lingual programs during early childhood use the child's first language, allowing the learner adequate scope of understanding in their home-based language. It also creates understanding and participation in the classroom setting. Later, this becomes a platform for learners to gradually transfer skills from the familiar language to the unfamiliar one. The socio-cultural environment of an indigenous child is different from others. Lack of proper parental guidance makes the tribal children become inactive and disinterested learners. This is because the tribal parents are faced with problems of low literacy rate and high poverty. They are not able to understand the mainstream education system and hence fail to guide their children at home and also have no skills to keep a watch on the educational institutions.

Therefore, unless there is strong attitude and conviction of the system to reach to them, providing better education while grooming the childhood of the children in learning and inspirational atmosphere would always remain a dream.

Mrs Usha Devi, Honourable Minister of Women and Child Development, Government of Odisha stated that Odisha has been one of the first few states to take a lead in initiating focused interventions for young tribal children. Before the National Early Childhood Care and Education (ECCE) policy was approved in 2013 the Government of Odisha had passed a notification in July 2012 committing to develop the activity book 'Nua-Arunima' in ten tribal languages which was successfully rolled out on 29 April 2013. She shared the innovations taken up in the state like 'pre-school packages' where

uniform, toys are given to the children. The 19th of every month has been earmarked to be celebrated as ECCE day.

She also stated that the state will look at the challenges, in terms of the shortfall of anganwadi centers, staff training for delivering mother tongue based multi lingual early childhood education at the grass root. It is also working to strengthen the monitoring and evaluation framework so that it will ensure quality of education for young children especially in tribal areas.

Sharing her expectations from the conference she stated that she is looking forward to the two day national conference organized by Bernard van Leer Foundation with support from WCD department and the NGO partners to come up with a road map to scale up Early Childhood Care and Development initiatives.

Dr Paulo Vincent Bonilha Almeida, General Coordinator of Coordenacao Geral de Saude de Crianca, Ministry of Health, Brazil congratulated India on having a Ministry on Women and Child development which does not exist in Brazil. Moving on he stated that every child around the world should have access to early childhood care and development. Sharing the situation in Brazil he stated that Brazil has no national program on early childhood care and development but is only present in some states. He emphasised that for any program to have good results, the time required should 2 years at the most. He shared his experiences on the early childhood care and development programme in Brazil.





Session 1

Government of Odisha's Initiatives in Mother tongue based Multi lingual Early Childhood Education and Development

Integrated Child Development Services (ICDS) in India is the world's largest integrated early childhood programme with Odisha having around 71,000 sanctioned centres providing services throughout the state. A package of six integrated services is provided in a comprehensive manner to meet the multidimensional and interrelated needs of the children. The Anganwadi Centre forms the focal point for the delivery of these services. Government of Odisha is one of the first and few states in India to take the lead in initiating focused interventions for young tribal children through mother tongue based early child care and education.

Pre-school education is a crucial component of the package of services envisaged under the ICDS Scheme. It aims at universalization and qualitative improvement of primary education, by providing the child with the necessary preparation for primary school, especially in remote and socio-economically backward areas. It brings young children together at the Anganwadi Centre, where different activities relating to physical, cognitive, social, emotional, creative development of children are facilitated by the Anganwadi Worker. All children aged 3-6 years come under the ambit of pre-school education.

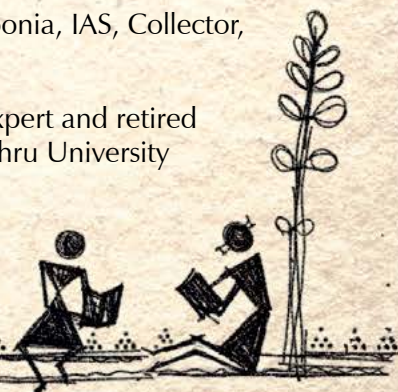
Primers on Early Childhood Education (ECE) "New Arunima" was launched by the Government of Odisha in ten tribal languages on July 2014. Nua Arunima is a pre-school activity based teaching learning package that provides a framework for an age appropriate curriculum that promotes play based, experimental and child friendly school readiness.

With this background the session focussed on strengthening and deepening understanding on mother tongue based multilingual early education and development (MTMECE) and discuss the bottlenecks in terms of developing materials on early childhood education in the mother tongue and building capacities of the stakeholders.

Chair: Mr Vishal Kumar Dev, IAS, Commissioner-cum-Secretary, WCD Department, GoO

Panellists

- ❖ Mr R P Singh, IAS, Director Social Welfare, WCD Department, GoO
- ❖ Mr Jagannath Mohanty, IAS, Collector, Rayagada
- ❖ Mr Bhupendra Singh Poonia, IAS, Collector, Sundergarh
- ❖ Dr Ajit Mohanty, ECE expert and retired Professor Jawaharlal Nehru University



Key Points of Discussion

- Overview of ICDS programme in Odisha and mother tongue based ECE in Odisha
- The philosophy behind developing the Nua Arunima and implementation plan of the concepts of Nua Arunima
- Capacity building of the AWC workers to manage a mother tongue based multilingual class room
- Strategy for reaching out the remote pockets that are not under the ambit of ICDS framework

Mr R P Singh, IAS, Director Social Welfare, WCD Department, GoO gave an overview of the early childhood care and education in Odisha. The programme has been reaching out to 51.6 million beneficiaries through 338 projects in 30 districts. Early childhood, care and education is critical for school preparedness, retention and improved learning in subsequent grades. He stated that the challenge is not mere transfer of knowledge but stimulation. Therefore, the activities are designed in a manner to develop physical-motor, cognitive, language and socio-economic development. Highlighting on the ECCE curriculum of the state "Nua Arunima", he stated that the framework of the curriculum is a result of extensive consultations, workshops and vetting of materials by experts. The focus of the curriculum has been more child-centered with five hours of preschool activity in the center. More thematic activities have been introduced focusing on the immediate environment, nature, health and safety. He stated that trainings have been imparted to CDPOs, Supervisors and to master trainers on mother tongue based Nua Arunima. Further, he added that early childhood development should not be only limited to the Department of women and child development and there is a need for convergence with other departments like the departments of health, school and mass education, scheduled tribe and scheduled caste welfare, academicians, institutions and developmental agencies.

Sharing the future plan he stated that the government would develop a dedicated monitoring unit with ECCE activity monitoring tool. Identification and capacity building of community resource

persons, introduction of child development cards, promoting Buildings as Learning Aid Model (BALA) at Anganwadi centres and strengthening activity based contextual learning will be some other measures taken up by the government.

Mr Jagannath Mohanty, IAS, Collector, Rayagada emphasized on the need for a healthy environment for a child. A child can learn in any language but depends on the environment the child grows in. He stated that to a child both mother and mother tongue are important as a child learns from its mother first. Therefore neither the mother nor the mother tongue should be neglected. He stated that since India is a multilingual nation with the same being the case for Odisha, the major challenge for a child to learn is the language. The languages, pronunciations and meanings of words change after every few kilometres. This should not create a pressure on the child in the phase of learning. Hence, mother tongue is the best medium of instruction during the early years of a child. He concluded by adding that it is important to reflect upon what and how to teach a child to enable learning because language is not an ego issue or issue of a region rather it is the issue of learning things.

Mr Bhupendra Singh Poonia, IAS, Collector, Sundergarh stated that early childhood care and education is of utmost importance and investments have to be made for the future generations. Investing in children might not yield immediate results but it will definitely have a positive impact in the long run. It is important to have pre-school education in the mother tongue because it becomes difficult on part of a child to learn in different languages in the early years building a pressure on them. He added that ensuring the quality of a program is equally important. There are two types of schemes - one where materials are distributed to the beneficiaries which can be easily monitored and documented. In the field of education and health monitoring does help to a certain extent but quality in the long run cannot be.

Dr Ajit Mohanty, ECE expert and retired Professor Jawaharlal Nehru University, highlighting on mother tongue based early childhood education and care stated that it would not be apt to call children not going to school as 'drop out' rather the term 'push out' should be used because an unfamiliar



language pushes them out from education. Speaking on Odisha's initiatives in MTMECE he said that the state has a pioneering role in bringing mother tongue into early childhood education. It was the second state to implement MTMECE for primary children in the year 2006 and the first to develop a policy on early childhood education and care for the indigenous children which has been adopted by Asian countries including Nepal. He further added that the not only has the Odisha programme garnered attention worldwide but has also been evaluated. In a report by NCERT (2011), it has been mentioned that the mother tongue based multilingual education has been yielding better results as compared to Odia language classrooms. Participation of children, attitude of teachers and community members is comparatively higher. He reiterated that there can be no absolute package for children for pre-school education as children differ not across different sub-cultural groups but also

among themselves. Therefore, it is inevitable that the package developed would have to go through several local modifications.

Highlighting the role of MTMECE in cognitive development he stated that it is a well-researched fact that when children learn in their mother tongue they graduate from using language as a social tool to using it as a tool for their cognitive activity. It is an accepted fact that people who are bilingual or multilingual are cognitively much better than monolingual people. He stressed that mother tongue has a regulating role in an individual's mental functions as well as intellectual activities. Therefore it is necessary for the mother tongue to be promoted for at least five to eight years before a child can use other languages as academic tool. He concluded by adding that mother tongue is not only a matter of one's pride but also intricately related to how education is developed.

Key Messages:

1. Diversity in languages should not create pressure on a child during the phase of learning. Therefore, mother tongue is the best form of instruction which eventually has a regulating role in an individual's mental function as well as intellectual activities
2. Mother tongue should be promoted for five to eight years before a child can use any other language as an academic tool
3. There can be no absolute package for children for pre-school education as children differ across different sub-cultural as well as among themselves. Therefore, it is inevitable that the package developed would have to go through several local modifications
4. Existing government programs to implement MTMECE





Session 2

Experiences of Mother Tongue based Multilingual Early Childhood Education and Development

Mother tongue based interactions enable children in early years to understand concepts, acquire language learning skills and narrate own experiences in a smooth manner. Alien languages create a lot of learning disadvantages for children who come from multilingual context. Mother tongue based early learning in Anganwadis creates better school readiness, confidence and interest in children.

Chair: Dr Sunita Singh, Visiting Associate Professor, CECED, Ambedkar University

Panellists:

- ❖ Mr Ruben Bias, Social Policies Analyst, Coordenacao Geral de Saude da Crianca, Ministry of Health, Brazil
- ❖ Dr Jacob Thyundil, President, PREM and Mr Sudhir Kumar Digal, Programme Manager, PREM
- ❖ Ms Priyadarshini Mohanty, Program Manager, Language Lab, Kalinga Institute of Social Sciences
- ❖ Mr Anil Pradhan, Member Secretary, Sikshasandhan

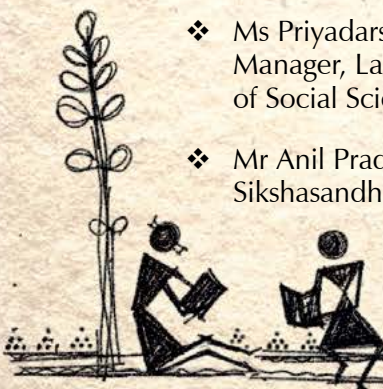
There are various successful experiments carried out in different states of Odisha, Jharkhand and many more tribal dominated states.

This session aimed to highlight and bring forth the various initiatives and experiences of different organisations in developing the pedagogy, curriculum and implementation of MTECE programmes in Odisha, other states as well as other countries.

