

Tenth National Summit of Health and Population Scientists in Nepal (Nepal Health Research Council)

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Presentation Outline

- ❖ Title of the research
- ❖ Authors name and affiliation
- ❖ Background and objective
- ❖ Methodology
- ❖ Results
- ❖ Conclusion
- ❖ Recommendation

Title of the Research

“Research on effects of homebased parenting education program on child development and caregivers practice”

Authors:

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Background and objective

Background:

Lack of nurturing care is a barrier to children achieving developmental milestones. Factors such as parental time constraints, gender stereotypes in caregiving, lack of dietary diversity, poor hygiene, and undervaluing early stimulation hinder optimal care. To address child development needs, since 2018, Plan International Nepal, in collaboration with local partner NGOs, has been implementing the Home-based Parenting Education Program (HBPEP) in 5 districts of Nepal that promotes the well-being of children and strengthens skills of parents, caregivers and families for physical, mental, and emotional development of children.

Objective: The aim of this research was to assess the effectiveness of home-based parenting program in bringing changes in children's developmental outcomes and parents' knowledge, attitudes, and practice.

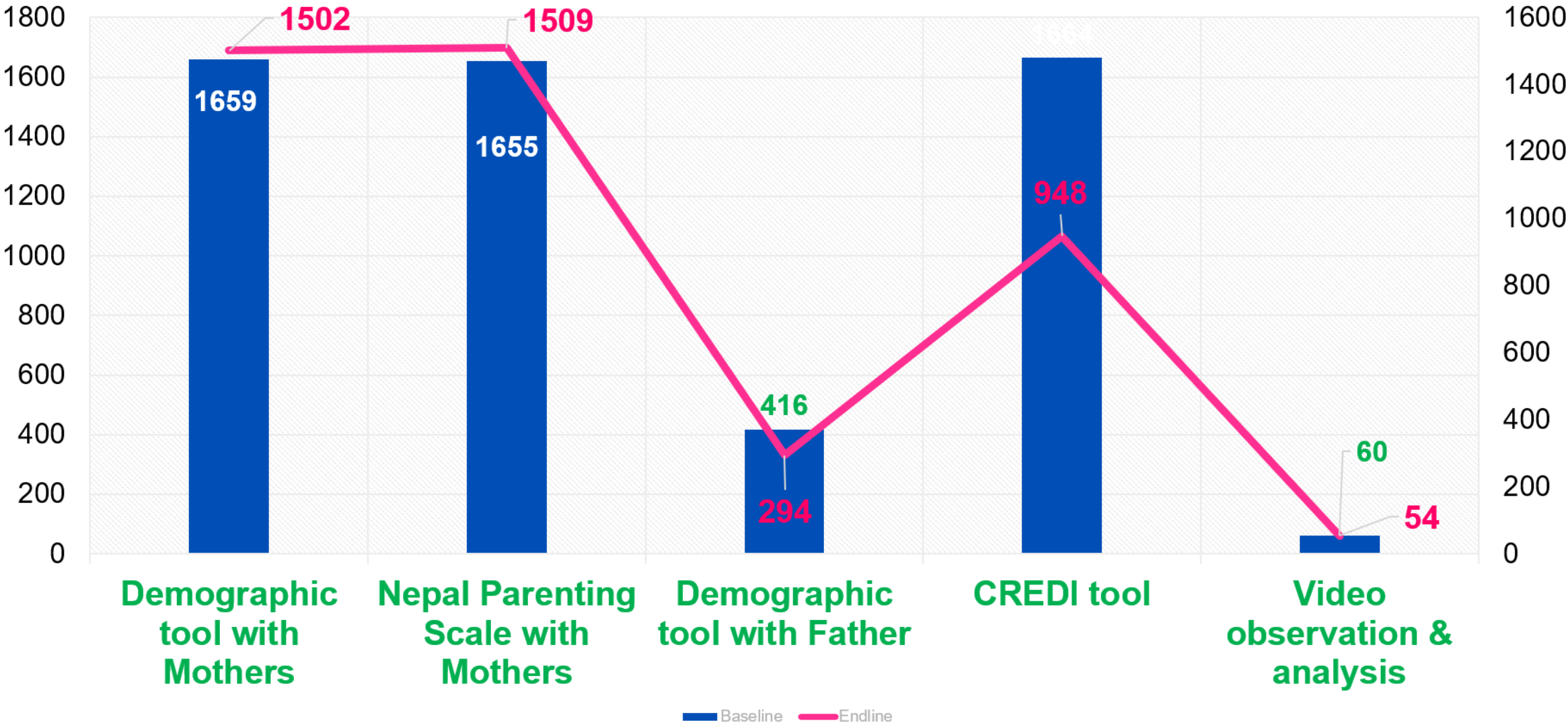
Methodology

- ❖ The quasi-experimental research on the home-based parenting education program was conducted in collaboration with Monash University of Australia, utilizing a combination of quantitative and qualitative research methods.
