

## ADVOCACY & COMMUNICATION

### Conference/Seminars

1. South Asian Regional Conference - Early Childhood Care and Education - Policies and Practices: Towards 2015 & Beyond, funded by UNESCO, UNICEF, Aga Khan Foundation, Care India, Govt. of India, August 2012.
2. Forum on Investing in Young Children Globally (IYCG): Financing Investments in Young Children funded by the Institute of Medicine, National Research Council, August, 2014.
3. Ensuring Foundation, Enhancing Learning funded by CIFF & UNICEF, October 2016
4. Early Language and Literacy funded by CIFF, December 2017
5. Teaching Parents of Preschool Children to Support Learning at Home, a Special lecture by Prof. Kathy Sylva, November 2017
6. Quality in Early Childhood Education in Latin America, a Public lecture by Prof. Hirokazu Yoshikawa, January 2018
7. Early Child's Right to Early Childhood Development : Evolving Inclusive Practices in collaboration with AECED and funded by DHFL, Save the Children, DCPCR, TISS, November 2018
8. Future-ready schools: Leadership role of principals in association with NEXT Education, November 2019
9. Foundational Stage as the First Stage of School Education in collaboration with CFI, December 2019

### Educational Videos/films

1. The Window of Opportunity: Learning in Early Years.
2. Exploring School Readiness
3. Aao Seekhe Khel Khel Mei: A day in Anganwari Centre
4. A life of a Researcher
5. Five years of CECED
6. Seven years of CECED
7. Delhi Speaks on School Readiness(vox-pop)
8. We Can (on People's Rural Education Movement (PREM), Odisha)

### Publications

#### A. CECED Developed 6 Policy briefs:

1. Unpacking Care: Protecting Early Childhood.
2. Early Childhood Education in India: A Snapshot
3. Brain Development in Early Childhood: The Critical Years
4. Right to Early Childhood Development: A Comprehensive Framework
5. Multilingualism in Early Childhood Education Classrooms: Rationale, Challenges and Possibilities
6. The India Early Childhood Education Impact Study (IECEI)

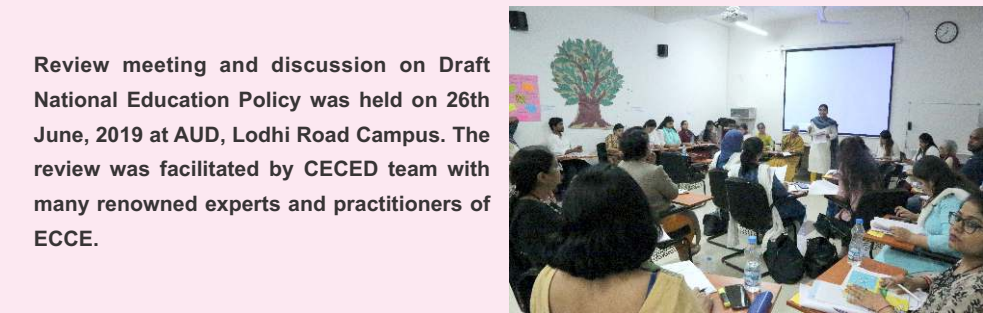
### B. Book

"Early Childhood Education and School Readiness in India: Quality and Diversity" edited by Prof. Venita Kaul and Dr. Suman Bhattacharjea and published by Springer publications.

## Glimpses from different fields of practice



Prof. Vrinda Datta speaking at the Center for Universal Education at the Brookings Institution, Washington D.C at the 2019 Girls' Education Research and Policy Symposium on October 15, 2019.



Review meeting and discussion on Draft National Education Policy was held on 26th June, 2019 at AUD, Lodhi Road Campus. The review was facilitated by CECED team with many renowned experts and practitioners of ECCE.



CECED Team conducting Focus Group Discussion in Narela in the month of February 2018, with the community members during the Situational Analysis Phase under the development of ECCE Centres of Delhi Project.

CECED Team with World Bank team, Meghalaya CM, Commissioner and Secretary C&RD and Meghalaya State Rural Livelihood Society CEO- Presenting the outcomes of the Feasibility study on the integrated ECD intervention package and the role of MSRLS in Meghalaya. CM acknowledged the outcomes of community-led ECD pilot and advocated to scale-up the model immediately.