Key Points of Discussion

- Experiences in developing pedagogy and curriculum
- Implementation of the MTMECE programmes in the state
- Social Policies and pilots in early childhood development

Mr Ruben Bias, Social Policies Analyst, Coordenacao Geral de Saude da Crianca, Ministry of Health, Brazil talked about the Brazilian social policies and pilots in Early Childhood Development (ECD). The Ministry of Health (MoH) approved the National Health policy for Children in 2015 with care and stimulation to early childhood care and development as one of the guiding axis. The MoH supports policies and actions of state and municipal pilot projects technically and financially. The MoH supported ECD programmes have been reaching out to 1.3 million families through



2343 Community Health Agents and 1228 Family Health teams which has contributed towards reduction of malnutrition rates, children mortality rates and increase in children readiness to learn. Elaborating more on the project components, he stated that the projects have been operational in 24 municipalities across the Amazon with a technical consultant making four visits of five days each in each municipality. The main goals of the project are to increase nutritional surveillance, have qualified professionals, investigate malnutrition cases and ensure Iron and Vitamin A supplementation.

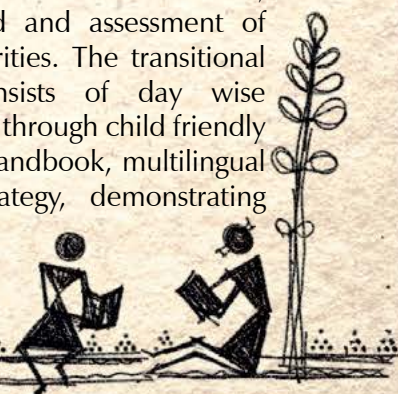
He shared the actions taken which included creating a technical group with qualified professionals in education, social assistance and health representatives, an action plan for ECD care and stimulation, special attention to malnourished children and early childhood municipal diagnosis. He concluded by sharing the outcomes which has been extensive with a large number of professionals being qualified on ECD care and stimulation, creating qualified rural community health agents and creation of indigenous health professionals. There has also been a substantial rise of nutritional surveillance and reporting of malnutrition cases.

Dr Jacob Thundyil, President, PREM and Mr Sudhir Kumar Digal, Programme Manager, PREM shared their experiences on mother tongue based multilingual early childhood education in tribal areas of India. Sharing the objectives of PREM, Dr Thundyil stated that creating alternative models to address issues pertaining to education, health, livelihood, governance, gender equity, child and human rights is one of the key objectives of the organisation. Speaking on MTMECE, he stated that scaling up successful models is the role of the state and the state government. PREM through its network partners and support of Odisha Adivasi Manch in Odisha and NACDIP at the national level have advocated and lobbied for it. PREM with support from BvLF has initiated 350 Community Based Child Development centres focusing on mother tongue based multilingual early childhood education in 350 tribal hamlets of Odisha which do not have ICDS centres. The project has been designed to provide holistic support to the tribal children through home based and centre based care which will ultimately result in successful transition of young tribal children from home to preschool and preschool to primary school.

Home based care is for 0-2 years children where the approach is to educate the caregivers/ parents on care during pregnancy, neo-natal and post natal care, exclusive breast feeding till 6 months, mother and child immunization and most important is educating about early childhood stimulations and early childhood education. Centre based care is designed for 2-6 years children to provide MTMECE to the tribal children in the CBCD centres and strengthening parents and communities on importance of MTMECE.

PREM presented some of the key activities which included running mother tongue based multilingual early childhood education demonstration centres, capacity building training of the teachers on different components of MTMECE, developing of teaching learning materials, monthly caregivers/ parents meeting and home visits to name a few. They also follow up children who have transitioned to primary school with 7333 children having transitioned to primary schools. Many children from the tribal areas have successfully transitioned to English medium schools. This evidence based outcome has been the motivating factor for PREM to initiate campaign for introduction of mother tongue based multilingual early childhood education in tribal areas in association with the Odisha Adivasi Manch and a national level advocacy campaign in partnership with National Advocacy Council for Development of Indigenous People.

Ms Priyadarshini Mohanty, Program Manager, Language Lab, Kalinga Institute of Social Sciences (KISS) in her presentation highlighted their experiences in implementation of the MTMECE project. The programme at KISS was implemented in 2013 supported by BvLF to develop a 'Transition Curriculum' through a mother tongue based multilingual education strategy and a unique pedagogic approach to overcome the challenges of transition period. KISS' strategy to frame the transition curriculum included peer group interactions, classroom observation and segregation, behavioural assessment of children, experience of community members and teachers, findings of transition period and assessment of language and cultural similarities. The transitional curriculum framework consists of day wise sequential teaching, teaching through child friendly and tribal friendly pictorial handbook, multilingual classroom management strategy, demonstrating



interesting teaching learning materials and using key word translation strategy. KISS as a resource centre has developed teaching learning materials for the children and have also come up with their own publications on MTMECE. It has developed materials on sequential learning which focuses on listening, speaking, reading and writing skills to be inculcated among the students. Capacity building trainings are also provided to the teachers engaged in the MTMECE program of KISS.

Mr Anil Pradhan, Member Secretary, Sikshasandhan discussed the various activities they have taken on MTMECE which included building capacities of the teachers, developing teaching learning materials and training ICDS workers to name a few. They work very closely with the ICDS centre and have collaborated with the district administration in Rayagada and Mayurbhanj in Odisha. They have translated workbooks developed

by the Women and Child Development department into local languages. As a result of the MTMECE, he stated that, there has been hundred percent pre-school transition in the areas.

Sharing his experience he stated that in a Panchayat of Mayurbhanj district in Odisha, almost forty percent children do not have access to pre-school education as the houses in the villages are scattered and ICDS is unable to cater to all the households. In some of the ICDS centres, pre-school activity is missing or is inaccessible due to the geographical terrains. He emphasized that necessary steps to be taken to cater to the needs of these deprived children. He also shared that lack of proper infrastructure is a major hurdle in pre-school education. Many of the ICDS centres do not have buildings making it difficult to conduct pre-school activities. Therefore, these are certain areas that should be taken care of to make pre-school education accessible to all.

Key Messages:

1. Mother tongue has to be a resource in the classroom given the vast diversity of the cultures and languages
2. Community is a big stakeholder in the entire process. Therefore, mobilizing community is a critical requirement and efforts should be taken to strengthen the process
3. There is a need to look at the process from a child's perspective and to talk about the child's identity. It should not be a process where adults take all the decisions regarding children. It is important to realise how children are negotiating their own identity in this process
4. Apart from access it is also essential to ensure the quality of MTMECE programs





Session 3

Mother tongue based Multi lingual Early Childhood Education and Development

Odisha is a multilingual and multi-cultural state. The state is home to 62 different tribal communities and more than 100 caste and sub-caste sections having their reach traditions, culture and languages. There are 22 languages and a variety of dialects within the communities which form a multi-ethnic, multicultural and multilingual situation where as the state's school curriculum is designed in Odia. Consequently the pedagogy itself creates a learning barrier and a major impediment in the overall growth of a child. Although tribal communities live in isolation they have well developed language, rich tradition and practices. They have been living in harmony with the nature which proves the efficiency of their traditions, culture and indigenous practices. However the existing pedagogy does not reflect the same or not designed in keeping the above mentioned things at the core. Therefore it is observed that the tribal children feel alienated and uncomfortable when they are exposed to primary school.

This session explored the importance of mother tongue based multilingual early child hood education and development and highlighted the needed for a scientifically designed mother tongue based multi-lingual pedagogy, teaching

learning materials and training module for teachers specifically on multilingual classroom transaction and management.

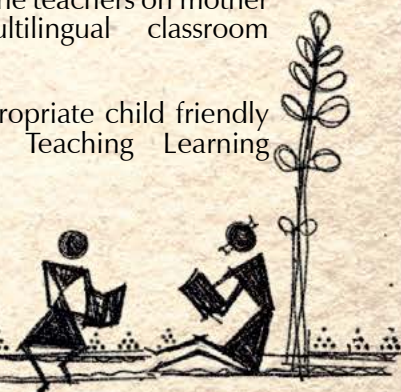
Chair: Dr Krishnan, National Convenor, NACDIP

Panellists:

- ❖ Dr Sandhya Paranjape Head Academics, TESS India Project
- ❖ Dr Adarsh Sharma, Former Director NIPCCD and ECCE Consultant
- ❖ Dr Paramananda Patel, Expert in tribal language
- ❖ Dr Sunita Singh, Visiting Associate Professor, CECED, Ambedkar University

Key Points of Discussion

- The need for a scientifically designed curriculum and pedagogy
- Impact of exposure to multiple languages at the early stage
- Capacity building of the teachers on mother tongue based multilingual classroom management
- Development of appropriate child friendly & culture specific Teaching Learning Materials



Dr Sandhya Paranjape Head Academics, TESS India Project stated the challenge in the India is that children do not have access to quality pre-school education. This is mostly due to lack of awareness within parents and caregivers about Early Childhood Care and Development. The Integrated Child development Scheme (ICDS) also prioritizes health and nutrition over early childhood education, which impacts the budget allocation towards education.

Research stands evident that when children are taught in their mother tongue, (L1) it no way affects their ability to learn second or additional languages whereas, children who are first taught in their mother tongue and later exposed to a second language (L2) outperform those who read exclusively in L2. Home language enables the child to express without the fear of committing mistakes. It also encourages participation in a classroom setting as children find it easy to construct ideas, and articulate feelings and thoughts.

A smooth transition from pre to primary school is possible only when a learning environment is designed that is safe, secure and child-friendly. Anganwadis need to be provided with appropriate teaching learning materials (TLM) on a regular basis. Teachers and support groups need to be adequately trained so as to create spaces for language and literacy instruction and implementing appropriate curriculum. She added that technology can also be harnessed to create a learning environment for young children.

She stressed that efforts of language development to promote better learning needs to be nurtured in primary level by the teachers so that there is, continuity in language acquisition and development of literacy skills in the child. Language and literacy skills need to be looked at as a simultaneous process rather than sequential. There is also a dire need to build connections between home based literacies and practices to that undertaken in school. So, classroom instruction time needs to be used aptly, and make learning more participatory and activity based.

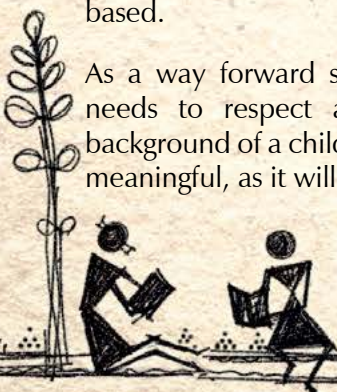
As a way forward she said a good MLE teacher needs to respect and value the socio-cultural background of a child. That will allow learning to be meaningful, as it will recount a child's daily life and

environment. One need to understand that in some scenarios a classroom setting can have children speaking different languages, which is when customized teaching learning materials become a necessity. Teachers need to be able to diagnose the learning needs of a child and create a child-centred, interactive teaching learning approach in the classroom this is where the Continuing Professional Development (CPD) framework becomes important and promotes positive attitudes and skills within teachers.

Dr Adarsh Sharma, Former Director NIPCCD and ECCE Consultant initiated the discussion in praise of the mother tongue based education approach. The language that is learnt first is justified to be treated as mother of languages, as that creates a foundation for learning other languages, skills in later life. Therefore mother tongue is recognized as a cognitive and pedagogical resource for six years onwards.