- ❖ Quantitative tools (*CREDI & demographic tool*) expected to measure children learning and development, whereas qualitative tool (Nepal parenting scale & video observations) aimed to see everyday practices and moment-to-moment interactions between children and parents and provide fine-detail micro-changes at an interactional level.

Following are the research tools applied in study:

- ❖ Tool 1: (CREDI) Caregiver Reported Early Childhood Development Instrument to gain child's perspective – Short form of CREDI
- ❖ Demographic data tool
- ❖ Nepalese Parenting Scale
- ❖ Video observations of family practices

Sample Size



Location

- ❖ Sindhuli – Marin, Kamalamai, Dudhauri and Hariharpur
- ❖ Makwanpur – Thaha and Bagmati
- ❖ Sunsari – Ramdhuli and Inaruwa
- ❖ Bardiya – Rajapur, Thakurbaba and Bansgadi
- ❖ Jumla – Kanakasundari, Hima, Sinja and Tila

Results and Findings

- ❖ The study findings indicate impact on children's learning and development in **intervention** districts, notably in fine and gross motor skills, language development, cognition, and social-emotional competence.
- ❖ Furthermore, fathers showed increased involvement in feeding, bathing, and sleep routines. The parenting program enhanced the promotion of a clean and safe environment.
- ❖ Parents at endline shifted towards gender-neutral toy access, with increased engagement in making toys
- ❖ Endline CREDI score surpass baselines for children aged 12–17 months, with a steady increase in intervention areas from 50 to 56. Whereas, control location scoring 49 at Baseline and 48 at Endline.

