



ECE

Early Childhood Education in the **Provincial Sector Plans of Pakistan**

Khyber Pakhtunkhwa | Punjab | Balochistan | Sindh



2013-2018



■ Education Sector Plan



2010-2015

April, 2012

**DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
GOVERNMENT OF KHYBER PAKHTUNKHWA**

Education Sector Plan (ESP) – Khyber Pakhtunkhwa

The Education Sector Plan (ESP) of KPK is also based on the goals of MDGs and UPE. The ESP outlines a number of strategies designed to address and tide over the educational constraints.

ECE IN SECTOR PLAN:

KPK's sector plan covers the introduction of the province encompassing its educational, geographical, demographical, financial facets, its situation analysis and designing strategies to overcome the gaps. It also describes education and its demand and supply issues; low enrolment, dropout, opportunity cost, parents' lack of awareness and motivation especially on girl education. The sector plan subsumes ECE comprehensively incorporating in development strategies for next five years.

2. Education in KPK:

As per 1998 Census, the overall literacy was 37%. We have inched towards 53% overall Literacy in 2010 (72% male and 35% female). In 7 districts the female literacy is less than 20%.

2.5 Organizational Setup

2.5.1. Elementary and Secondary Education Department

Directorate of Elementary and Secondary Education (E&SE), headed by Director E&SE, Directorate of Curriculum and Teachers Education (DCTE) and Provincial Institute for Teachers Education (PITE) are Attached Departments as per Rules of Business.

2.5.2 Directorate of Elementary & Secondary Education (DE&SE)

Before devolution, there used to be two directorates, one for secondary education and the other for primary education, both with a total of 367 staff and resources. Both directorates were merged under the devolution plan. Now the Directorate of Elementary & Secondary Education (DE&SE) is responsible for service matters pertaining to the 115,714 school teachers such as recruiting, postings, promotions, retirement, disciplinary matters, coordination with all the school staff of the districts, monitoring and reporting etc. The Directorate is also responsible for the service matters of its 60,000 school support staff. The Directorate is responsible for the recruitment of BPS-16 Teachers and all the cases of promotion up to BPS-16. Service record of all levels of officers is also kept at the Directorate. Inter-district transfers are also one of its responsibilities. Pension cases, GP Fund cases, and all types of leave cases are prepared and scrutinized by a section of the directorate.

2.5.3 District Elementary & Secondary Education Office

Prior to the devolution of powers to district governments, the District Elementary & Secondary Education Department, or Education Department had a great degree of freedom of decision making, after devolution, education dept does not have enough power of decision making.

4. Enhancement of Enrollment

4.6. Objectives

“The Dakar Framework for Action on Education For All (EFA) adopted in April 2000, the Millennium Development Goals (MDGs), Poverty Reduction Strategy Paper of the Government of Pakistan and the Provincial Reforms Programme (PRP) of the Government of Khyber Pakhtunkhwa define the policy framework for education in Khyber Pakhtunkhwa, the objectives of which include:

- ***Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children;***
- Ensuring that by 2015 all children with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality (EFA & MDG);
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programs;
- Achieve a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults;
- Eliminating gender disparities in primary and secondary education and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality;
- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (EFA & MDG);
- Study possibility of introducing government-financed private school subsidizing for areas with low female enrolments;
- Prepare plan for transition from multi-grade teaching wherever feasible; and
- Reduce rural and urban disparities in education.

A combination of the following strategies can achieve the above objectives:

- Education For All (EFA) plan to be adopted and implemented at provincial and district levels.
- ***Introduce and institutionalize formal Early Childhood Education (ECE) at primary school level.***
- Declare primary education for all children (boys and girls) as compulsory and free through legal mandate (implementation of 25-A).
- Involve communities in education to increase access, reduce drop-outs, improve and run school facilities - 'Partnership in education is partnership for development'
- Provide further incentives to increase access and participation of girls in mainstream education through free textbooks, stipends for girls at secondary level, voucher scheme, scholarships, hostel facilities for female teachers etc. and facilitating female teachers transportation to and from school;
- Develop diverse district strategies to promote overall enrolments and enhancement of girls’ participation in particular rural areas and increase opportunities for girls at middle school level
- Strengthening teacher training institutions for quality training and linking training with promotion.
- Develop linkages between all levels of education and curriculum.
- Improve examination system with re-introduction of uniform centralized examination system at 8th and 5th class levels.
- Improve school-level monitoring with the help of PTCs.
- Separate teaching and management cadres in Elementary and Secondary sector.
- Rationalization at all levels i.e. primary, middle, high and higher secondary.