She stated that the current scenario for primary education practices for tribal children, in the country is not very promising. Children feel alienated, as the language of instruction in the school is different than what they encounter in home set up. There is a gap in the spoken and written words, as the pedagogy and curriculum reflects no concerns for their socio-cultural background. Forcing a new language impacts their learning ability and becomes an educational handicap; which exponentially grows over the years. Not being able to access equal opportunities is also a denial of their right to be mainstreamed and integrated in the society.

There are a lot of opportunities in the policy framework, to promote mother tongue based multilingual early education and development. The National Policy on Education (NPE) 1986 modified in 1992 clearly emphasized the use of mother tongue based multilingual education in schools. While the working group on Elementary Education for the Xth Plan (2002-2007) also mentions MT based MLE as a focused approach, so does Orissa State Multilingual Education programme 2006. The National Early Care and Education Policy 2013 stresses home language/mother tongue to be used for communication initially in a classroom but exposure to other languages is also essential to optimize language learning.



She further added that Bernard van Leer Foundation's (BvLF) interventions since 2007 through partner organizations like People Rural Education Movement (PREM) on multi-lingual education can be looked at as good practices for replication.

There are a number of issues that need to be addressed in order to strengthen the MT based MLE approach of learning. Inappropriate medium of instruction often creates a barrier for communication in a classroom. Recruiting teachers from the same communities, or those who are familiar with tribal culture and speak and write the language of the child and community, training and upgrading the skills of the teachers to use MT based MLE approach could resolve the challenges to a major extent. Lack of access to appropriate curriculum and TLM can be resolved by designing culture specific quality curriculum, classroom transactions could be more visually stimulating with illustrations from the child's daily life that reduces the disconnect between home and school. Starting with mother tongue, we need to ensure smooth transition to first foreign language (FL1) by age five, and then introduce second foreign language (FL2) gradually so that it allows building up of language competence for the child.

Classrooms need to be child-friendly; this is where the teachers have a key role to play. They need to make the environment cordial, be creative and innovative in transecting lessons, and have more group work for children. It's good to engage community in the classroom activities, so that parents support the learning process. Certain norms need to be ensured in order to exert bilingual interventions, MT based MLE should be part of the pre-service training, staff development education programs can be conducted through distance mode, with use of Information and Communications Technology (ICT). Training should prioritize; attitudinal and behavioral fine tuning, good teachers needs to be rewarded.

Dr Paramananda Patel, Expert in tribal language discussed about the tribal scenario in Odisha with a basic focus on the linguistic diversity that calls for language acquisition in a scientific way for better growth and development. He stated about the similarity in linguistic practices, so compilation of the terms pertaining to kinship, numbers, time,

distance and direction could be assets in language learning. Even documenting folk traditions could add on to supplementary reading aids for the teachers.

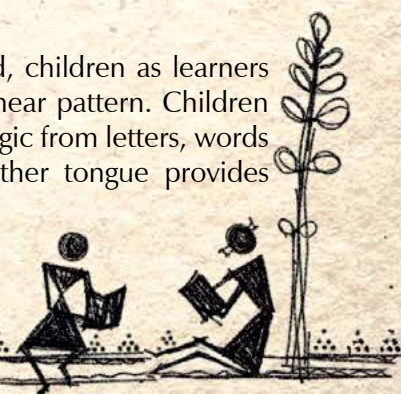
Dr Sunita Singh, Visiting Associate Professor, CECED, Ambedkar University talked about learning and development in early years which lay the foundation for responsible citizenship, economic productivity and parenting the next generation. Multilingual education develops multilingual capacities, in a child so that they critically engage with the literate worlds. Capitalizing on the community and other resources can be a good way to organize the classroom instructions, rather than the rote learning which is normally practiced in the schools.

"Funds of knowledge" refer to historically accumulated and culturally developed bodies of knowledge and skills essential for household and individual functioning and wellbeing. These entities of knowledge shape language identity, beliefs, and practices. She concluding by adding that it is important to create ideological and implementation spaces which facilitate language policy.

Dr Rekha Sharma Sen, Associate Professor, IGNOU focused on scientifically designed curriculum and pedagogy in mother tongue, in her presentation 'preschool education to early literacy'. She brought into focus, the parental aspirations for their children to learn the state language and English. But, the reality showcases a different picture; children are subjected to an environment where teachers may not know their mother tongue, or teachers may not know the state language.

Development of language and literacy begins at birth and is a lifelong process. Children in literate communities come in contact with written language from infancy whether consciously or spontaneously by the adults. And frame an idea that print has meaning as they see others reading, and writing and then they start replicating. Literacy develops as children gain experience with oral language and print.

Teachers need to understand, children as learners of language don't follow a linear pattern. Children often don't understand the logic from letters, words to sentences. Therefore mother tongue provides



ample opportunities for exploratory talks. Even when children are not clear about certain words they can express themselves without being regulated. Mother tongue also supports oral development

through story narration, rhymes, picture reading. It's always promising to create a learning environment that promotes reading and writing.

Key Messages:

1. Using the mother tongue enables to think and have an intuitive understanding of grammar. Therefore, mother tongue is recognized as a cognitive and pedagogical resource for 6 years old
2. Starting with mother tongue, there is a need to ensure smooth transition to first foreign language (FL1) by age five, and then introduce second foreign language (FL2) gradually so that it allows building up of language competence for the child
3. MT based MLE should be part of the pre-service training, staff development education programs can be conducted through distance mode, with use of Information and Communications Technology (ICT). Training should prioritize; attitudinal and behavioural fine tuning, good teachers needs to be rewarded
4. Children as learners of language find a lot of liberties while expressing themselves in mother tongue, as they have no fear even when they don't know certain words so they can explore.
5. A smooth transition from pre to primary school can happen, only when a learning environment is designed that is safe, secure and child-friendly





Session 4

Monitoring, Evaluation and Financing Early Childhood Education & Development with a focus on MTECE

Standards and process need to be in place so that the government can monitor and assess whether early childhood education services are effectively ensuring all children under six have the opportunity to begin their education in their mother tongue. One needs to take into cognizance, the impact of MT based ECE's approach on the learning outcomes of children in both preschool and primary school which can be evaluated and strengthened on an ongoing basis.

The session focused on the scope of monitoring and evaluation, budgetary commitments and expenditures towards preschool education, community presence and participation during program implementation that can strengthen the process. Participatory Process Monitoring is a crucial component of project management, which helps in improving the efficiency and effectiveness of project interventions. The session also explored how monitoring and evaluation process needs to be standardized and put in place in all ICDS centres.

Mr Sandipan Paul, Consultant, BvLF, stated that the quality standards are a concise set of expectations, or benchmarks for program evaluation. They act

as an assurance to the service provider that the services sought by them are of a certain standard, and thereby enable them to take decisions based on the evidence and best practice. In ECCE domain, it can provide parents with the information about the quality of care and services they should expect from the program or the organization.

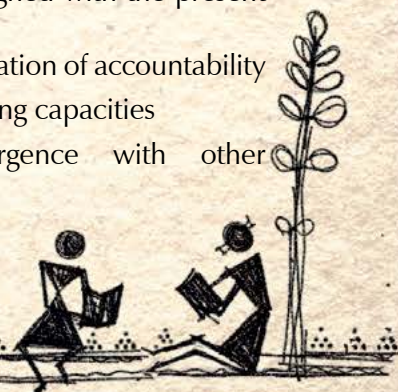
Chair: Dr Adarsh Sharma, Former Director NIPCCD and ECCE Consultant

Panellists

- ❖ Mr Sandipan Paul, Consultant, BvLF
- ❖ Dr Jayanti Prakash, Expert-ECE
- ❖ Dr Anubha Rajesh, Manager ICF International
- ❖ Mr Basanta Kumar Nayak, Program Manager, OBAC, CYSD

Key Points of Discussion:

- Scope of the monitoring and evaluation system and the information to be collected from field and their aggregation points
- Frame work to be aligned with the present ICDS frame work
- The indicators and fixation of accountability
- Identifying and building capacities
- Sources of convergence with other departments



The preamble in the National ECCE policy 2013, clearly enumerates that the ECCE provisions are applicable to all centers, these are designed for holistic development of the child, from birth till six years which is also a reiteration of the philosophy of ICDS. This lay down norms and standards relating to building and infrastructure, pupil – teacher interaction, parents involvement in the learning experiences, clearly catering to the learning and development needs of young children.

A review of the current trend of quality dimensions reflects that there are no clear benchmarks which are evidence based. The implementation also lacks a clear plan of action as to how the quality standards can be applied to all ECCE providers. Currently the M & E system only takes into cognizance, the MIS and not the result framework of Annual Program Implementation Plans (APIP), which are ways of planning to ensure implementation standards.

Only in the MT based ECE, the indicator clearly say 'Language of interaction is the mother tongue/home language of the children, while supporting the development of other languages.' This is also not enough to regulate and guide the implementation, and more specific rating indicators need to be designed in this regard.

The global knowledge can be customized to fit local needs, he stated about countries like Singapore, Philippines who have been able to streamline the ECCE area in their countries because they have a set aside framework to monitor, that acts as an indicator of Quality Assurance (QA). He talked about the Nurturing Early Learners (NEL) Framework for Mother Tongue Languages which is designed to support development of young children as active learners who enjoy use their mother tongue language to communicate with confidence and appreciate the local ethnic culture. This framework has guiding principles that act as standards, so that children see the relevance of mother tongue language to their everyday routines and events also the facilitators have an understanding as to how, to ensure quality in service delivery.

The second framework is System Assessment and Benchmarking for Education Results (SABER), which is a World Bank Assessment tool that has been tried in different countries. In India we didn't get data on all indicators but, it does have a category of indicators

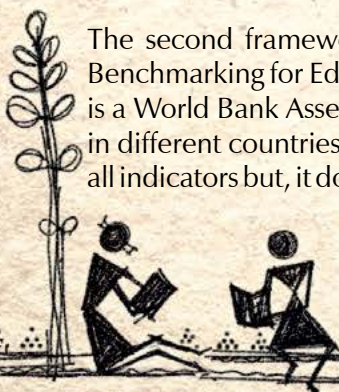
to look at enrolment by mother tongue, provision of MT based MLE in centers, awareness campaigns by state governments and /or non-governmental organizations to promote MT, whether assessments are conducted to see children are learning better in mother tongue or not and does teacher training have components of MT based MLE training or not.

In his concluding remarks, he said on a closer look at the program today, there is a lot of scope for building standards especially in Odisha. Few countries, which have been able to do ECCE well in Mother tongue is because they have a registration and licensing of centres, which is a mandatory provision for a centre to exist. Post licensing, there are voluntary mechanisms such as self-appraisal, quality ratings by the ECE Councils, or development agencies, which further strengthen the value of these centres and lead to accreditation.

Dr Jayanti Prakash, Expert-ECE emphasized that the National ECCE Policy is a non- negotiable in itself that it promotes quality early childhood education, talks about age appropriate, child centric curriculum in the vernacular medium. Multilingualism is not only a scenario in Odisha, but also in states that boost of a tribal population. She stated when the ICDS was restructured in 2012-2013 it took into understanding a lot of key points ,such as ensuring school readiness' in children, building professionalism in teachers through qualitative trainings, add on human resources, like coordinators and workers to ease working in the center. But, the measurement of this was not part of the system. There is no doubt, an MIS system, but that's for mere data collection and not measurements of the objectives of the program.

The present Monitoring and Evaluation, is a five tier mechanism with committees at the AWC, block, district, state and national level. Anganwadi workers fill 11 registers out of which only one is on pre-school education. Register 4 captures the data on pre-school but the assessments never get escalated beyond the CDPO level and therefore never make it to the National reports and statistics.

