

A COMPARATIVE STUDY REPORT

on children's development
at pre-school age
in two communities of Siyazan

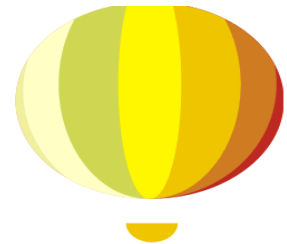
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ABSTRACT

The present report is prepared about 2 communities in Siyazan region of Azerbaijan within the framework of *“The Social Rights Development – community-based strategies to include vulnerable and isolated children to pre-school education”* project, implemented by United Aid for Azerbaijan (UAFA) and Center on Innovations in Education NGOs. The aim of the study was to UNDERSTAND HOW VARIOUS EARLY CHILDHOOD EDUCATION MODELS IMPACT CHILD DEVELOPMENT and reveal the differences in children’s development in two target groups – a group with traditional pre-school education model (Siyazan kindergarten), and a group attending a pilot Self-Help Group model of pre-school education (Zarat village). The study also covered the parents in order to gain insights into their parenting skills, interest levels and motivation to work with their children, and general parenting conditions in which these children are brought up.

The report describes the methodology used, outlines main findings and data on each community and compares the findings of each participating community. The process and methods used, plus details of the research team are described in the “Methodology” section of this report.

Children in Self Help Group in Zarat village showed higher improvements in their skills compared to those of Siyazan public kindergarten children. The report outlines results of each group.

GOOD QUALITY ECE SHOULD DELIVER BETTER OUTCOMES FOR CHILDREN. IN THIS CASE, Comparative analysis showed that in Zarat village, the Self Help Group model DELIVERED BETTER OUTCOMES FOR children and their parents THAN THE KINDERGARTEN MODEL.

This study does not aim to explore the reasons why outcomes were better, simply to state the difference in models and demonstrate their outcomes. Analysis of interventions could be a subject for further, more detailed study. At this stage, we can only make assumptions.

. Parents benefit the programme alongside their children, because they become actively involved, become more aware of modern child development methods and thus significantly improve their parenting skills. This is a major advantage of this pre-school model compared to a more traditional one. Added to better results in children’s development, SHG centres are also more cost-effective than traditional kindergartens.

I. INTRODUCTION

Azerbaijan Republic National Development Strategy for Education 2013 aims to provide 90% of pre-school aged children with pre-school education. However, currently only 16.5%¹ of all pre-school aged children are involved in pre-school education. In rural areas the percentage is even lower – only 8.7%.² Yet studies show that the earlier a child begins education the better are outcomes for his/her long-term development. Lack of pre-school education slows down the development of these children and puts them at a disadvantage when they begin their formal schooling³. In comparison to those already attending pre-school

Since January 2012, the organizations of United Aid for Azerbaijan (UAFA) and Center on Innovations in Education (CIE) have been implementing the European Union funded project on “*The Social Rights Development – community-based strategies to include vulnerable and isolated children to pre-school education*”. In line with the Millennium Development Goals, UNCRC and UN convention on Rights of People with Disabilities, this project aims to contribute to the implementation of national policies, with the ultimate goal of improving early childhood development outcomes for children who are excluded due to poverty, location and disability. The project piloted an alternative and cost effective pre-school education model in four regions: Sumgait, Bilesuvar, Lenkoran and Siyazan. The outcomes of two model have been analyzed in this report. .

The alternative model developed by partner organizations (UAFA and CIE) is a Self-Help Group model. The group consists of 20-25 parents volunteering to manage pre-school activities in their own community. The local municipality provides the venue for SHG located either in the municipality building or another public building in the community. Parents work in the centre with children after being trained in several aspects of pre-school education including early childhood development, normative child development, early intervention, parenting skills, disability awareness, stigma and equality, leadership and children’s rights. A leader is selected to manage the groups and is paid a small remuneration. The center is open every day and children attend the centre for a minimum of 4 hours a week and maximum 2 hours a day. A regional methodologist supervises the work of 4-5 SHGs, acting as the hub. One of the advantages of

¹ 2013 stats; for 2014, it is 14.7 – State Statistics Committee

² National Strategy on Education Development in Azerbaijan Republic

³http://www.unicef.org/azerbaijan/education_12441.html

this model is that it integrates children with developmental delays and disabilities into the mainstream society from a very young age and enables them to have a social life and education with their peers.

Research study has been conducted to analyze the results of this model along with its impact on children's development. The goal of the research is to provide evidence for policymakers of the Government of Azerbaijan and to support the Government in implementing the goal to provide 90% of pre-school aged children with pre-school education. One aspect of reaching this goal is to have a range of models that suit different environments; a second aspect is to understand and accept different education delivery models that support a wide range of learning abilities. Comparing different models, education methodologies and their outcomes support broad policy-making is designed to help decision-makers obtain more insights for their discussions.

The study compared development levels of children in two groups in Siyazan region and gathered evidence on different outcomes of pre-school education models in the region. The groups are the following:

1. Self-Help Group children and their parents (Zarat village, Siyazan)
2. Children in local pre-school education and their parents (Public kindergarten N9, Siyazan)

Question we are trying to explore is....