- Development and implementation of Spatial Decision Support System (SDSS) i.e. Web-based GIS enabled system for Planners/Researchers/Donors both at Provincial and District level.
- Use of Educational Management Information System (EMIS) data in education planning.
- Development of Financial Management Information System (FMIS).

With these efforts every child in Khyber Pakhtunkhwa will be provided free and fair access to quality education with equal opportunities for all to prosper, excel and discover the full potential of their talents and wisdom with dignity and dedication for the betterment of society.

The sector plan talks about the current status of quality of education and the issues and strategies to improve the situation through empowering schools , provision of text books etc.

5. Improving Quality

5.9 Financial Resource/Budget Outlays for the Plan period

The physical & financial targets and financial implications over the period from 2011-12 to 2015-16 are as follows:

Table No. 41: Physical targets Provision of textbooks to students

Numbers of sets of books & materials	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Text Books - Kachi	651,412	682,793	710,012	737,798	766,478	3,548,493
Text Books - Pakki	480,069	571,585	613,799	650,313	687,697	3,003,463
Text Books - 2nd	439,701	445,642	529,988	574,759	612,859	2,602,949
Text Books - 3rd	438,769	412,498	420,249	501,832	550,947	2,324,295
Text Books - 4th	417,908	412,971	391,976	401,099	480,684	2,104,638
Text Books - 5th	348,783	387,041	389,023	373,690	384,917	1,883,454
Text Books - 6th	265,747	284,572	323,076	334,354	329,448	1,537,197
Text Books - 7th	213,579	235,875	255,353	292,322	306,214	1,303,343
Text Books - 8th	190,730	199,051	219,966	238,912	273,894	1,122,553
Text Books - 9th	151,827	158,323	168,538	189,736	210,233	878,657
Text Books - 10th	151,827	158,323	168,538	189,736	210,233	878,657

Table No. 42: Financial targets (provision of textbooks to students) (Rs. In million)

Rupees Million	Unit Cost	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Text Books - Kachi	300	205	236	271	312	358	1,381
Text Books - Pakki	330	189	217	249	287	330	1,272
Text Books - 2nd	350	156	179	206	237	273	1,052
Text Books - 3rd	400	165	190	218	251	289	1,112
Text Books - 4th	400	165	190	218	251	289	1,114
Text Books - 5th	400	155	178	205	235	271	1,044
Text Books - 6th	550	157	180	207	238	274	1,055
Text Books - 7th	550	130	149	172	197	227	875
Text Books - 8th	550	109	126	145	167	191	738
Text Books - 9th	550	87	100	115	132	152	587
Text Books - 10th	550	69	79	91	105	121	466
Total		1586	1824	2098	2413	2775	10,696

Teacher training and needs-based training for different cadres of employees of the Department

5.10.1. Background

The basis of a teacher development framework or concept is to build and reinforce existing teacher education and training systems. The teacher development framework encompasses policies, programmes and activities designed to improve teacher output by enhancing knowledge and attitudes, building professional career paths and increasing performance standards.

5.10.2. Work force

The ES&E Department constitutes the largest employed work force in the public sector in Khyber Pakhtunkhwa. There are **71,003 (45,412 male & 25,591 female)** primary, **14,843 (9,385 male & 5,458 female)** middle, **21,965 (16,223 male & 5,742 female)** high and **7,903 (5,589 male & 2,314 female)** teachers in higher secondary schools teaching **3.76 million** children. The Pupil-Teacher ratio is **39:1** at primary level and **21:1** at secondary level. Approximately **12,000** more teachers for grades 6-12 in government schools will be required between 2011 and 2015, and over **9,000** primary teachers for classes from Kachi up to class 5. The private sector will need about **1,000** additional primary teachers a year. In addition, on average at least **1,000** new primary teachers and **2,000** secondary teachers will need to be recruited each year to replace attrition in the existing government teaching force. Suitably qualified trainers will also be needed for the RITEs and for the major INSET programmes which are planned.