The MIS system is filled with gaps, there is no reported data on transition to primary schools, and there is a mention of fixed ECCE day, to be celebrated while none of the target indicators collect data or information on it. Irrespective of the fact that



the ICDS Mission framework mentions four hours of ECCE, but there is no information on sessions conducted in the centers. There are no uniform observation forms for CDPOs and Supervisors to observe the transaction of ECCE curriculum and practices during their visits. This data if collected could provide opportunity for support and feedback to the AWW on the transaction process. This would be more of a hand holding support and CDPOs could be looked at as mentors.

A suggestive M&E should be more outcomes based rather than intervention based. She was of opinion that aligning the monitoring framework with quality standards and curriculum could bridge the gaps. It's always good to have a result chain for ECCE that streamlines the process from beginning.

Dr Anubha Rajesh, Manager ICF International began her presentation by stating India is excellent when it comes to planning, we always set a context, have a commitment from the ground level, but what holds us back is we don't have proper channels, or demarcated mechanisms to document our work. The data collected often doesn't connect to the need of an evaluation. So when it comes to presenting our results we are nowhere.

Therefore a key framework is required that can track the interventions. The purpose of M&E is to have data to improve program implementation, be informed of the future planning, create accountability in donors and beneficiaries and advocate for what we learnt.

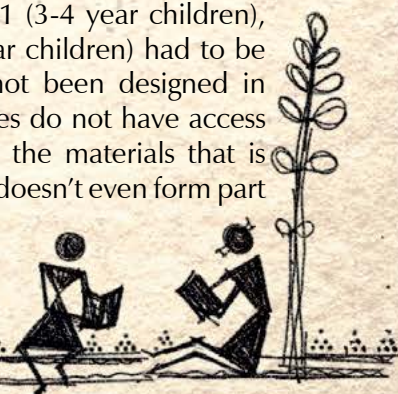
It's important to have a participatory process to monitor the progress. Sharing her experience on engaging the communities she stated that one of the major challenges during evaluation of the Odisha Impact for PREM and Anganwadi centers, one of the major challenges was who will do it. The tools were in place but there were no people to administer the tools and language was a barrier. Therefore, building the capacity of the community from the beginning to ensure they monitor the program implementation is essential. She further stated that the learnings from BvLF Project, Odisha Impact Assessment study have added a lot of value for the strategic consolidation of the MT based MLE for the partner organization to scale the process in the most relevant manner.

Mr Basanta Kumar Nayak, Program Manager, OBAC, CYSD put forward how early childhood education is financed in Odisha, what are the major issues and prospects of improvement that could be captured in our planning. He clearly stated the indicators that is being discussed needs to be backed by financial allocations from the state government in order to witness major transformation in this sector.

While discussing preschool education, the key components that needs to be taken into consideration are child-friendly infrastructure, curriculum, community awareness, pre-school education material and trained human resource. But, budgetary provisions only earmark pre-school education kit, construction of building, up gradation of AWC building, medicine kit, celebration of ECCE day and a flexi fund for miscellaneous activities. In 2015-16 the total budgetary allocation for ICDS in Odisha has been 2038.61 crores with the budget for pre-school education being 17.93 cr. He was of opinion that whatever commitments are coming through the policies, or program if not backed by financial support has issues in implementation.

There has been a change in the fiscal scenario in the country in the last two years. Government of India (GoI) is providing more in flexi funds to the states, while it has deducted funds in other schemes and programs which have led Odisha government to bear an additional cost of 282.9 cr in order to implement services under ICDS. Another challenge that has emerged due to the fiscal changes is that the grant for construction of AWC building, which was supported from the sector specific grant, has been abolished.

He tried to analyse the commitments set aside, through the financial lens; few commitments were to develop Nua Arunima in 25 languages, while so far only in ten it has been developed. Resource allocation under the ECE component in Sarva Sikha Abhiyan (SSA) has been abolished. 2500 rupees has been provided for pre-school education kit, but that has not been reserved under any specific budget head. Activity book -1 (3-4 year children), and Activity book -2 (4-6 year children) had to be developed but these have not been designed in tribal languages, all the centres do not have access to these materials. While all the materials that is required for the activity book doesn't even form part



of the pre-school education kit. Out of the 71306 AWCs and Mini AWCs, 40596 have own building including sanctioned but under construction. Rs.1536 crores is required for construction of 30710 AWC buildings, for which they need to wait more than 5 years. The Finance Commission grant will not be available for construction of building in the next five years. If State government doesn't continue with the same amount, then there will be a wait period of 8 years. It also leads to another difficulty, the buildings which were constructed before 10-15 years were of tin and asbestos which are either partially or fully broken, and need reconstruction or repair.

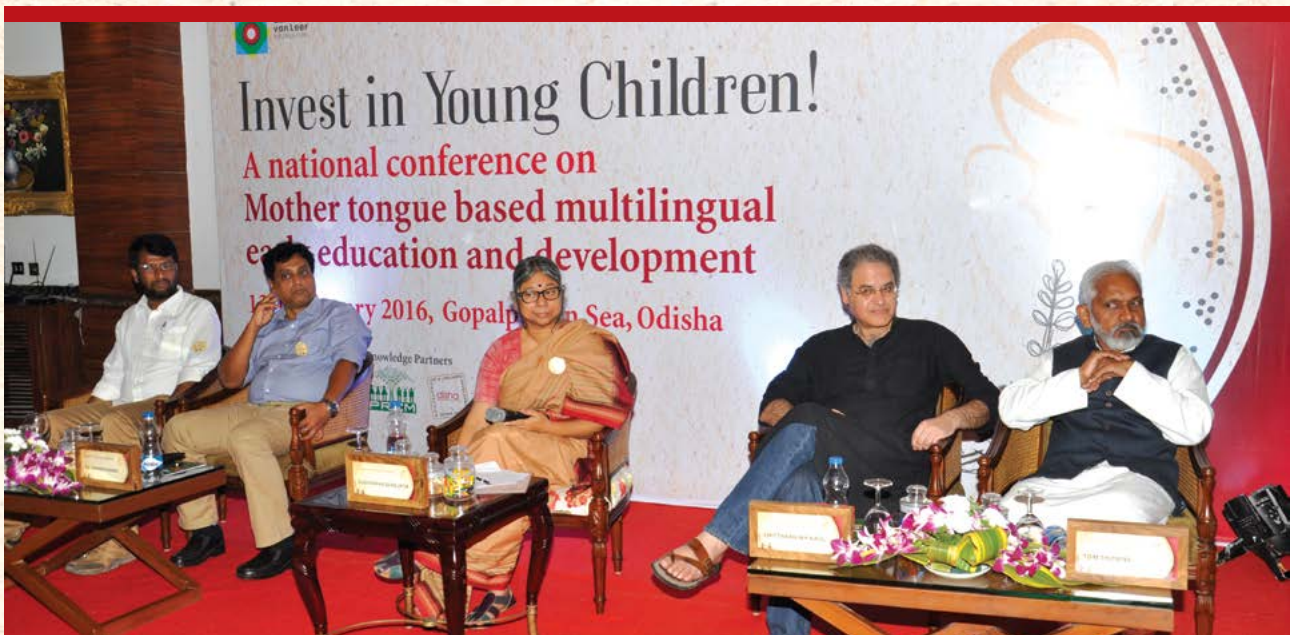
But there have been major positive initiatives from the state government also in recent years. Since

2013-14, state government has been spending from its own resources for the construction of AWC. Budgetary allocations for pre-school education is being made which was previously not a practice, Nua Arunima, has been developed which, has been done out of the state funds. While concluding he put forward certain submissions, that there needs to be more transparency in the budget allocation, since there are three components such as pre-school education kit, training of AWW and Nua Arunima this needs to be clearly mentioned in budget heads. There also needs to be more information on ICDS in the public domain. Social accountability mechanisms like Community Score Card and Citizen Report Card need to be integrated in ICDS service delivery.

Key Messages:

1. Participatory Process Monitoring is a crucial component of project management, which helps in improving the efficiency and effectiveness of project interventions
2. There is a need to identify, and build capacity of the community from the beginning, to be able to monitor the program implementation
3. Social audits mechanisms like Community Score Card and Citizen Report Card need to be integrated in ICDS service delivery
4. Licensing and Registration of the centres could be a good way to ensure quality service delivery
5. Resource/budget allocation for pre-school needs to be increased to ensure Anganwadis focus on learning





Session 5

Public Private Partnership (PPP) and role of CSR in scaling up

PPPs present a framework that, while engaging the private sector, acknowledge and structure the role for government in ensuring that social obligations are met and successful sector reforms and public investments achieved. PPP is one tool available to decision makers in reforming infrastructure or service delivery. It is most effective when it is implemented with reform activities to reinforce sustainable improvement. A successful PPP is designed with careful attention to the context. In the changing development scenario, the role of corporate social responsibility is increasing gradually and it is highly essential that policy makers and private sector partners see this as an opportunity and find a common ground to derive the maximum benefit. Investment on social development needs to be made strategic.

UN sustainable development goal, 2015 section 4.2 says: "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education". Does corporate sector have a role to play? In light of the above, the session focused on discussing the various strategies, challenges, opportunities, case studies from the field and policies related to PPP and strategic investment of CSR funds in scaling up ECE services.

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Chair: Ms Sudeshna Sengupta, Senior Manager Advocacy, Mobile Creches

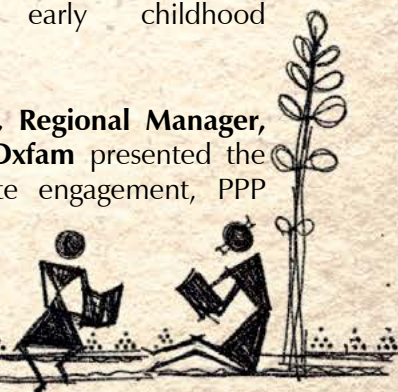
Panellists

- ❖ Mr Akshaya Kumar Biswal, Regional Manager, Odisha and South India, Oxfam
- ❖ Dr Ambika Nanda, State Head CSR, Tata Steel
- ❖ Mr Tom Thomas, CEO, Praxis
- ❖ Mr Madhu Kannan, Governing Executive Council and Global Head for Business Development, TATA Sons
- ❖ Mr. Chittaranjan Kaul, Director, Centre for Learning Resources

Key Points of Discussion

- Role of corporates in scaling up
- Strategic partnership with individual donors, corporate entities institutions and foundations
- Challenges for PPP in implementing programmes on early childhood development

Mr Akshaya Kumar Biswal, Regional Manager, Odisha and South India, Oxfam presented the changing trend of corporate engagement, PPP



strategies and role of CSR and Oxfam India's experience on the same. Oxfam India is currently working with corporates (PSU) like Bharat Petroleum to ensure quality education both at the pre-primary and primary level. Apart of from that he also spoke on the need of ECED, its objectives and the current situation and issues. Speaking on the changing trend of corporate engagement he mentioned that there has been an increasing interest among companies to look for integration of social impact and core business. New concepts are emerging on shared value and finding markets at the bottom-of-the-pyramid forcing companies to understand the need of the underserved.

In Odisha, Govt. spends around 18 Crores for Pre-primary education. The CSR budget of many corporates in Odisha is much more than this. Most Corporates focus on tangible activities with long term and process related investments being less. He emphasized that there is a need of discourse in corporate and CSR platforms on this and highlighted a few areas where CSR investment is required concerning ECCD. These included investing in building models with replication possibilities, to increase the efficiency of delivery of ECCD, in staff capacity development, in hardware activities that are core to delivery of services and in bringing innovation in the areas of tracking children, centers, transition, progress and vacancies. Speaking about the challenges, he discussed about the lack of engagement strategy and structured coordination mechanism, trust deficit, limited understanding of strengths & weaknesses, degree of control desired, will and mutual respect on all sides with long-term commitment and ensuring sustainability for scaling up.