Overall CREDI score for children age 12-17 Months

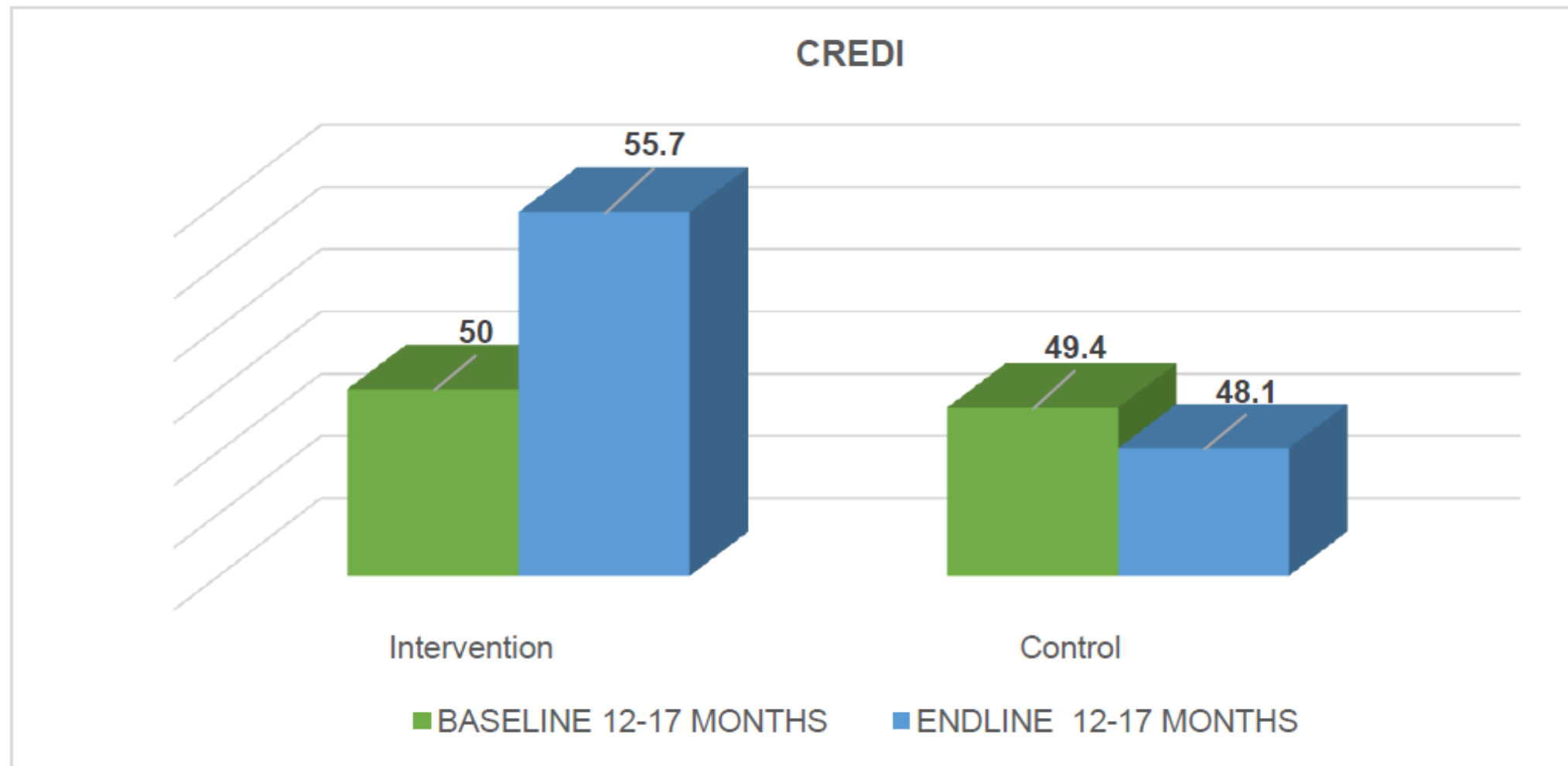


Figure 2: Intervention and Control comparison CREDI Score in Baseline with Endline 12–17 months

Comparison Intervention Baseline with Endline (18–23 months)