II. METHODOLOGY

Research team

The research team involved the staff of the project “*The Social Rights Development – community-based strategies to include vulnerable and isolated children to pre-school education*”, as well as external consultants.

Gwendolyn Burchell (executive director of UAFA and director of the Centre for Social Policy Development) along with *Ulviyya Mikayilova* (executive director of CIE) were responsible for the overall management of the project and the generic research process.

From UAFA’s side the project was managed by *Yelena Israfilova*. *Lamiya Sharafkhanova* was the main contact person for the project from CIE’s side. Mrs. Israfilova was extensively involved throughout the project including research planning and implementation, whereas Mrs. Sharafkhanova was involved during the first year of the project implementation.

Irada Huseynova was an external consultant for the research responsible for carrying out the analysis of the collected data and developing the current report. Mrs. Huseynova also assisted the implementation process with research methodologies and general consulting support.

The following people were involved at different stages of the research process: *Esmira Seyidova* (project assistant, UAFA), *Laman Kazimova* (consultant, UAFA), *Sevinj Gasimova* (PR officer, UAFA) and *Zumrud Soltanova* (volunteer).

Research phases:

Bearing in mind that the study focused on child development, the process had to be carried out over a certain period of time in order to see the development and improvements (if any) in children’s skills. The mentioned period covered three phases:

1. Assessment of children’s skills and Focus Group Discussions with their parents in both communities, December 2012;
2. Assessment of children’s skills and FGDs with their parents in both communities, December 2013;

Two communities in Siyazan region were chosen for the research – Zarat village, and Siyazan city (pilot SHG village, and existing State kindergarten in Siyazan).

JUSTIFICATION:

SIYAZIN HAS LOWEST NUMBER OF PUBLIC KINDERGARTENS
WHY DID WE CHOOSE ZARAT? PURPOSEFUL OR RANDOM?
CHOOSE KINDERGARTEN BECAUSE IT WAS THE HUB

Target group and stakeholders involved in the study

The main target group of the study was children and their parents. Some extended family members such as children’s grandparents, uncles and aunts were involved as well. Target groups of the selected communities were divided into separate sub-groups based on their involvement (or no involvement) in (any form of) pre-school education. Thus, we had the following sub-groups:

1. Children and their parents who attend Self-Help Groups in Zarat village;
2. Children and parents attending public kindergarten N9 in Siyazan city;

The number of stakeholders involved in the study is given in the Table Below:

	Zarat village	Siyazan
Number of children	14	14
Number of parents	12	17

Methodology used

As mentioned above, the study was conducted over three phases during 14 months. Before the study was launched, the research team developed the relevant methodology for it. This entails the following:

1. **Assessment forms** to determine the development level of children. This form follows internationally accepted norms for child development and was recommended by Dr. Jane Mott - Ed.D.,M.Res., PGDE SEN, PGCE, B.SC [Hons] Emeritus Lecturer in Inclusive Education to CIE and UAFA specialists. .The form consists of a list of basic skills a child should be able to do at a certain age, grouped in 5 categories –gross motor, fine motor, cognitive, social and self-help skills.
2. **Focus Group Discussion (FGD) questions** were developed to gain more insights into the parenting skills and experience of the parents in the target group and their attitude towards development of their children. Questions for the second round of the research have been slightly modified compared to the first round, having additional questions on the results of the pilot, necessity of preschool education for parents, children and community, and also questions on parenting skills.

3. *Parent Information form* was used to provide us with general information about the parents in the communities under study, their background and field of work.
4. *Observation forms* were developed in order to have a better understanding of family relations, conditions in the family, parents' attitude towards and relationships with their children.

See Appendices Section for these research tools.

Research process

The process started with the preparation stage, when the research team planned the steps and developed research methodologies. First phase started in December 2012 and lasted for approximately a month. During this phase, children in the two communities were assessed developmentally, whilst parents in each community were involved in FGDs. Each community was allocated one research team member who carried out the above-mentioned skills assessment of children and FGDs with parents. Children were observed doing the activities indicated in the form. Occasionally, some children refused to do so, and in these cases we asked parents to inform us if the child had the skill or not. Thus, data from assessment forms involved both real tasks with children, as well as opinions of parents. As to FGDs, a sample group of parents representing different target groups were invited to the FGDs. Parents were invited to discuss the following questions....,list....Questions discussed during FGDs included the role of play and games in the development of children, time and attention allocated to children by their parents, joint activities with children, role of parents, interest and participation of parents in the development of their children and preparing children to school. The role of pre-school education, parents and wider community in the lives of children was also discussed, as well as impact of pre-school education. There was a question on possible cooperation of parents with a wider community and how parents understand it. Parenting skills and their interest to develop these skills was also discussed. Voluntary contribution

Parents represented the following groups:

1. Parents of Zarat village, whose children participated in pilot SHG;
2. Parents of Siyazan, whose children attended public kindergarten N9.

All data collected using both assessment forms and FGDs have been recorded and analyzed by the research team.

Second phase of the study started in December 2013, when the research team conducted the second round of assessment and FGDs with some modifications to the

questions. Assessment was conducted with the same children as the previous year to compare their development levels. The results of the first and second year assessments were also compared.

The table below shows number of children and parents involved in the research by phase.