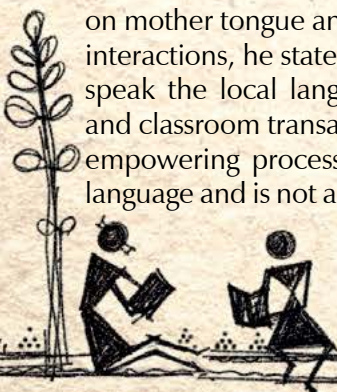
Dr Ambika Nanda, State Head CSR, Tata Steel began by saying that state definitely has a major responsibility despite corporates and civil societies contributing yet the role of privates cannot be ignored. He added that, it has been noticed throughout the world that wherever privatization has been removed from health and education it has resulted the state and people regretting. Speaking on mother tongue and use of language in classroom interactions, he stated that if a community does not speak the local language, confining it to children and classroom transactions only, then will not be an empowering process. If one learns in a particular language and is not able to communicate or transact

in that language then there is every possibility that one relapses to illiteracy. He emphasized that language should be a process of empowerment.

Highlighting the role of Tata steel's CSR activities on MTMECE he said that it is supporting Government of Odisha to come up with 31 model schools in 6 blocks of Jajpur, Keonjhar and Sundergarh. It will also facilitate developing teaching learning materials in the local language by the communities. This session also witnessed three Sahitya Academy winners from different tribal communities who are associated with Tata's CSR activities on MTMECE sharing their experiences on working with the same.

Mr Tom Thomas, CEO, Praxis began by quoting Mr Jamsheji Tata, "In a pre-enterprise, the community is not just another stakeholder but in fact the very purpose of its existence." Speaking on Public Private Partnership he had apprehensions about it being the right model as PPP always steps in when there is a scarcity of public funds. He questioned if it is the right approach in the core sectors of Health and Education. He stated that a corporate's role can be looked at from two perspectives; one in the CSR and the other from responsible business perspective. Looking at from the narrow window of CSR, there is an opportunity because Companies Act, 2013 mandates two percent of the company profits to be invested into CSR and some corporates have education as a part of their core business. From responsible business one can expect the corporate to do no harm where he cited the example of displacement. When displacement is carried out, an entire generation's early childhood development is wiped out because children are displaced as well. If there is no responsible displacement then it becomes a problem of the entire generation. He stressed that businesses should recognize children as key stakeholders.

Mr Madhu Kannan, Governing Executive Council and Global Head for Business Development, TATA Sons said that everyone is aware of the problems but it is important to realise that these are multi-stakeholder problems. He stated that industries/corporates might not be a part of the problem but they are definitely a part of the society and have a role to play. He said that often industry is looked at as a source of financing and stressed that engagement with industry should not be only about financing. He stated that people in



the industry have a unique set of skills and they are paid to solve problems. This problem solving approach should be brought in to resolve issues in the social sector. He further said that approximately 2.4 million non-government organisations work on education in the country yet the results are not very promising. Looked at from a business perspective, he said, it's clearly a resource optimization problem. It is important to ensure that the amount of existing resource is channelized properly to solve the issues. He said that focus should be more on impact assessment and it is essential to agree on the impacts to be achieved before starting a program. It is also important to devise strategies to connect with people from the industry and suggested that a volunteer workforce be formed within the industry to work on MTMECE.

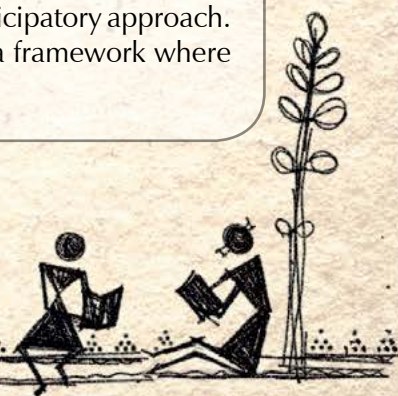
Mr Chittaranjan Kaul, Director, Centre for Learning Resources spoke at length about the role of private-public partnerships stating that it is beyond the capacity of the private sector to replace the government but the participation of private sector can indeed make a huge difference. He added that private participation must answer to long term sustainability of results, creation of new knowledge and strengthening of system capacities. And public partnership, on the other hand, must answer to

commitment to strengthen implementation and capacity building capacities and commitment of financial, human and organisational resources. He said that private is sub-optimal when it does things that the government must do like building infrastructure, contributing to revenue expenditure, providing human resources to be required in the long term or supplement facilities that are to be created by the government. Rather it should focus on pilot programmes which could be an exception but is a superior process.

He further added that there is a need for independent regulation because when a dominant provider is its own regulator, we can expect efficiencies to be low, quality compromised, innovation undervalued, competition stifled, and cronyism fostered. Independent regulation has the potential to establish and enforce uniform implementation standards and assessment criteria and provide policy inputs that enhance public good. He stated that the experience with implementation of RTE provides good reasons to advocate independent regulation for ECCE. He concluded by adding that public-private partnerships would benefit from a stable regulatory environment fostered by an independent regulator.

Key Messages:

1. State needs to take the responsibility to bring together CSOs, academia and private organizations to work on strategies otherwise it will result in competition among each other
2. Primary responsibility lies with the state and cannot be denied but everyone has a role to play. Therefore there should be a democratic process of bringing together different sectors and working on the issues
3. There should be effective distribution of capacities. Knowledge can be shared among different sectors and come up with a structure including the best practice from each sector
4. Education is not politically neutral. It cannot be left to only industry or academia yet there is definitely a role for each. In case of education it has to be in a democratic framework within people's institutions
5. Therefore, there is a need for discussing and creating a framework in a participatory approach. A 'right holder – duty bearer' framework to be used instead of creating a framework where quality is equated with affordability





Session 6

Road map to MTMECE

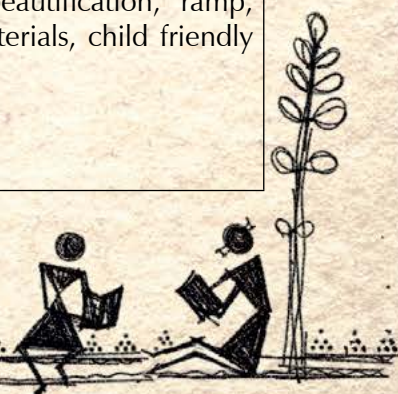
Language barrier exists when learner's first language is not used in the classroom which results in low intake and high dropout rates. It also makes learning content difficult and thus lowers achievement levels. It also lacks relevance and interest to learner's real world experiences and situations limiting the learner's ability in developing their second and third languages as the first language is not well developed in the classroom. The MTMECE programme has been quite successful and the outcomes have been highly promising. It has increased access and equity to centres, improved learning and there has been

successful transition to primary. The drop-out rates have reduced and there is an increased parental engagement, communication and interaction. At the current stage it becomes important to develop a road map with a focused strategy for scaling up and effective implementation.

This session aimed to prepare a strategic road map for the implementation of the mother tongue based multilingual early child care and education. For the discussions, the participants were divided into three groups one each of CDPOs and DSWOs and the third group comprising of academicians, civil society organisations and corporates. Each group had to identify the challenges, suggest new ideas and innovations and key areas of improvement.

Key Recommendations

Groups	Recommendations
CDPO	<ul style="list-style-type: none"> • All supervisors to be trained and not only those from tribal areas as they are always being transferred to different places. Training all would help them manage in any area effectively. • Training of supervisors to be extended to 15 days for better implementation and supervision. • One more staff to be recruited at Mini AWCs which will result in better functioning of pre-school activities as well as AWCs. The staff should be recruited within a year. • Unavailability of proper infrastructure results in non-functioning of AWC. Therefore, construction of AWCs with children friendly toilets is important which will help strengthen pre-school activities. • Maintaining registers should be reduced from eleven to three. • AWW should only be involvement in the activities of ICDS and not engaged in any other activity. • Quarters should be provided to CDPOs and supervisors. This will enable regular monitoring and effective supervision. • Decentralization should be limited. There are many committees like the 'Matru committee' or 'Janch committee' but in practice these are defunct. • No unpaid volunteers • Mobility support to supervisor and CDPO • Apart from tribal languages, emphasis should be on other languages like Bengali and Telugu. • Phase II training should be increased from five to seven days • The terminology of AWC and AWW should change to Child Development centres and Child Development Workers.
DSWO	<ul style="list-style-type: none"> • Training of CDPOs and Supervisors on ECCE & Multilingual education • Providing support to the Supervisors for improved Sector level monitoring • Regular supply of Pre School materials on Mother tongue and workbooks for children • Provision of funds under IEC(Wall paintings) • Engagement of a trainer on ECCE in multilingual education at AWTC/MLTC • Training of Jaanch Committee, Mother Committee, SHGs, and Adolescent Girls may be provided training on ECCE • Strengthening of AWC infrastructure(buildings, beautification, ramp, electrification, piped water supply, outdoor play materials, child friendly toilets) • AWC helper also may be trained on ECCE • Support for maintenance of AWCs



Academicians,
Researchers, CSO and
Corporates

- Build the motivation of AWW who have been associated with the program for long
- Conceptual clarity on meaning, nature and system of MTMECE to deal with the diversity of languages is required
- Conceptual clarity on development of training modules and should cater to contextual variations
- Linkages with regional resource centers, academic programmes and NIPCCD
- Impact assessment should be conducted and should have a baseline. Should have a social audit system.
- Mothers' groups should be created
- Digitalization and media based transaction in an interactive mode which is necessary to facilitate effective training and capacity building at the level of CDPO and AWW
- Monitoring and handholding of the AWWs is required
- New strategy should not dismantle the existing system but re-modify them and adapt them to make those more effective. Should review and include things that are feasible



Closing Remarks

Mr Vishal Kumar Dev, IAS, Commissioner-cum-Secretary WCD Department, GoO stated that the conference was very well designed and very enriching with outstanding sessions. He further added that the conference helped clear his understanding on issues of early childhood care and education significantly. He said that this conference provided an open platform for the DSWOs and CDPOs to open up and share their suggestions. Further he stated that the issues of early childhood care and education deserve utmost importance and cannot be compromised and his only expectation from the team at WCD is to give their best. He emphasised on the need for holistic planning and stated that early childhood education, primary, secondary, higher secondary and vocational education has to be looked as a continuum and proper planning is required to build linkages between these components.

Highlighting the objective of the conference he said that coming up with a road map of MTMECE modules and a strategy for scaling up was the main goal. He added that the conference had three takeaways for the WCD department which included devising a more formal version of the strategy, a pilot where additional AWW will be given at AWCs in one district and technology to be used for reduction of work load of the AWC and increasing the efficiency. He concluded by thanking BvLF for organizing such an enriching conference.

Mr R.P Singh, IAS, Director Social Welfare, WCD department, GoO in his speech mentioned that the WCD department was aware of the issues that came up from the discussions but at certain times it becomes difficult on how to solve these. This conference that brought in everybody including academicians, corporates, civil society organisations and the government together to a common forum and reflect on issues had made the WCD department confident that these issues that exist can definitely be tackled. He was hopeful that, maybe not immediately, but in the near future within a given timeframe tangible changes will be brought about in ECCE. He thanked BvLF and the participants attending for making the conference a success.