The following problems affect teacher development in the province:

- Obsolete pre-service curricula.
- Low teacher competencies;
- Lack of political will to implement teacher rationalization plans;
- Nepotism and political interference in teacher management and widespread irregular transfers;
- Lack of institutional research or feedback system to improve teacher performance and training systems;
- No linkage of in-service trainings with promotions of teachers/head teachers;
- Less community involvement in teacher deployment and monitoring;
- Ineffective teacher academic support and supervision system;
- Irregular institutional training for in-service teachers on a regular basis;
- Proliferation of un-regulated teacher training activities in the districts;
- High absenteeism among teachers;
- Weak training-classroom linkage;

- Very limited mentor programme for teachers of middle and high schools; and
- Lack of focus on Early Child Education (ECE) in teacher development programs.

Strategies

The Institutional Framework for Teacher Development (IFTD) conceptualizes a continuous and systematic approach of teacher professional development initiatives which, over a period of time, will gradually and coherently build teacher competencies and teaching skills in modern and needs-based teaching techniques. An essential part of this is reforming the government in-service and pre-service teacher training systems and the development of a professional cadre of teacher trainers.

In comparison to conventional teacher education and training, teacher development is a more comprehensive and holistic concept. It provides continuous support to teachers in the system, for a wholesome and career-long development of professional competencies and of skills necessary for meeting the challenges and demands of a productive learning environment in classrooms.

At the same time, the need to continue to improve the present system of training of teachers cannot be overlooked either. The following are the targets for professional development of teachers presently in the system, which will grow substantially through to 2015-16 if the objectives of Universal Primary Education are to be realized as new primary schools are opened and more school places provided leading to more demand for teachers. It is estimated that approximately 19,000 more teachers for grades 6-12 in government schools will be required between 2009 and 2015, and over 40,000 primary teachers for classes from Kachi up to class 5. Suitably qualified trainers will also be needed for the RITEs/PITE and for the major INSET (In-Service Teachers Trainings) programmes which are planned. Providing this number of trained teachers presents a daunting challenge to the government teacher training and development establishment.



**School Education Department,
Government of Punjab**

Punjab School Education Sector Plan

2013-2017



June 2013

Punjab School Education Sector Plan

STRUCTURE OF PSESP

The Education Sector Plan is a five year plan 2013-2018. The PSESP provides a comprehensive overview of challenges within the sector, strategic objectives and strategies with rationale based on sector analysis, implementation and result frameworks, performance assessment framework with monitoring indicators, and budget of activities.

5.2 EARLY CHILDHOOD EDUCATION

- National Curriculum on ECE was developed in 2003. The Directorate of Staff Development (an institute for teachers' capacity building, run by the government of Punjab) developed an up-scaling strategy on ECE in 2009. But no institutionalized policy on ECE is available. No school language policy is available as well. The language policy is needed to increase the proficiency of teachers in Urdu and English.
- Currently the Directorate of Staff Development (DSD) and few other educational networks like the University of Education and the University of Punjab have initiated in-service & pre-service teachers training programs. But actually all these guidelines including curriculum could not be implemented in public schools.

Strategic Objective:

The sector plan has set an objective to establish ECE program in all primary schools in Punjab.

Key Strategies:

Key strategies on ECE, described in the sector plan are to:

- Institutionalize pre-primary ECE through development and notification of a policy
- Create awareness and train education managers, head teachers and teachers on ECE.
- Prepare plan and implement expansion of pre-primary ECE programs to 5000 primary schools

5.3 SCHOOL LANGUAGE POLICY

The current school language policy is based on a set of assumptions that are not derived from empirical evidence procured through a research process. Resultantly, despite the desire, children fail to achieve significant proficiency in both Urdu and English while their cognitive development remains poor due to, among other things, the language deficiency. In practice, teaching in classrooms, especially in basic education, takes place in the mother tongue irrespective of the prescribed medium of instruction, in the bulk of public schools.

Strategic Objective (s)

Prepare a school language policy that helps improve cognitive development and enhances proficiency of the graduates in English and Urdu languages

Key Strategies

A research study on school language with a view to developing a policy that ensures a balance between proficiency in the English and Urdu languages and cognitive development

5.4 ENROLMENTS

While Punjab has better access figures than other provinces, it loses students as it moves from Primary to Middle and onwards (reflected in the NERs of 70, 38 and 26 respectively (PSLM2010-11)). The less than optimal access figures are due to both demand and supply side issues. On the

demand side, opportunity cost appears as one of the causes of dropouts. This is caused by ‘low expectations’ from education in terms of employment based on returns from public sector education and also low capacity to pay. Those who can pay remove their children to private schools as parents have more confidence in these schools. Data collected in the latest private school census by the Punjab government as well as studies conducted by ASER and the World Bank support the parents’ perception in this regard. To approach 100% NER at each level, the government will need to introduce strategies that address both demand and supply side issues. The government faces three major structural challenges in achieving higher targets: improvement of quality and relevance, raising confidence of the community in public sector education and meeting budgetary needs.