	Quantity	Total number of respondents (children, parents)
Phase 1.		
Assessment of children	3	42
Focus Group Discussions	3	32
Phase 2.		
Assessment of children	3	42
Focus Group Discussions	3	24

Any research limitations so far?

Time to assess children's development

Lack of clear leadership from beginning to end

In FGD, people tend to give answers that present an ideal, rather than reality.

III. COMMUNITIES FINDINGS

General information about Siyazan region

Siyazan region is situated to the north of Baku with the total area of 703 km² and population of 39756. There is one city, 32 villages and 9 settlements in the region. The city has a well developed infrastructure with a post office, a cultural center and a health center. The economy of the region is mainly based on oil-gas industry. Agricultural activities of the region include grain production, vegetable production and animal-breeding.

4% of the region's population has higher education and 40% have secondary education⁴. There are 5 pre-school education facilities in the region with the total capacity of 430 children and 25 secondary schools with the total capacity of 5871 children⁵. 18 villages of the region have a secondary school in their vicinity. 12% of the region's population are children under 7 years old and it is clear that 5 pre-school facilities are not enough to cover approximately 4800 pre-school aged children in the region. Most of villages of the region do not have any education facilities for children to attend, thus they are not involved in any form of pre-school education and are mainly at home. In this section of the report we will look at the development of a sample group of children in each community and we will provide data for two communities in Siyazan region.

SIYAZAN CITY FINDINGS

The sample group from Siyazan city consists of children attending public kindergarten N9 in the city and their parents. 14 children's skills were assessed and results were analyzed to determine the improvements (if any) in children's skills in the one year period (assessment in December 2012 and December 2013). See Appendix xx for the list of children and the results of the assessment.

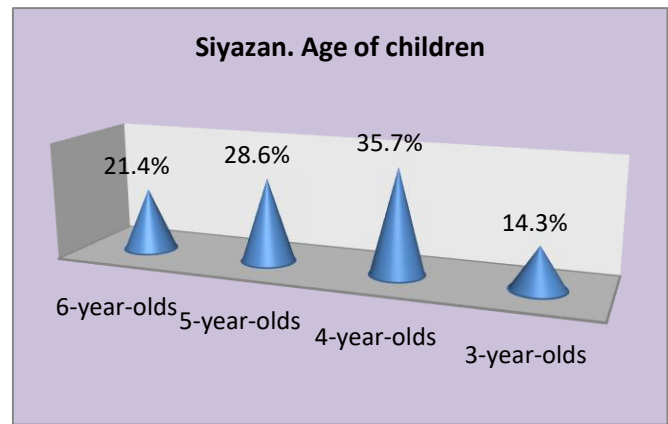
Assessment forms data

Average age of children under the study in Siyazan kindergarten in the last year of the study (2013) is 4.6 years with most children (64.3%) being 4 and 5-yearsold:

⁴<http://az.wikipedia.org/wiki/Siy%C9%99z%C9%99n>

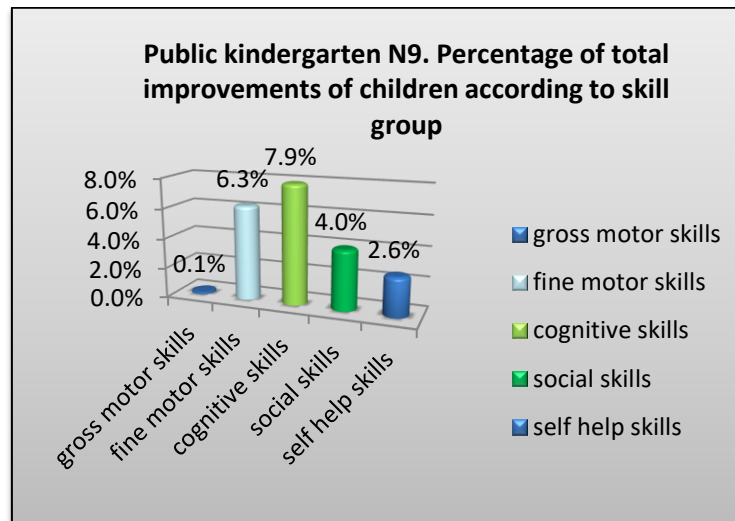
⁵<http://siyezen-ih.gov.az/page/15.html>

Year	Age	Number of children	Percentage
200	6	3	21.4%
200	5	4	28.6%
200	4	5	35.7%
201	3	2	14.3%



According to the results of the assessment, average percentage of improvement in skills of 14 children of kindergarten N9 was 4.77%. As you can see from the chart below, children developed their cognitive skills (7.9% improvement) and fine motor skills (6.3% improvement) more than their social and self-help skills:

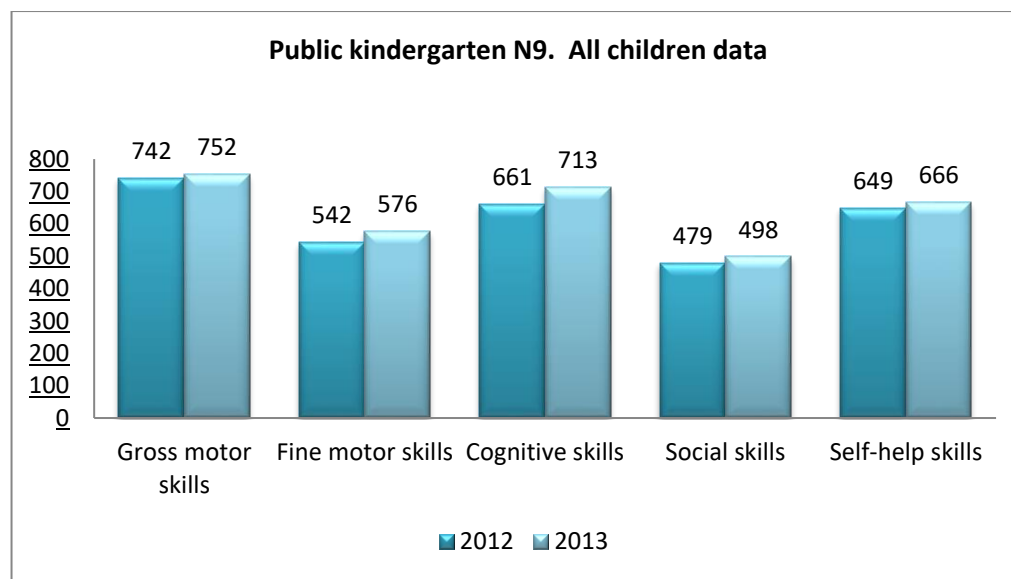
skills (6.3% improvement) more than their social and self-help skills:



Such a small percentage of improvement in gross motor skills (0.13%) is explained by the fact that majority of children here are 5 to 6 years old and have already attained all gross motor skills of a child at that age.

It is worthwhile to look at the total improvement of all children during the one year period grouped by skills, as seen from the chart below:

Explanation needed about how the assessments were scored to give points.



Parents' information form

Information about 17 parents was collected through the Parent information forms. Parents of children attending the kindergarten N9 of Siyazan region have the following profiles:

- Almost half of the parents are young aged 24-30, and the other half is 31-40 years old
- Majority of parents have either vocational or higher education (64.7%)
- Most parents are employed (70.6%)
- 76.5% of families have grandmothers and grandfathers significantly engaged in the upbringing of the children.

Age group	Number of parents	Percentage
24 – 30	7	41.2%
31 – 40	9	52.9%
40 +	1	5.9%

Education	Number of parents	Percentage
Secondary	6	35.3%

Work place	Number of parents	Percentage
Housewife	5	29.4%
School/medical center	12	70.6%

Relatives involved	Number	Percentage
Only parents	4	23.5%
Parents, grandparents	13	76.5%

Vocational	5	29.4%
Higher	6	35.3%

Focus group discussions data

Focus Group Discussions were held with 16 parents in 2012 and 8 parents in 2013. FGDs revealed following data.

Parents of children who attend kindergarten usually spend evenings with their children. Some parents mentioned playing with their children, but most of them pointed out that their children were interested in computer games and cartoons. Mainly mothers, grandmothers and grandfathers spend time with children. They mostly read books or tell stories, draw and color together, answer child's questions, go for a walk to the park or visit neighbors and relatives. According to parents, elder brothers and sisters also play with the younger child and the child learns significantly from them.

All parents stressed the importance of kindergartens in the development of their children, including socializing with their peers, peer-learning, learning the norms of the society and discipline. They understand that children who do not attend preschool education face different problems when starting school, including psychological adaptation issues, communication and learning problems, issues with personal discipline and social rules.

When asked for reasons as to why parents do not take their children to kindergarten, various opinions were given including the limited financial status of the family and negative attitude towards kindergarten, meaning that parents question its value. The majority of parents pointed that kindergartens do not have the capacity to involve all children in the community to pre-school education. They wish there were more kindergartens for all children

to attend. Parents also suggested different educational courses and centers be opened. For example, they would like to have Russian and English Language classes, and dance classes for their children. They also mentioned there are no leisure facilities for children or open play grounds in the city.

Regarding the parenting skills of parents of Siyazan kindergarten, they said understood the importance of parents' role in children's lives and mentioned that parents should be a role-model for their children. Parent should always be ready with his/her answer to any of child's question and should devote considerable amount of time to the child, which is, according to the parents, unfortunately, very hard to find. Most parents think they have enough parenting skills and reject the suggestion that they may need to develop their skills further. Some parents are teachers at school and consider it to be sufficient, as according to them teaching and parenting skills are quite close to each other. It was suggested by participants that it would be useful to include support services for parents where they can receive advice on improving their parenting skills.

ZARAT VILLAGE FINDINGS

General information about the village

Zarat is a village and a municipality in Siyazan region with a population of 2000 people. There are two secondary schools, a medical center, a post office, a library and a cultural center in the village. There is no kindergarten or any other pre-school facility for children to develop their skills before starting school.

The Self-Help Group pre-school education model was introduced in the village in January 2013. The head of Zarat municipality provided the project team with a small room for the SHG in one of the community's schools. The number of children attending the SHG ranged from 17 to 28 depending on the season, as in winter fewer children could come to the center because of the cold weather and lack of heating in many of the municipal buildings⁶. In the beginning it was not easy to find parents who would be willing to take an active role and lead sessions with children. After the volunteer parents had been trained, more parents were willing to be involved in the project. Some parents started paying a small amount of 5AZN per month for an additional hour of activities with their children at the SHG center, which indicated the growing interest of parents to the center and their interest in their children's development.