Dharitri Patnaik, Senior Country Representative, BvLF while concluding stated that the main takeaway from the conference was that the issues which were raised were not being discussed for the first time but were reinforced. It saw commitment from “people who matter”. It also led to the realization of two gaps one being efficiency and the other capacity which has to be bridged.

She further announced that BvLF has proposed to the government of Odisha to work with them and ensure that it comes up with not just a package or a module but a resource support to the government. Although BvLF focuses on MTMECE, this resource support would be beneficial to the entire ECCE work that the government has been doing. She thanked the eminent dignitaries, participants from academia, CSOs, corporate and government for attending the conference and providing their inputs to it. She gave a special thanks to Dr Paulo Vincent Bonilha Ameida and Mr Ruben Bias Pinto from the Ministry of Health, Brazil for sharing their experience which will further provide a ground for knowledge sharing between the MoH Brazil and WCD department. She thanked everybody involved in making the conference a fruitful and successful one.



Key Highlights of the conference

Knowledge Fair: The participating organizations had set up stalls displaying the different, teaching learning materials used by them in their center which was inaugurated by the Honorable Minister of Women and Child Development, GoO Mrs Usha Devi.

Cultural Event: A panel discussion with parents and children from PREM was organised where they shared their experiences of being associated with the MTMECE program which was followed by a cultural event.

Field Visit: Post the conference, the participants visited Community based Child Development Centers by PREM. They visited centers at Talagai, B. Nua Sahi and Kesha Panta in Sorada block, Goudagata, Gram Panchayat, Ganjam. "We should have been on the field visit prior to the conference, it was such an eye opening experience", said Dr Rekha Sharma Sen.





Minister's Address

Address by Smt. Usha Devi, Honourable Minister of Women and Child Development, Government of Odisha at the conference *Invest in young children: Mother tongue based multilingual early education and development in Gopalpur on 13-14 January 2016*

Dr Paulo Vincente Bonhila Almeida, General Coordinator from Ministry of Health, Brazil, Mr Vishal Kumar Dev, Ms Dharitri Patnaik, distinguished invitees, all the officers from the Women and Child Development Department, and friends from the media. I am delighted to be here with you all for this Conference.

The conference has been very aptly titled – 'Invest in young children'. By strengthening Early Childhood care and education we are investing in creating individuals who are physically as well as psychosocially healthy. It is well recognized that while investment during early childhood has immense returns, any deficiency can lead to irreversible adverse effects.

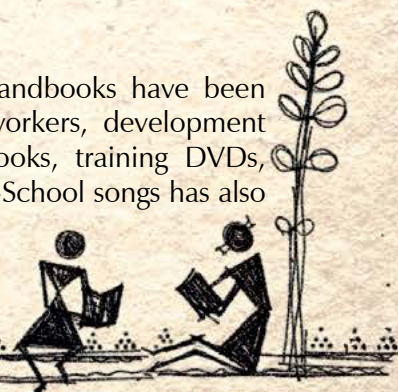
The government recognizes how important early childhood which starts from the prenatal stage and continues up to about 8 years of age is for the all-round and holistic development of its people. Mamata scheme of the Government providing cash transfer to pregnant mothers along with counselling

on their health and nutrition is the first step towards care for the needs of the unborn child and her mother.

Odisha has a population of about 53 lakhs young children aged between 0-6 years, of which about 43 lakhs children are covered under the ICDS implemented by the Women and Child Development, Government of Odisha. The Govt. is implementing Early Childhood care and education through its network of 71306 Aanganwadi centres attended by a dedicated team of Anganwadi workers and Anganwadi helpers under the supervision and monitoring of about 2800 Supervisors and 338 CDPOs. Besides this, there are crèches being run under the Rajiv Gandhi National Creche Scheme.

Odisha is committed to implement the National Early Childhood Care and Education Policy of the Govt. of India. Incorporating all the major features of the National Policy, the Hon'ble Chief Minister of Odisha Shri Naveen Patnaik, launched Nua Arunima- the Early Childhood care and education curriculum on 29th April, 2013, which is a standardized curriculum with quality standards, taking Odisha into the league of the few states which have leaped ahead in the area of Early Childhood Development.

Under the Nua Arunima, handbooks have been developed for Aanganwadi workers, development of age appropriate work books, training DVDs, mobile chip loaded with Pre-School songs has also



been done to promote early childhood care and development. Our focus is to provide care and education to children in a child-friendly, hygienic and stimulating environment. We want to impart learning, which is fun and prepares them for the primary schooling, takes care of their health and nutrition needs, helps them familiarize with their culture and builds essential values.

Recognizing the need to take special care of the tribal children residing in some of the most difficult locations, even before the National Policy laid down the guidelines for mother-tongue based early childhood care and education, the Govt. of Odisha committed itself in 2012 that the curriculum would be adapted in the tribal languages.

Nua Arunima has now been adapted in 10 tribal languages and rolled out in 12 districts. This adaption which is result of extensive consultations and research is expected to promote school readiness, help in reducing school dropouts and

mainstreaming tribal children from preschool to primary school.

We are thankful to the experts, officers and functionaries of the department and the UNICEF for collaborating in this effort.

Ensuring wide coverage of target children, spreading adequate awareness, involving the community and monitoring quality and standards in implementing a programme of this scale poses many challenges. I am sure that deliberations during this 2 days conference will help in building a strategy in strengthening the Early Childhood care and education in the state with a focus on the tribal areas. I am thankful to the Bernard van Leer Foundation for organizing this conference and to you all for attending this.

Thank you!



Programme Schedule

12 January 2016, 12 PM onwards
Check in by all outstation participants

DAY 1: 13 January 2016

8:30 - 9:00 AM

Registration

9:30 - 10:30 AM

Inaugural

- Welcome Address by Ms Dharitri Patnaik, Senior Country Representative, BvLF
- Address by Mr Vishal Kumar Dev, IAS, Commissioner-cum-Secretary, WCD Department
- Address by Mrs Usha Devi, Honourable Minister of Women and Child Development, Government of Odisha
- Keynote Dr Paulo Vincent Bonilha Almeida, General Coordinator of Coordenacao Geral de Saude de Crianca, Ministry of Health, Brazil

10:30 - 11:00 AM

Inauguration of Knowledge Fair and Tea Break

Session 1

11:00 - 12:00 PM

Government of Odisha's Initiatives in Mother tongue based Multi lingual Early Childhood Education and Development

Panellists:

- Mr R P Singh, IAS, Director Social Welfare, WCD Department, GoO
- Mr Jagannath Mohanty, IAS, Collector, Rayagada
- Mr Bhupendra Singh Poonia, IAS, Collector, Sundergarh
- Dr Ajit Mohanty, ECE expert and retired Professor Jawaharlal Nehru University

Chair: Mr Vishal Kumar Dev, IAS, Commissioner-cum-Secretary, WCD Department, GoO

Session 2

12:00 - 1:30 PM

Experiences of Mother Tongue based Multilingual Early Childhood Education and Development

Panellists:

- Mr Ruben Bias, Social Policies Analyst, Coordenacao Geral de Saude da Crianca, Ministry of Health, Brazil
- Dr Jacob Thundyil, President, PREM and Mr. Sudhir Kumar Digal, Programme Manager, PREM
- Ms Priyadarshini Mohanty, Program Manager, Language Lab, Kalinga Institute of Social Sciences
- Mr Anil Pradhan, Member Secretary, Sikshasandhan

Chair: Dr Sunita Singh, Visiting Associate Professor, CECED, Ambedkar University

1:30 - 2:30 PM

Lunch

Session 3

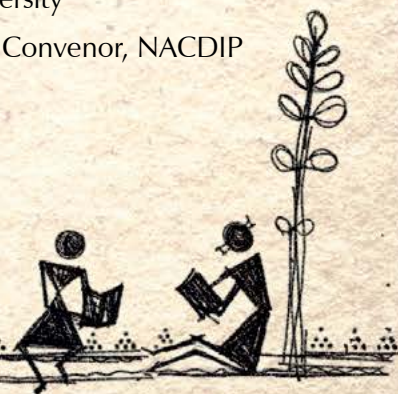
2:30 - 4:00 PM

Mother tongue based Multi lingual Early Childhood Education and Development

Panellists:

- Dr Sandhya Paranjape Head Academics, TESS India Project
- Dr Adarsh Sharma, Former Director NIPCCD and ECCE Consultant
- Dr Paramananda Patel, Expert in tribal language
- Dr Sunita Singh, Visiting Associate Professor, CECED, Ambedkar University

Chair: Dr Krishnan, National Convenor, NACDIP



Session 4

4:00 - 5:30 PM

Monitoring, Evaluation and Financing Early Childhood Education & Development with a focus on MTECE

Panellists:

- Mr Sandipan Paul, Consultant, BvLF
- Dr Jayanti Prakash, Expert-ECE
- Dr Anubha Rajesh, Manager ICF International
- Mr Basanta Kumar Nayak, Program Manager, OBAC, CYSD

Chair: Dr Adarsh Sharma, Former Director NIPCCD and ECCE Consultant

5:30 PM
Tea Break

7:30 PM onwards

Panel Discussion with parents & children, cultural event and dinner on the beach

- Ms Saibani Sabar
- Mr Ramesh Mandal
- Ms Santi Mandal
- Ms Pratima Pradhan
- Ms Rajani Mandal
- Master Mohit Sabar
- Miss Subhadra Sabar

Moderator: Mr Sudhir Kumar Digal, Programme Manager, PREM

Kui, Saora and Juang troupe from Kandhamal, Raygada and Keonjhar

7:00 AM onwards
Breakfast

Session 5

8:30 - 9:30 AM

Public Private Partnership (PPP) and role of CSR in scaling up

Panellist:

- Mr Akshaya Kumar Biswal, Regional Manager, Odisha and South India, Oxfam
- Dr Ambika Nanda, State Head CSR, Tata Steel
- Mr Tom Thomas, CEO, Praxis
- Mr Madhu Kannan, Governing Executive Council and Global Head for Business Development, TATA Sons
- Mr Chittaranjan Kaul, Director, Centre for Learning Resources

Chair: Ms Sudeshna Sengupta, Senior Manager Advocacy, Mobile Creches

Session 6

9:30 - 11:30 AM

Road Map to MTMECE (Group discussion and presentation)

11:30 - 12:30 PM

Valediction

- Mr Vishal Kumar Dev, IAS, Commissioner-cum-Secretary, WCD Department
- Mr R P Singh, IAS, Director Social Welfare, WCD Department, GoO
- Ms Dharitri Patnaik, Senior Country Representative, BvLF

12:30 - 1:00 PM

Lunch

1:00 - 3:00 PM

Travel to Community based Child Development Centres run by PREM

3:00 - 5:00 PM

Visit to centres, interaction with children, teachers and community members

5:00 - 7:00 PM

Travel back to the hotel

8 PM onwards

Dinner



Speaker Profiles

Adarsh Sharma



Dr Adarsh Sharma is presently a free-lance consultant in the field of ECE and human development. She is the country coordinator of Asia Pacific Regional Network for Early Childhood (ARNEC). She was associated with the establishment of Centre for Early Childhood Education and Development (CECED), Ambedkar University, as a visiting Professor (2009-2012).

She has masters in Human Development and Family studies, from MS University of Baroda where she was also a Ford Foundation Fellow. As a Full Bright Scholar her post-doctoral work has been on 'Techniques and methods for evaluation and appraisal of Early Childhood Interventions at Pennsylvania State University.