As part of the field investigators training on data collection tools under SAT Project, field investigators are undergoing field trials in Bastar, Chhattisgarh on 3rd October 2018.



CDPOs from 38 districts of Bihar attended the refresher training conducted by CECED. Participants doing role-play and presenting low-cost learning material created by them during the training.



National Conference on the theme - "Every Child's Right to Early Childhood Development : Evolving Inclusive Practices", Nov 2018, New Delhi



A Conference on "Future Ready Schools: Leadership Role of Principals" in association with NEXT Education, Nov 2019, New Delhi



CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

**CELEBRATING 10 YEARS**  
OF PROMOTING  
DEVELOPMENTALLY &  
CONTEXTUALLY APPROPRIATE,  
INCLUSIVE EARLY CHILDHOOD  
EDUCATION & DEVELOPMENT

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### WEBSITES

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## IMPORTANCE OF EARLY CHILDHOOD

Early Childhood Education and Development (ECED) is all provisions for children up to 8 years of age that ensures enabling and stimulating environments (home, programs, and services) for them and addresses their developmental and educational needs in an integrated and comprehensive manner. Research around the globe has confirmed that the early years of life are critical for lifelong learning and development. Neuroscience research has shown us that early childhood is a time of tremendous brain development. The young brain literally changes shape and size in response to everything encountered in the early years. New environment, life experiences, caregivers and relationships can all affect the way children's brains become wired. Therefore, early interventions can alter the lifetime trajectories of children, especially in the more disadvantaged contexts. "The short and long term benefits of ECED programs for children are enormous. By providing basic health care, adequate nutrition and nurturance and stimulation in a caring environment, ECED interventions help ensure children's progress in primary school, continuation through secondary school and successful entry into the work force" (Young, 2002).

Given its critical importance, developmentally and contextually appropriate ECED should be considered as every child's right to a sound foundation. The SDGs recognize Early Childhood Development as an indispensable foundation for sustainable development and children as agents of change when they channel their infinite potential to create a better world. This has given new impetus to the field of early childhood creating a need to build better contextualized understanding through research and practice.

## CECED at AUD

Centre for Early Childhood Education and Development (CECED) at Ambedkar University Delhi is envisaged to meet this very need by serving as an independent and dedicated technical institution, with a mandate to address issues of quality and inclusion in policies and provisions for the young child. The Centre for Early Childhood Education and Development (CECED) was established on 12<sup>th</sup> October 2009 and is located within the organizational structure of the Ambedkar University Delhi (AUD), which in essence is multidisciplinary and focused on a humanistic and equitable approach towards education and development. The presence of this Centre in the University gives it greater professional credibility and provides it with the necessary professional and multi-disciplinary academic support.

## VISION

The vision of CECED is to promote systemic understanding of developmentally, contextually appropriate and inclusive ECED with a focus on early learning. More specifically, it aims to: (a) Expand the landscape of indigenous knowledge on ECED and narrow the gap between theory, research, policy and practice. (b) Strengthen the momentum for high quality, play-based ECED and (c) Critique and provide evidence-based, policy-related advice and feedback on existing programs and provisions for children, across public, private and voluntary sectors.

## MISSION

CECED is guided by the mission to contribute towards the national goal of social justice and equity by promoting developmentally and contextually appropriate ECED as every child's right to a sound foundation for development and learning in the first eight years of a child's life. It aims at this mission through its three major functions namely, expanding indigenous research, systemic capacity strengthening and evidence based advocacy in developmentally and contextually appropriate and inclusive Early Childhood Education and Development.