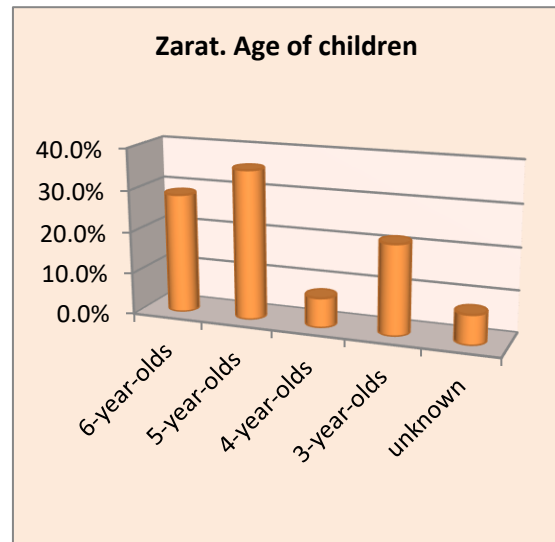
Assessment forms findings

Out of 14 children attending the pilot Self-Help Group center in Zarat village, majority are 6 and 5 years old (64.3%). The average age of children is 4.5 years (approximately the same as in Siyazan kindergarten control group):

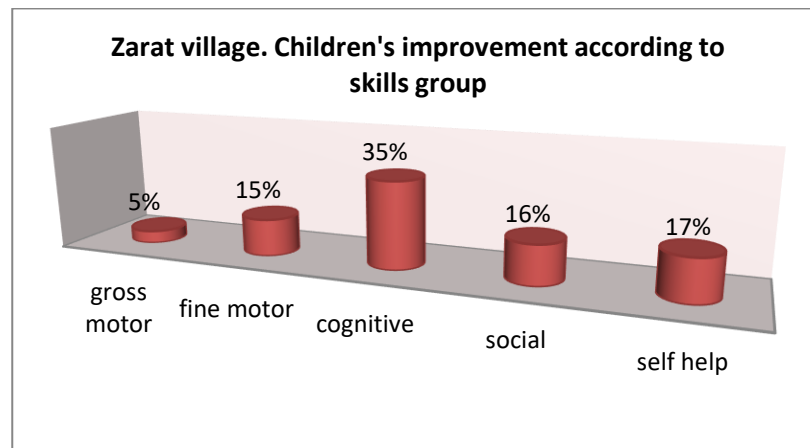
Year of birth	Age	Number of children	Percentage
2007	6	4	28.6%
2008	5	5	35.7%
2009	4	1	7.1%

⁶ During project implementation, UAFA had to lobby several local authorities and businesses for financial support in order to provide heating in many of the SHG venues.

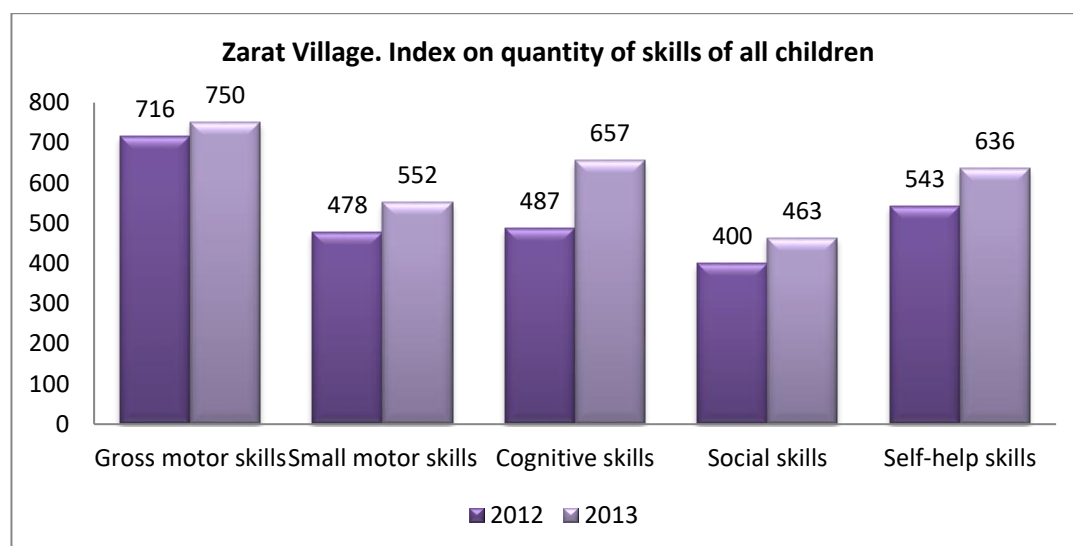
2010	3	3	21.5%
Unkno wn		1	7.1%



In the SHG children were assessed to have improved their skills by 16.54% with an average improvement of 17.72% of each child. NOT CLEAR As seen in the chart below, children have more improvements in their cognitive and self-help skills (35% and 17% respectively). Fine motor and social skills were also considerably improved (15% and 17%). The least developed skills were gross motor skills with only 5% improvement, as their age means they already have attained these skills.



The chart below compares the assessment results of children's skills in the first and second phases of the research.