She retired as Executive Director of the National Institute of Public Cooperation and Child Development (NIPCCD) IN 2005. She been a member of the ECE subgroup of India's National Curriculum Framework put together by NCERT and also an expert member of the National Technical Advisory Group.

Ajit Mohanty



Dr Ajit Mohanty is an ECE expert; he has served for 28 years as a Professor at Utkal University and Jawaharlal Nehru University (JNU) in Psychology. He is the founder director of two international projects 'From Mother tongue to other tongue', and 'National Multilingual Education Resource Consortium at JNU. He has written extensively on psycho-linguistics, multilingualism, and multilingual education focusing on education, poverty among linguistic minorities for various international and national journals.

An international consultant, to Government of Finland and Nepal for Developing Multilingual Education Policy and Strategy, and headed a team in Odisha to draft the recent policy for Mother

tongue based Multi-lingual education for young tribal children. He has been conferred honorary Fellowship of the National Academy of Psychology, India and Association of Psychological Science, USA. He was also a national fellow of the Indian Council of Social Science Research (ICSSR). He has his Ph.D from Alberta University, Canada.

Akshaya Biswal



Mr Akshaya Biswal is the Regional Manager, Odisha and South India Oxfam India. In the past he has worked with UNDP on disaster management. He has completed his MA in social work from National Institute of Social work & Social Sciences (NISWASS).

Ambika Nanda

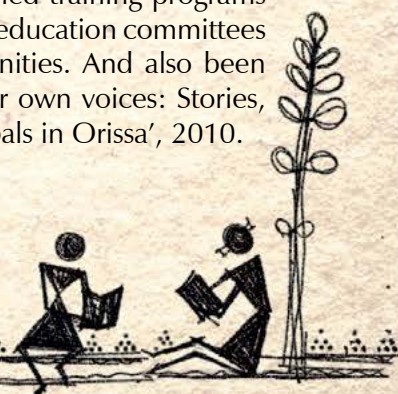


Dr Ambika Nanda is the State Head, CSR for Tata Steel in Odisha. He has worked with ActionAid International, UNDP and other international NGOs on the issue of education, land training and capacity building. He was a member of the State Planning Board of Government of Odisha and facilitated democratic space for the civil society organization to share evidences from the field to influence policy work. He has done his Ph.D on 'Universalization of Primary Education in South Asia' from Jawaharlal Nehru University, Delhi.

Anil Pradhan



Mr Anil Pradhan is the Member Secretary of Sikshasandhan an NGO that has been working on non-formal education, and experimental education for projects supported by the Ministry of Human resource development, Government of India. He has pioneered and designed training programs for teachers, and village level education committees for the marginalized communities. And also been the editor for a book 'In their own voices: Stories, memories, impressions of tribals in Orissa', 2010.



Anubha Rajesh



Dr Anubha Rajesh leads the Early Education Services, of ICF-International. She has 18 years of experience in designing and conducting research and evaluations, providing technical assistance and program planning in the area of child development and education. She has her Ph.D in Child Development from Lady Irwin College, Delhi University.

Basanta Nayak



Mr Basanta Nayak is the Program Manager at Odisha Budget and Accountability Center (OBAC)-CYSD. He has been instrumental in developing policy documents like 'Know your budget and its process', 'An insight to budget documents': on budget literacy. He leads the center to designs public finance research especially financing in social sector, gender budgeting and participatory planning and budgeting. He has a Masters and M.Phil in Economics.

Bhupendra Singh Poonia



Mr Bhupendra Singh Poonia, IAS is the Collector and District Magistrate of Sundergarh district, Government of Odisha.

Chittaranjan Kaul



Mr Chittaranjan Kaul is the Director of Centre for Learning Resources. He has worked with Bank of America in India, Singapore and Hong Kong. He has been a Principal at Sahyadri School, Pune an educational advisor to Reliance Industries, a founding board member of DAIICT in Gandhi nagar and Founding director of Anubhuti (a residential school in Jalgaon). He has a post graduate diploma in Management from IIMA.

Dharitri Patnaik



Ms Dharitri Patnaik is the Senior Country Representative of Bernard van Leer Foundation. Dharitri has been associated with international development and non-profit sector for more than eighteen years. Her areas of expertise are human rights, governance and non-profit management. She has worked extensively on tribal issues in Odisha.

She has been associated with International organizations like UNICEF, CARE USA, ActionAid International. She is a Mason Fellow and has Master's in Public Administration from Harvard University, USA; and Masters from Tata Institute of Social Sciences (TISS), Mumbai.

Jacob Thundyil



Dr Jacob Thundyil is the President of People's Rural Education Movement (PREM) an NGO that works for the development of indigenous people, fishermen and other marginalized communities in Odisha and its neighboring states. He has headed several positions such as the Convenor of National Advocacy Council for the Development of Indigenous People (NACDIP), Chairman of East Coast Development Forum that works for the fisher folk community in West Bengal, Odisha, Andhra Pradesh and Tamil Nadu. He has a Ph.D in Community Development from the New Age International University, Italy and a Diploma in Policy Advocacy from International School of Learning, Washington, USA.

Jagannath Mohanty



Mr Jagannath Mohanty, OAS (SAG) is the Collector and District Magistrate of Rayagada district, Government of Odisha.



Jayanti Prakash



Ms Jayanti Prakash is a consultant with UNICEF, which supports ECCE cell in Ministry of Women and Child Development. Her training module on curriculum development and ECE is used by the Ministry for training master trainers for field level interventions. She has a Ph.D in Early Childhood Education and has worked in different capacities with NCERT and NIOS.

Krishnan



Dr Krishnan is the Executive Director of Irula Tribal women welfare association. Since 2001 he has been the convener of Adivasi Solidarity Council (ASC) which is a network of 50 organizations that works on promoting rights of tribal communities in South India. He has expertise in community based rehabilitation during disasters and herbal medicine.

Madhu Kannan



Madhu Kannan joined the Tata group in May 2012. He is currently the group head for business development and public affairs at Tata Sons.

Prior to joining the Tata group, Mr Kannan was the managing director and CEO of the Bombay Stock Exchange. He was also managing director of the corporate strategy group of the Bank of America Merrill Lynch. Mr Kannan was also senior vice president at NYSE Euronext. During his stint at NYSE Euronext, Mr Kannan earned his graduate degree, BE (honours), in electrical and electronics, and MSc (honours) in economics from BITS, Pilani, India, and an MBA in finance from Vanderbilt University, USA. Mr Kannan was nominated as a Young Global Leader in 2007 by the World Economic Forum, Geneva, Switzerland.

Mohit Sabar



Master Mohit Sabar is a tribal boy of Sagadabasa village of Goudagotha Panchayat of Surada block, Ganjam district. He is in 6th grade, belongs to Soura Community. Post his education in the CBCD center he has successfully transited to Central school in Golabandha and is performing very well in academics and extra-curricular activities. Mohit represented India in Children as Advocates for Transforming Society (CATS) in Caux, Switzerland.

Paramananda Patel



Dr Paramananda Patel was a Senior Research Officer with Academy of tribal languages and Culture (ATLC) under the SC and ST Department, Government of Odisha. He has special interest in on tribal languages and folklore, and has published over 25 research reports on tribal languages. He was also instrumental in developing training modules in tribal languages, multilingual education modules and teachers handbook for the SC and ST Department.

Paulo Vicente Bonilha Almeida

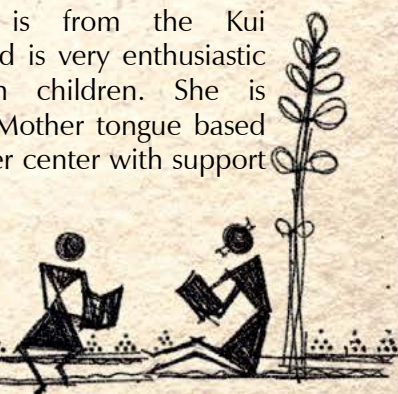


Dr Paulo Vicente Bonilha Almeida is a Medical Doctor (State University of Campinas in São Paulo, Brazil, 1988), with a specialty in Public Health (1993) and a Master in Health of children and adolescents (2008). Since 2011, he is the General Coordinator of Health of Children and Breast feeding at the Federal Ministry of Health of Brazil.

Pratima Pradhan



Ms Pratima Pradhan is an Anganwadi worker of Dasiketa village of Daringibadi block of Kandhmal district. She is from the Kui community, and is very enthusiastic to work with children. She is implementing Mother tongue based early learning approach in her center with support from PREM.



Priyadarshini Mohanty



Ms Priyadarshini Mohanty is a Project Manager at Kalinga Institute of Social Sciences (KISS), she manages the Learning Lab: A development center which designs transition curriculum for indigenous children in Grade I. She has a rich experience in micro-planning for integrated development, advocacy and liaising.

Rajani Mandal



Miss Rajani Mandal is a tribal girl from B. Nuasahi village of Goudagotha Panchayat of Surada block in Ganjam district. She was a student at the Community based Child development center (CBCD). She is in 8th grade at Navodaya Vidyalaya at Surangi.

Ramesh Mandal



Mr Ramesh Mandal is a village leader of Talaghai village of Goudagotha Panchayat of Surada block of Ganjam district. He is from Soura community and actively participates in all community development activities. He visits the CBCD center regularly and monitors the day to day activities of the centre. He advocates for deputing of mothers from the community every day to support the teacher in the centre transaction.

Ravindra Pratap Singh



Mr Ravindra Pratap Singh, IAS is the Director of Social Welfare, Women and Child Development, (WCD) Government of Odisha. Before joining WCD, he has also served as Collector cum district Magistrate of Sonapur district. A 2007 Odisha Cadre IAS officer has graduated from St. Stephen's College, Delhi and post-graduation from Indian Institute of Management (IIM), Calcutta.

Rekha Sharma Sen



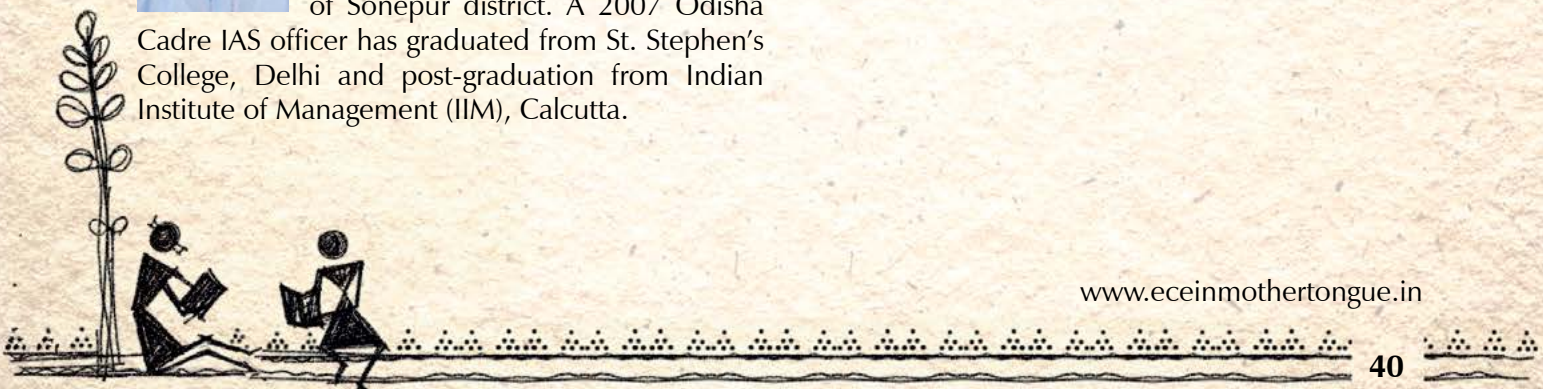
Dr Rekha Sharma Sen is presently Associate Professor of Child Development at the Indira Gandhi National Open University (IGNOU), New Delhi. She served as Chair Professor at the Centre for Early Childhood Development and Research (CECDR), Jamia Millia Islamia, New Delhi, on deputation from IGNOU from 2011 to 2013. Her areas of teaching, research and publication are Child Development, Early Childhood Care and Education, Early Language and Literacy, Creativity, Disability and Gender. She has authored and co-authored research based book chapters and research papers in refereed journals, besides presenting papers in seminars and conferences. She has authored chapters in innovative textbooks for classes I to V of the Primary Education Programme (*Prashika*) of 'Eklavya' as well as in the NCERT and CBSE textbooks for senior secondary classes.