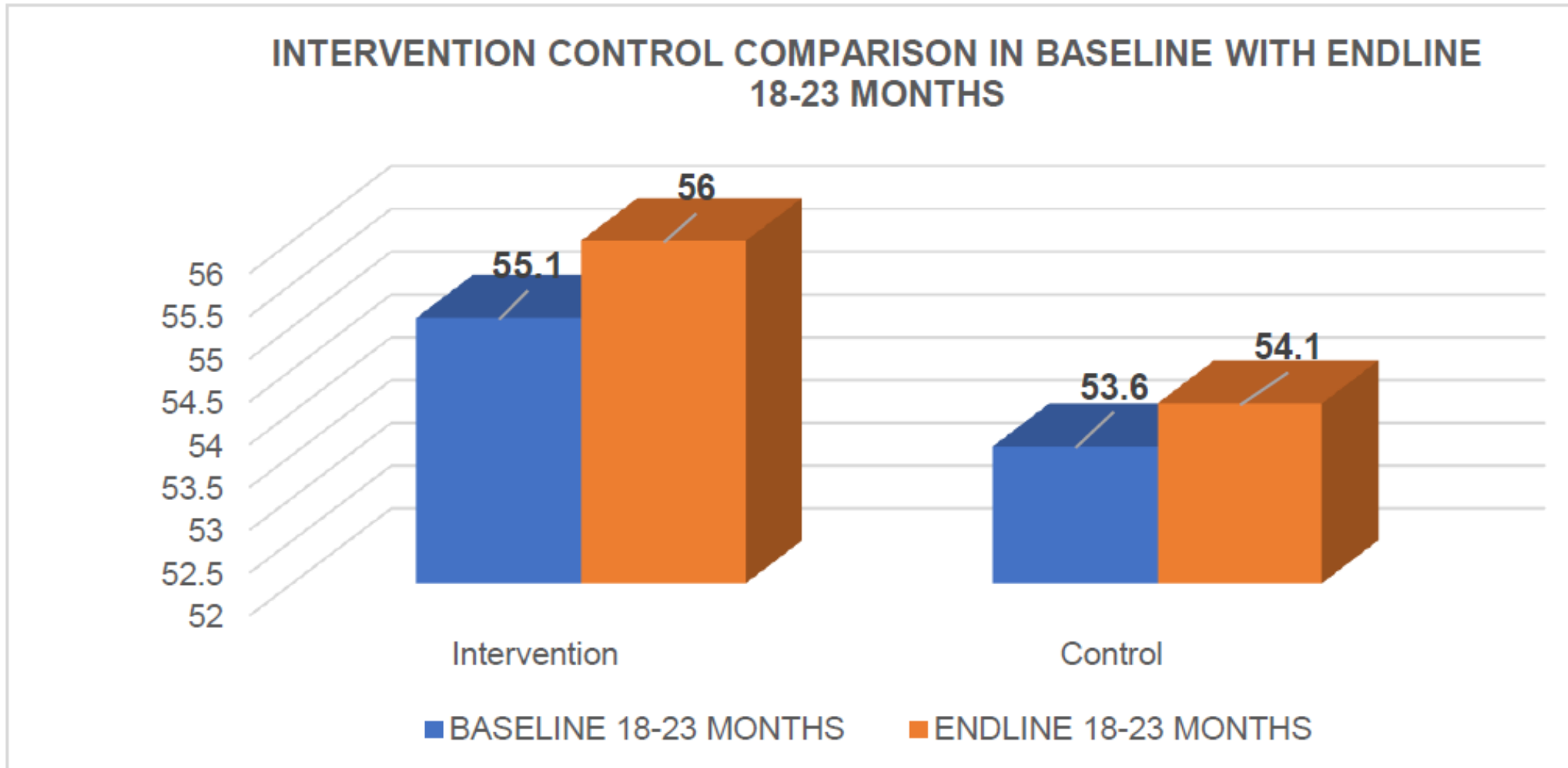


Figure 5: Intervention and Control comparison CREDI Score in Baseline with Endline 18–24 months

CHILDREN WERE KEPT SAFE (MOSTLY)