Parents' information forms and their profiles

Following are the profiles of 12 parents of children in Zarat village who attended the pilot SHG (See Appendix xx) for the full "Parent Information Form" findings:

- Most parents (58.3%) are young within the age group of 24-30;
- Majority have only secondary education (75%) and only 2 parents out of 12 have higher education;
- Mothers with secondary education (75%) are housewives, and those with vocational or higher education work either at the school or the local polyclinic
- Half of the parents indicated that grandparents are closely involved in the upbringing and development of their children, whereas 41.7% mentioned that only they are involved in their child's upbringing.

Below is the detailed information from parent's information form:

Age group	Number of parents	Percentage
24 – 30	7	58.3%
31 – 40	4	33.3%
40 +	1	8.4%

Education	Number of parents	Percentage
Secondary	9	75%
Vocational	1	8.3%
Higher	2	16.7%

Work place	Number of parents	Percentage
Housewife	9	75%
School / medical center	3	25%

Relatives involved	Number	Percentage
Only parents	5	41.7%
Parents, grandparents	6	50%
Parent, grandparents and some extended relatives	1	8.3%

Focus group discussions findings

10 parents participated in the FGD in 2012 and 2013. In 2012 the parents were very interested in the opening of the SHG center in their community. In 2013 they mentioned the changes and developments in their children and themselves that occurred during this time. Below is a more detailed summary of the FGDs.

BETTER TRAINING, MORE UNDERSTANDING OF CHILD DEVELOPMENT, OWNERSHIP AND COMMITMENT = CONCLUSION

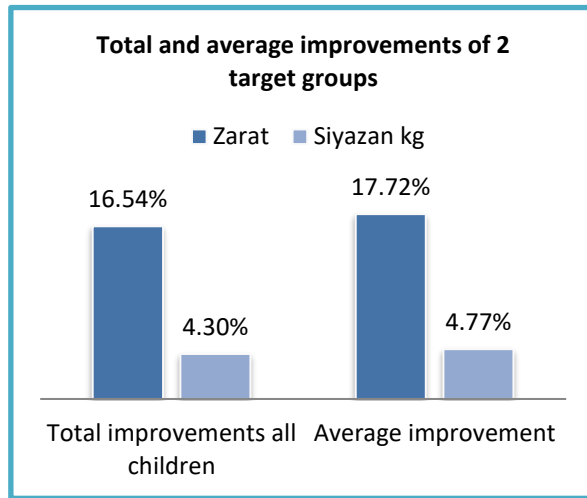
Parents of children attending SHG in Zarat said they did not have enough time to spend with their children. Most of their time children spend with their siblings and grandparents. Parents stated that it was important for a child to attend some form of pre-school education in order to be ready for school. When conducting FGDs in 2012, the first year, there were no SHGs available for children in Zarat, and parents had said that there was no form of pre-school education in their community and as a result their children start school unprepared. By unprepared, they would list problems while communicating with peers and teachers, behavioral problems, and weak academic performance. They also mentioned that if the child has not received pre-school education it becomes more difficult for parents once the child starts school, since they need to spend more time on their children's education during first few years at school. According to parents, only wealthy families are able to hire private pre-school tutors for their children before they go to school but still, they say, it does not give the same positive impact as education in a mainstream pre-school. Parents in the second year of the study were very enthusiastic about the SHG model of pre-school education, as they confirmed they obtained positive results in their children's development. These include development of speaking skills, improved social behavior, improved memory, improved team skills, and improved social manners. Several parents mentioned that SHG activities impact not only their children, but also the parents themselves. Children are very interested in activities they perform at the SHG centre and ask to repeat the same activities at home, thus involving parents more to their development. Involvement of parents is very good according to them. Parents are very satisfied with the SHG Centre's positive impact on their children's development and consider these sufficient to prepare children to attend school.

Taking into account the positive impact of SHGs on their children, parents expressed the desire for more hours to be spent at the center with their children. Parents stressed that SHGs have helped them develop their parenting skills by exchanging skills and experiences with other parents at the centre.

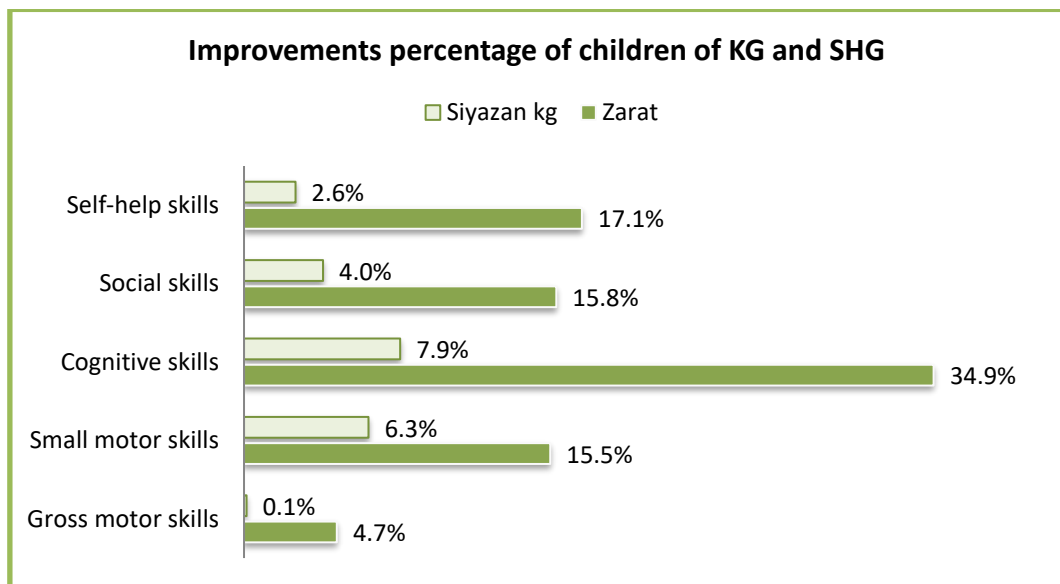
Thus, parents of Zarat village understand the importance of pre-school education for their children and strongly consider SHG as a good model for it, which can potentially lead to the development of more permanent facilities such as kindergartens.