She has been awarded Gold Medals by for developing innovative academic programme in the sector of disability through distance education, for research based papers and for her doctoral work as well as 'Distinguished Alumna Award' by her alma mater Lady Irwin College, New Delhi.

Rubens Bias Pinto



Mr Rubens Bias Pinto is an analyst of social policies, training in psychology and an MBA (Postgraduate) Public underway by the Getulio Vargas Foundation and ongoing Executive Leadership Administration in early childhood development at Harvard University with a scholarship by the Bernard van Leer Foundation and the United Way Brazil. He works at the Ministry Health of Brazil in the General Health Coordination of Child and Breastfeeding.



Saibani Sabar



Ms Saibani Sabar is an active and energetic mother of B. Nuasahi village of Goudagotha block of Ganjam district. She is from the Soura community. Saibani plays an active role in managing the CBCD centre on behalf of the community.

Sandhya Paranjape



Dr Sandhya Paranjape, is the Head Academics for the TESS India Project led by Open University, United Kingdom, supported by DFID. She was also Professor at National Council of Educational Research and Training. She led the Literacy Research and Evaluation with Room to Read where she led research studies for the Literacy instruction program in India, Nepal, Bangladesh, Sri Lanka, Laos and Cambodia. She was also part of the core advisory group for a position paper on early literacy for CARE India and Ambedkar University.

Sandipan Paul



Mr Sandipan Paul has been working in the development sector for last 7.4 years and for last 5 years specifically in the area of early childhood education development and education (ECDE) and to an extent on primary and higher education.

He has crosscutting experience of working at program and policy level, with greater focus on technical assistance and policy advocacy in India and Maldives. In this context he has worked with National and Sub-national Governments, Grant-making Organizations, Multilateral Organizations and Academic institutions. Currently he is doing international consultancy for Central Square Foundation, European Commission and Bernard van Leer Foundation (BvLF). He has a Masters from Tata Institute of Social Sciences (TISS), Mumbai.

Santi Mandal



Ms Santi Mandal is tribal woman, from B. Nuasahi village of Goudagotha Panchayat of Surada block of Ganjam district. She is from Soura community and works at the CBCD demo centre as a Mother tongue based multi-lingual Early Childhood Education Teacher since 2007.

Subhadra Sabar



Miss Subhadra Sabar is a tribal girl of B. Nuasahi village of Goudagotha Panchayat of Surada block of Ganjam district. She belongs to Soura Community. She was the student of CBCD demo centre and has successfully transitioned to Kendriya Vidyalaya, at Golabandha. Currently she is in 4th grade and is good in her studies and extra-curricular activities. Subhadra has represented India in Children as Advocates for transforming Society (CATS) in Caux, Switzerland.

Sudeshna Sengupta

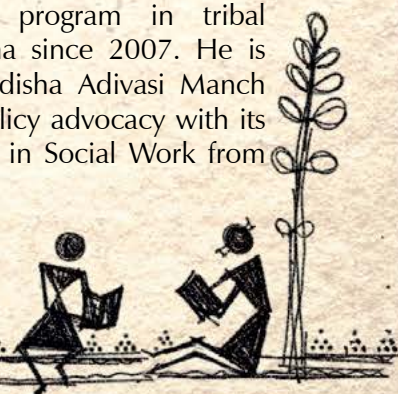


Ms Sudeshna Sengupta is Senior Manager, Advocacy at Mobile Crèches. She combines her many years of experience in the private sector with more than a decade in the social sector, working on advocacy on the issues of young. She has worked at Mobile Creches for 8 years. She has her Masters in Economics.

Sudhir Digal



Mr Sudhir Digal is the Program Manager, of People's Rural Education Movement (PREM), looking after Mother Tongue Based Multi Lingual Early Childhood Education demonstration program in tribal areas of Odisha since 2007. He is also part of the network Odisha Adivasi Manch (OAM) where he handles policy advocacy with its core team. He has a Masters in Social Work from Utkal University.



Sunita Singh



Dr Sunita Singh, is a Visiting Associate Professor at Center for Early Childhood Education and Development (CECED), Ambedkar University.

She has her Ph.D from Department of Curriculum and Instruction (Language and Literacy), University of Illinois at Urbana Champaign. Her doctoral dissertation was on 'Changes in Literacy Beliefs and Practices of a Kindergarten Teacher'. She has done her Masters and M.Phil from Jawaharlal Nehru University in linguistics.

Tom Thomas



Mr Tom Thomas is the CEO at Praxis – Institute of Participatory Practices. Prior to joining PRAXIS he held senior positions with ActionAid in India, Bangladesh and United Kingdom. He has a Masters from University of Pune.

Vishal Kumar Dev



Mr Vishal Kumar Dev, IAS is the Secretary of Woman and Child Development (WCD) Department, Government of Odisha. He worked for about three years in the Corporate Sector before joining the Indian Administrative Service in 1996. He has handled a number of important assignments in the past including Municipal Commissioner, Cuttack, Collector & District Magistrate, Balasore, Chief Executive Officer, Odisha Computer Application Centre and Director, IT, Government of Odisha, Managing Director, Industrial Development Corporation, Odisha Limited (IDCO) and Municipal Commissioner, Bhubaneswar and Vice Chairman Bhubaneswar Development Authority (BDA). His areas of interest include Infrastructure Development, Urban Management, Administrative Reforms and e-Governance. He graduated with a degree in Computer Science and Engineering from Indian Institute of Technology (BHU), Varanasi and a degree in Management from Indian Institute of Management (IIM), Lucknow. He has also completed a Master Programme in Governance and Development from the University of Sussex, United Kingdom (UK).



Organising Team

Dharitri Patnaik



Dharitri is the Senior Country Representative of Bernard van Leer Foundation. Dharitri has been associated with international development and non-profit sector for more than twenty years. Her areas

of expertise are social and public policy, knowledge management, governance & accountability and non-profit management. She has earlier worked with UNICEF, CARE USA, UNIFEM, ActionAid International and Government of Odisha's State Urban Development Agency. She is a Mason Fellow and has Masters in Public Administration from Harvard Kennedy School, Harvard University and Masters in Social Work from Tata Institute of Social Sciences, Mumbai.

Monalisa Kar



Monalisa is the Administrative Officer with Bernard van Leer Foundation. She was associated with architectural firms like Veneta Cucine, and educational institutions like City Montessori

School Lucknow, Army Public School, Bhatinda, Kiit International School Bhubaneswar. She has fifteen years of experience working with young children. Prior to joining the foundation she worked with the Humara Bachpan Campaign.

She has an M.Sc. in Zoology from Chaudhury Charan Singh University, Lucknow. A Diploma in Interior designing from S.N.D.T Women's University, Mumbai and a B.Ed. from Jammu University.

Preeti Prada Panigrahi



Preeti Prada is the Program Manager, Urban95 with Bernard van Leer Foundation. She has worked in CSR initiatives in the corporate sector prior to her work in development sector. She has seven years

of experience, during which she has worked for children with disabilities, children from indigenous communities, children affected by HIV/AIDs and children growing up in urban poverty in India. She was earlier associated with the Humara Bachpan Campaign in various roles prior to her joining the foundation.

Having her first degree in Psychology and Sociology, psycho social well-being and welfare of children has been her core area of interest. She has a MSc. from London School of Economics. She recently completed an Executive Leadership Program on Child Development from Harvard Graduate School of Education in August 2015 on a scholarship from Bernard van Leer Foundation.

Jyotirmayee Samal



Jyotirmayee is the Accounts Officer with Bernard van Leer Foundation. She was a mathematics teacher in a public school in the past. She has a Bachelor's degree in Economics and is currently pursuing

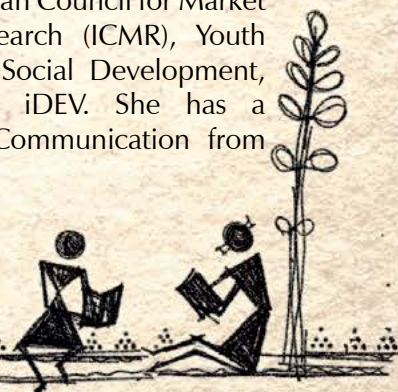
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Sradhanjali Sahoo



Sradhanjali is the Knowledge and Resource Coordinator for Humara Bachpan Campaign. She has been associated with Indian Council for Market Research (ICMR), Youth for Social Development, and iDEV. She has a

Master's degree in Social Communication from NISWASS, Bhubaneswar.



Anwikshika Das



Anwikshika is the Knowledge Manager with Humara Bachpan Campaign. She has over five years of experience on Research and Documentation work, in the areas of health (pertaining to HIV/SRH), education and gender. She has been part of the NRHM 2010 and 2011 PIP MAS (A consultancy Firm), INP+, BNP+, NACP IV, ARUNA, DPR ,Hope Foundation, I- concept Initiative among other projects. She has a Master's degree in Anthropology from Central University, Hyderabad.



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'Basic education based on mother tongue can increase literacy rate among tribals'

STAFF REPORTER

BERHAMPUR: Mother Tongue-based Multilingual Early Childhood Education (MTMECE) is the key to increasing literacy as well as other skills for development among tribal children, said experts at a two-day national conference inaugurated at Gopalpur beach resort in Ganjam district of Odisha on

The conference aims at better understanding and development of strategies for implementation of the MTMECE in tribal areas. During various sessions, factors affecting parenting, the process of creating trained and skilled human resources for delivering MTMECE at grassroots level in tribal areas to develop the pedagogy and resources were discussed.

She added that use of mother tongue during pre-school education increases identity of tribal children. Women and Child Development secretary Vishal Kumar Dev said: "Early childhood is an important phase in the overall development of a child and MTMECE is very crucial as it makes children feel secure, understand the world around them bet-

initiatives for implementation of MTMECE in comparison to other States were also discussed. According to the organisers, the outcome would help in suggesting a road map to monitor, evaluate and finance MTMECE in States like Odisha.

According to Census data, literacy rate among the Scheduled Caste and Scheduled Tribe children was

PNS ■ BRAHMAPUR

A two-day long national conference on mother tongue based multilingual early childhood education and care (MTMECE) organized by Bernard van Leer Foundation (BvLF) with its partners in Odisha PREM, DISHA, KISS, SPREAD, CECED and ICF International and supported by the State Women and Child Development (WCD) Department, concluded here at Gopalpur with a valedictory session.

WCD Commissioner-cum-Secretary Vishal Dev, Director Ravindra Pratap



stakeholders. He made a case for greater role of technology as an enabler for addressing

activities of the Government and civil society in this regard.



NATIONAL SEMINAR

A guest making a point on mother tongue based multilingual early childhood education at a national seminar in Berhampur Wednesday

UP PHOTO







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