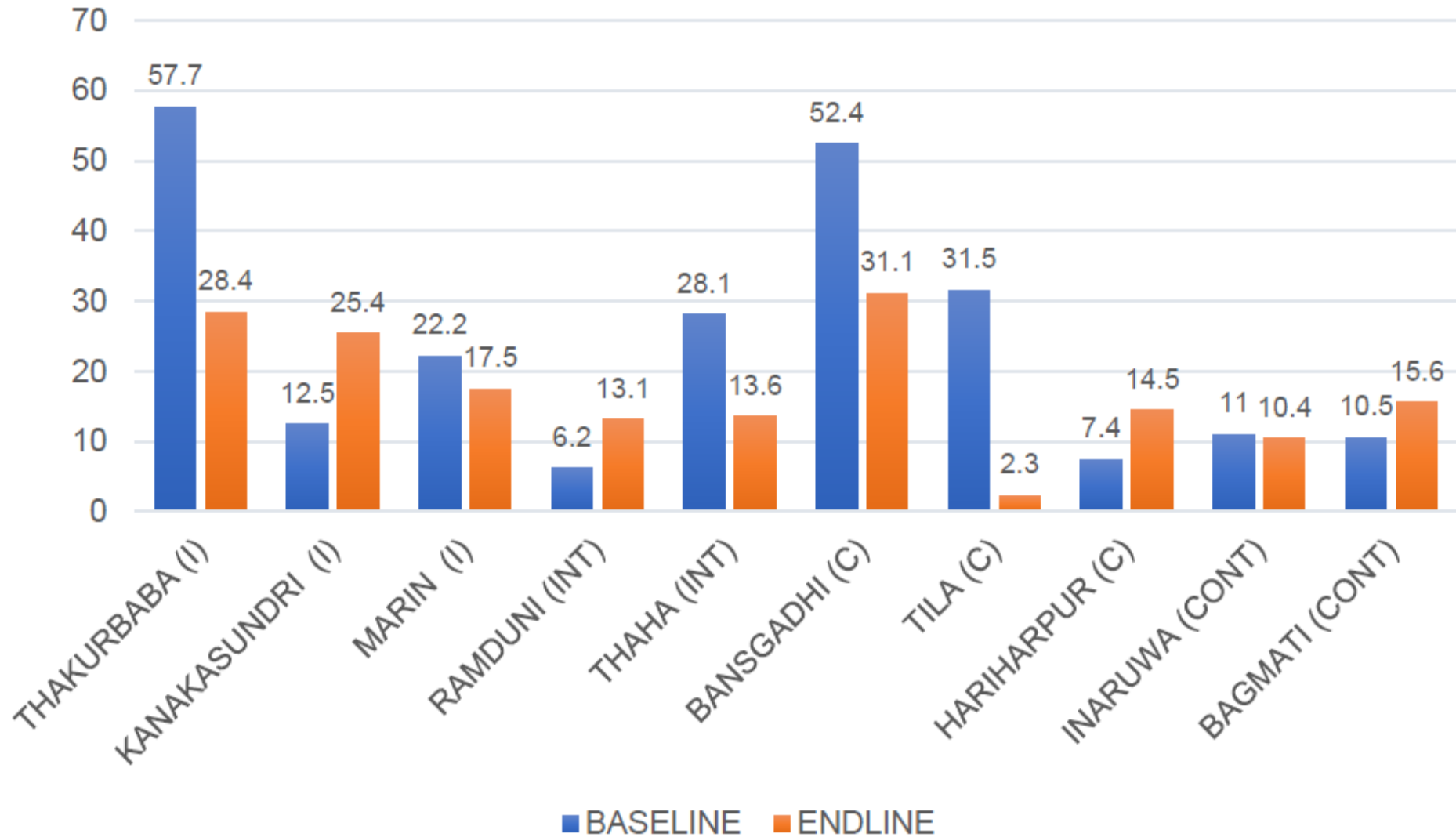


Figure 35: Children's safety – Intervention and Control (Baseline and Endline)

CHILDREN WEAR CLEAN CLOTHES (MOSTLY)