## FOCUS AREAS

**INFANCY**  
(Birth to 3 years)

- Curriculum on Early Stimulation
- Responsive Care & Early Stimulation Framework & Manual



**PRESCHOOL**  
(3 to 6 years)

- Standards, Curriculum Framework, Assessment Tools, ECE package, Capacity Building of States
- Research Studies



**EARLY PRIMARY**  
(6 to 8 years)

- Position Paper on Early Language and Literacy
- Assessment Tools



## PARTNERS IN THE YEAR (2018-2019 )

- UNICEF – India (Delhi), Bihar, Maharashtra, Rajasthan, West Bengal
- World Bank
- Dept. of Higher Education (DHE), Govt of NCT of Delhi
- Plan India
- Central Square Foundation (CSF)
- Yale University
- Tata Institute of Social Sciences (TISS), Hyderabad
- AVHAAN Trust
- DHFL Changing Lives Foundation
- Save the Children
- Delhi Commission for Protection of Child Rights (DCPCR)
- Child Fund India
- Association for Early Childhood Education And Development (AECED)

## OUR REACH AND IMPACT IN DIFFERENT PARTS OF INDIA



## WORKING TO BUILD QUALITY EARLY CHILDHOOD PROGRAMS

### Research

- A Longitudinal research study - Indian Early Childhood Education Impact (IECEI) in partnership with Annual Status of Education Report (ASER) Centre, 2011-16
- Impact Evaluation of Neev Programme envisaged by AHVAAN, 2019
- A baseline study of Early Childhood Education Component of "Start Early: Read in Time Project in Odhisa" (CARE India), 2016
- Saving Brains: Changing Mind sets (Mobile Creche), 2015-16
- Early Childhood Development for the poor - Impact at scale - NIH Study (YALE University), 2013-15
- Impact evaluation of I love reading in MCD schools in Delhi (Katha), 2013-15
- System approach for better education Results (SABER) In Early Childhood Development (ECE) (World Bank), 2014

### Training

- Developed Training Manuals & modules
- Developed Training videos - for Anganwadi workers & supervisors
- Conducted training in different states

### Curriculum

- Curriculum Development – ICDS in Odisha; Delhi Government
- Review of Various state level curriculums
- Adaptation of Jamaican Curriculum for Birth to three years of children in the context of Odisha

### Intervention

- Designed and piloted the Integrated ECD intervention programme for caregivers with children from birth till 6 years of age in Meghalaya
- Capacity Building of Meghalaya State Rural Livelihood Society (MSRLS)

### Development of Assessment Tools and Standards

- Early Childhood Education Quality Assessment Scale (ECEQAS) to assess the quality of ECE Centres in India
- Early Childhood Education Quality Tool- A mentoring tool to enhance the Quality of Early Childhood Education
- School Readiness Instrument (SRI) - An Activity based tool to understand children's school readiness
- Early Learning and Development Standards (ELDS)

## STRENGTHENING STATE ICDS BY PROVIDING TECHNICAL ASSISTANCE ON QUALITY EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

### Maharashtra

- Developed Preschool Quality Tools
- Developed Framework for Strengthening of Anganwadi Worker Training Centres (AWTC)
- Working with SLMTs to develop Model Anganwadi centers
- Conducted baseline study in Palghar and Aurangabad to understand quality of ICDS centers and children's school readiness

### Rajasthan

- Conducted SRG Training on Anganwadi-School Integration across all 33 districts in Rajasthan
- Review of the existing workbooks for 3-6 year olds
- Supporting Monthly Sector meetings and Parent- Anganwadi worker meetings in Barmer and Dungarpur Districts in Rajasthan

### West Bengal

- Developed four training videos on the topics- Storytelling to pre-schoolers, Conversations with children in an AWC, Use and importance of Pre-School Education Kit and Material development for the AWC for capacity building of state functionaries
- Conducted two workshops on ECE to strengthen the capacity of SRG members
- Developed Parenting Package for caregivers for children in the age group - birth to six years
- Developed Monitoring tools to monitor the quality implementation of the parenting package
- Developed Evaluation tools to assess the effectiveness of the parenting package

### Bihar

- Developed Report on NGO mapping
- Developed Handbook on guidelines for transaction of ECE curriculum
- Developed guidelines on maintenance of Pre School Education kit
- Developed guidelines on creation and maintenance of toy bank
- Developed activity plan and guidelines on monthly ECCE day
- Guideline creation on maintenance of play and learning corners
- Developed training module on ECCE training of AWWs
- Guideline for creation and maintenance of portfolio for children
- Conducted training/ refresher training of CDPOs from all 38 districts of Bihar on the training module on ECCE training of AWWs
- Developed monitoring tool for supervisors to monitor the implementation of the ECE Curriculum