IV. COMPARATIVE ANALYSIS OF 2 TARGET GROUPS

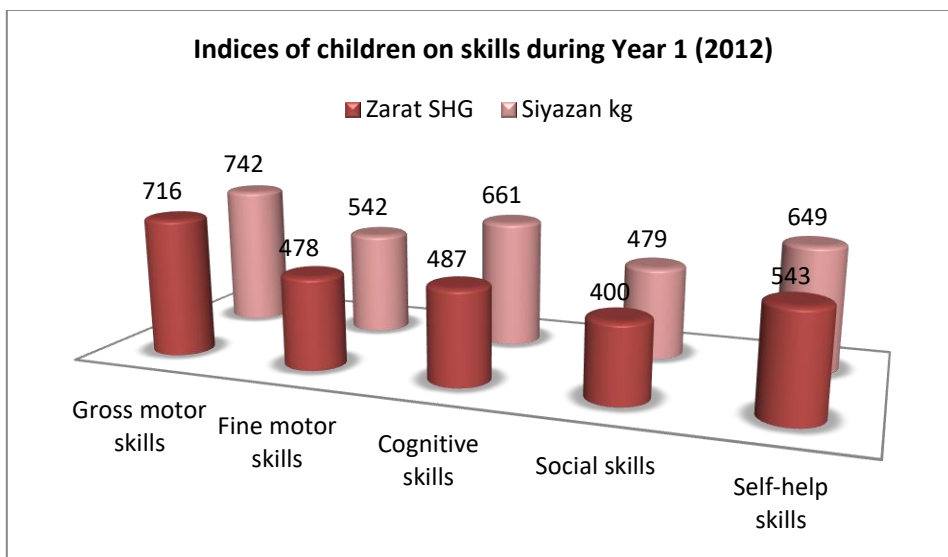
According to the data from the assessment forms total and average improvement of children of Zarat village is greater than that of children in Siyazan public kindergarten. At the same time, the indices of total and average improvements in skills of children in Self-Help Groups of Zarat village are considerably higher with 16.54% and 17.72% respectively:



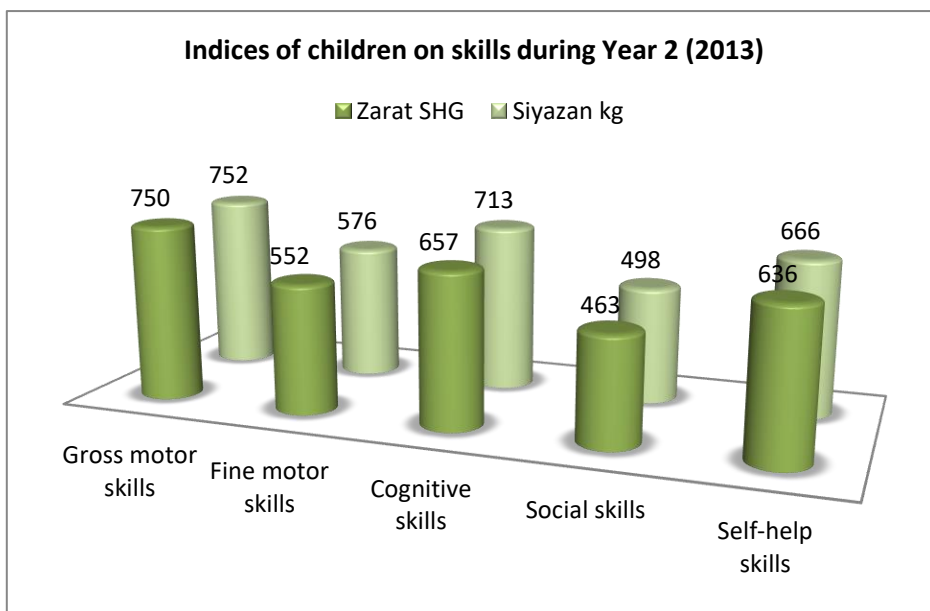
Comparing the development of children in the public kindergarten and in the Self-Help Group we can observe that over the one year period children's skills improved greater across all 5 skills areas if they attended SHGs, with 35% improvement in cognitive skills, 17% in self-help skills, 16% in social skills and 5% in gross motor skills:



It is worthwhile to look at initial data on children of both target groups in year one and to compare their improvements in the second year of the study:



This table should come first and the other tables after to demonstrate initial position and subsequent improvements.