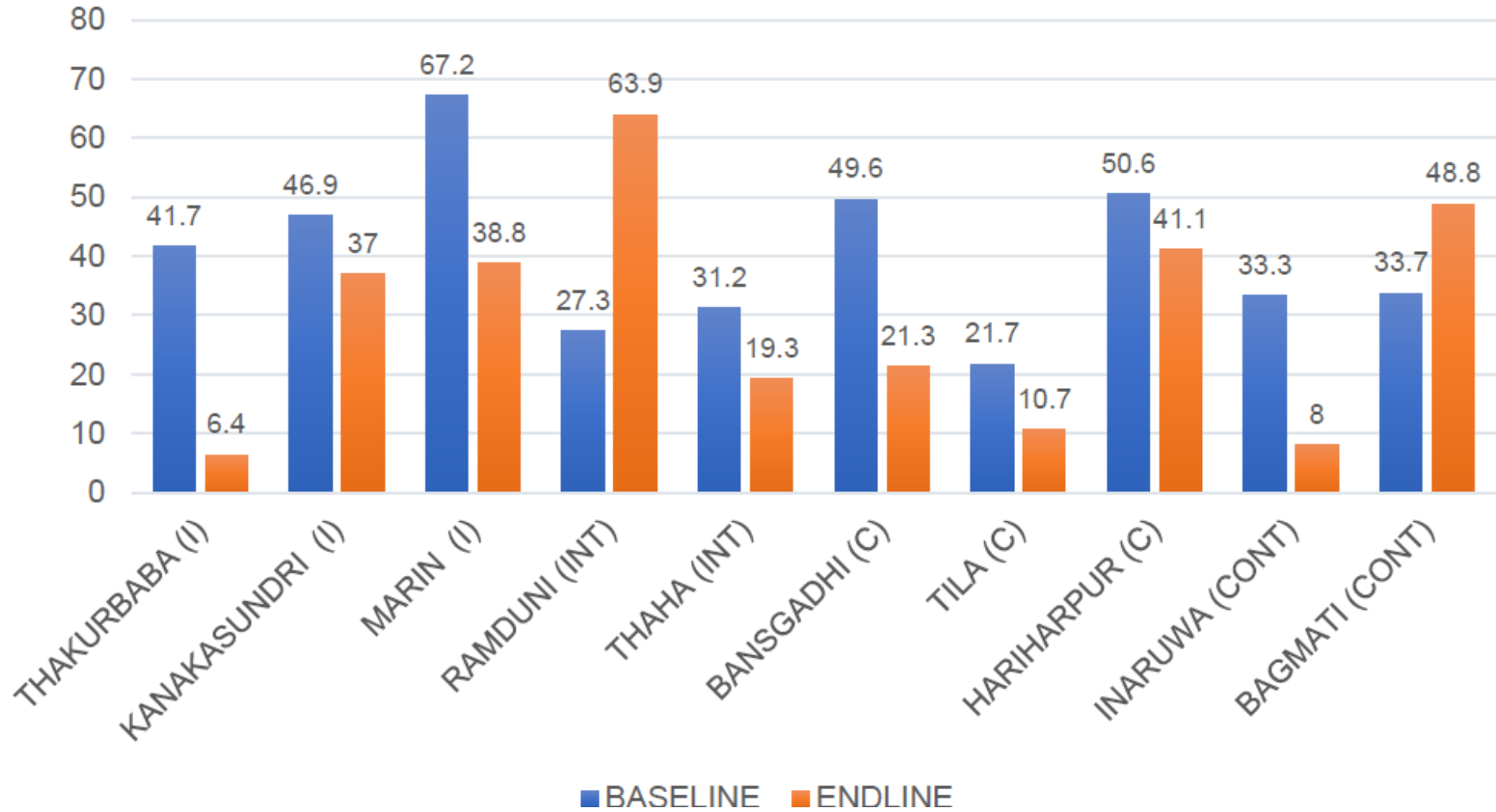


Figure 36: Children always wear clean clothes – Intervention and Control (Baseline and Endline)