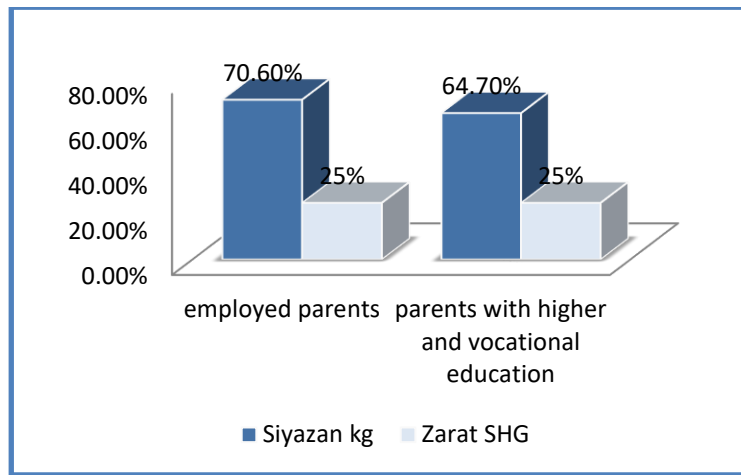
No analysis of the activities that the children do in both places

These two charts show us that starting points of children in Siyazan kindergarten in year 1 of the study were higher, i.e. children of kindergarten were more developed and skilled compared to children of Zarat village with no pre-school education. Data shows that children in SHGs significantly developed their skills in that year and in year two almost completely caught up with children attending the kindergarten. . Please note that by the end of Year Two

children in the kindergarten had already been studying for two years, as opposed to children in SHGs who had been studying for a year only, which means kindergarten children should not have been at the same developmental level, but should have been higher on the ladder in terms of their assessed skills. These data show the positive effect of the Self-Help Groups model on children's development compared to public kindergarten. The figures mentioned above are the main evidence for that, but we also used Focus Group Discussions with parents in order to understand the attitude of parents towards the development of their children, to assess their engagement and to determine if the parents are satisfied with the quality of education provided to their children at kindergarten/SHGs. The following was revealed through this comparison.

Parents of both target groups are too busy to engage with their children, thus mostly grandmothers and siblings spend time with the children at home, playing, watching TV, walking in the park or visiting neighbours. Quite a few parents mentioned they play with their children at home. Parents in both groups understand the importance of involving children to mainstream pre-school education as a way to improve children's social skills, help them learn discipline and be more prepared to start school. Parents of children in SHG mentioned during the second year of study, that they are very happy with the positive results their children have attained by attending SHG, as well as the positive effects the SHGs had had on them. They highlighted several improvements in their children and also mentioned that they find the SHG classes useful for themselves, as they learn how to work with their children and how to improve their parenting skills. According to the parents this is the most distinguishing characteristic between the kindergarten and SHG. In SHG centres parents are more closely involved in children's developments and as a result the impact on children, as well as on parents is greater. Parents of SHG centre mention that after completing the daily activities in the centre they return home to continue the activities, so consolidating the knowledge and skills learned at the center. Taking into account that no form of pre-school education is available for children of Zarat village, the parents are very keen to have the SHG centre continue functioning after the pilot stage and they would like to extend the working hours.

According to parent information forms, the majority of mother-respondents of Zarat village have secondary education (75%) and do not work (75%), whereas mothers in Siyazan city mostly have higher or vocational education (65%) and mostly work as teachers at the local school (71%):



In summary, parents in Zarat village have a greater need for SHG, as they spend most of their time at home with their children and want to improve their parenting skills.

V. CONCLUSIONS

The following conclusions can be drawn from our comparative analysis carried out in three villages in Siyazan region with children attending the traditional kindergarten, children involved in pilot SHGs and those not involved in any preschool education:

1. Comparing children in the public kindergarten with those in self-help groups, we have found out significant improvements in the skills of children attending the SHGs. These improved are especially well defined in children's cognitive, self-help, social and fine motor skills.
2. Parents in all three communities understand the necessity of pre-school education, as according to them it develops children's skills so they are better equipped to start school and improves their social interactions with their peers and adults. Parents of Zarat village (during year one FGDs) mentioned that there was no pre-school facility in their community and almost all children go to school unprepared, making it necessary for both children and parents to have to make extra efforts so children would succeed in their school education. They noted that the process of adaptation to school would be much easier if the child received pre-school education.
3. As the majority of mothers in Zarat village are housewives and have secondary education only, they have fewer skills and knowledge to work on the development of their children. There is a need for them to have access to parenting skills training so they can better support their children's and their own development. The Self Help Group model can achieve this.
4. Parents whose children were involved in SHG centre saw clear improvements in their children's different skills areas (such as communication skills, thinking skills, memory, fine motor skills, social manners and etiquette)
5. Parents of children in SHGs are very keen to continue attending the center as they see the positive results, and want the working hours of the centre to be prolonged.
6. When comparing SHG with public kindergartens, Self Help Groups turn out to be significantly cost-effective, and give almost 4 times better results in children's total development.

Thus, the comparative study of three communities in Siyazan region showed the effectiveness of Self-Help group model..