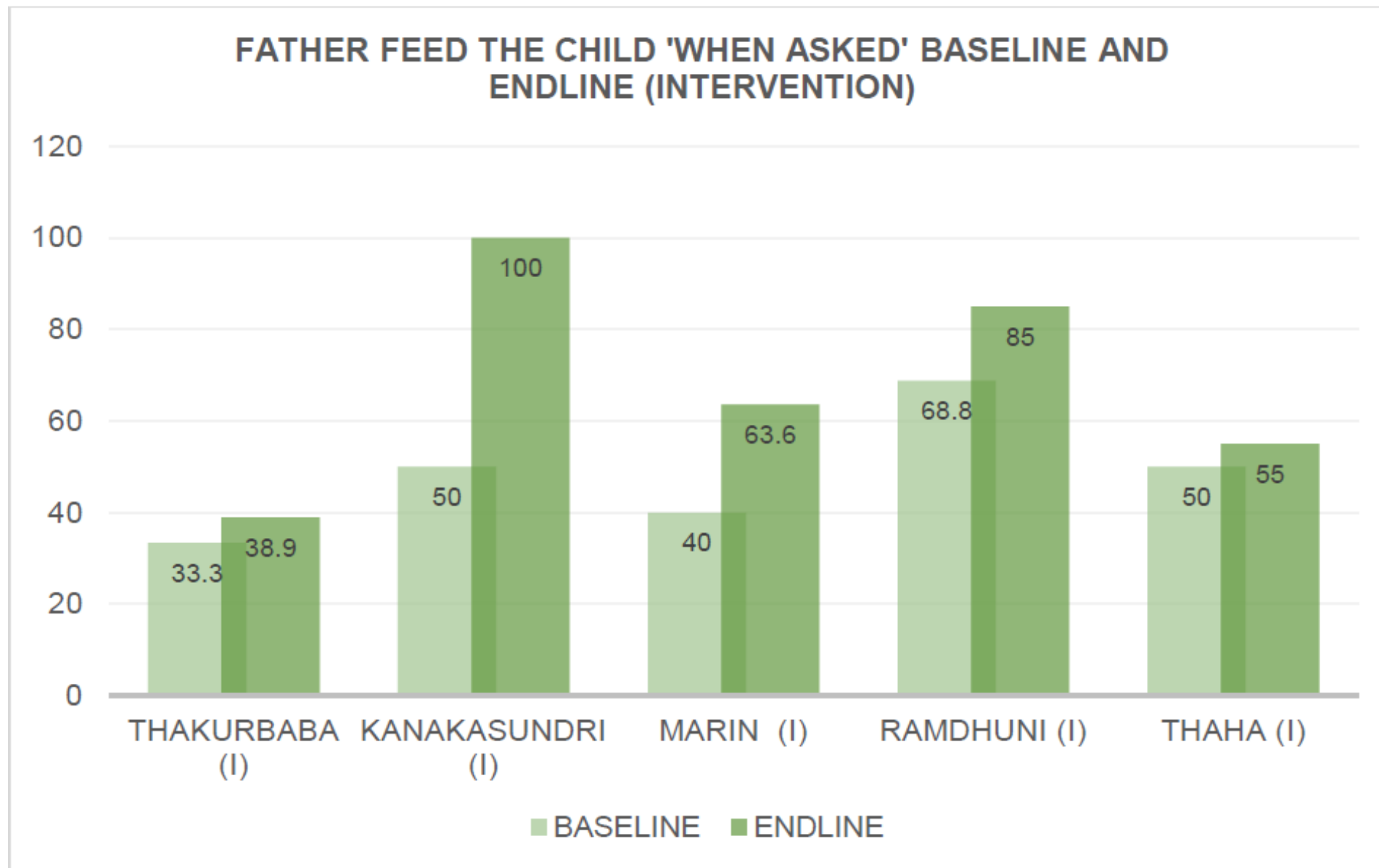


Figure 27: Father feed the child 'when asked' – Intervention (Baseline and Endline)

Conclusion:

- ❖ Parents exhibited a significant shift in their perceptions regarding equal access to toys for boys and girls, evidenced by strong changes from Baseline to Endline responses in both Intervention and Control districts.
- ❖ Additionally, there was a distinct change in parents' practices from Baseline to Endline in the Intervention districts, indicating a greater inclination towards making toys routinely with their children.
- ❖ Overall, the interventions positively influenced children's learning and development across multiple domains.

Recommendations:

- ❖ Extending educational programs where families understand the importance of reading to children can be promoted more with families.
- ❖ Interventions shows lower scores in reading stories to children - thus, provision or creation of local child-friendly books and oral stories that are passed from grandparents to parents to their children, can be promoted more with families
- ❖ Culturally appropriate and respectful ways of how to deal with conflicts and disagreements need to be considered in parenting programs.
- ❖ Parents reported that they are interested in making toys for children, therefore workshops targeted to parenting are suggested.



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