5.4.1. Relevance

Feedback from the situation analysis revealed low expectations on part of most parents. They considered public sector education as inadequate to meet the needs of the market. The increased focus on private schools emerges from, among other issues, parents having higher confidence in them to provide better employment opportunities for their children. The problem of employability cannot be isolated to a single level as the child’s ability as developed right from early childhood education impacts its capacity and skills and therefore productivity, and consequently employability. However, most systems take specific cognisance of the issue when children enter secondary schools. In Punjab (Pakistan), historically a technical stream in education has been an answer. These schemes have failed all over the country for a number of reasons, the key ones being: supply-driven programmes developed without consideration for market demand, inability to employ trained teachers on scale and financial implications which made the programmes unsustainable.

(i) Strategic Objective (s)

Improve returns on education for all graduating children

(ii) Key Strategies

1. Undertake a tracer study to evaluate educational outcomes for graduates of various streams i.e. public, private etc.
2. Review curriculum/syllabi for secondary education to enhance relevance to the world of work (i.e. enhance employability).
3. Undertake a study to evaluate the causes for failure of the technical stream in schools.
4. Linkages between TVE and general education need to be developed.
5. Linkages between Higher Education and School Education need to be developed

6. FINANCING THE SECTOR PLAN

6.2 COSTING FACTORS

Two costing factors have been used: the ‘scale’ and the ‘non scale’. The costs of the former shifts with changes in enrolment while the latter are not linked to enrolment. These include areas like capacity development, research studies, standards etc.

Scale Factors: The ‘scale factors’ are linked to targets of increased enrolment.

Population projections have been based on estimates made by the National Institute of Population Studies (NIPS). NIPS projections for the following age groups 3-5, 6-10, 11-13 and 14-15 is depicted in Table 6.2. NIPS has made projections till 2023 with those for 2017 as follows:

Population Projections					
	2013	2014	2015	2016	2017
ECE (3-5)	6,793,824	6,832,472	6,868,930	6,911,853	6,958,082
Primary(6-10)	10,847,521	10,947,304	11,049,380	11,148,106	11,242,955
Middle(11-13)	6,294,235	6,342,841	6,387,959	6,429,917	6,475,212
Secondary(14-16)	6,501,083	6,356,850	6,225,551	6,282,086	6,330,976

Source: National Institute of Population Studies

In addition to the above, assumptions have been made for the following indicators:

- Net Intake Ratio
- Retention Rates
- Transition Rates

The following table shows that net intake rate in ECE is currently 76% in Punjab and the target is to reach 100%.

Table 6.4: Key Indicators			
	Public	Overall	Target
	2012	2012	
NIR			
ECE		76%	
Primary	93%	96%	100%
Middle	72%	61%	75%
Secondary	38%	44%	40%
Survival Rate			
Primary	57%	75%	100%
Middle	86%	91%	100%
Secondary	59%	73%	85%
Transition Rate			
K-Primary	68%	82%	90%
Middle	92%	95%	95%
Secondary	100%	100%	100%

Unit Costs

Unit costs used have been the actual calculated by the SED for its various inputs. These are as follows:

Infrastructure ECE

The unit costs for Pre-primary ECE have been calculated as per the table below.

Table 6.8: Costs for Establishing ECE centres				
		Unit Cost	Times	Yearly Salary
Teachers Salary		15652	12	187,824
Aya Salary		10000	12	120,000
Material		100000	1	100,000
Total Cost				407,824

Projected Additional Children

The total number of additional children in schools at the end of the Plan period is projected in Table 6.9 below:

Additional Children in Schools						
	2013-14	2014-15	2015-16	2016-17	2017-18	Total
ECE	230472	252197	276086	302356	331246	1392357
Primary	671719	499673	1627006	711070	922942	3760691
Middle	233129	341901	219533	219533	219433	1233628
Secondary	139548	242838	131025	129801	129801	773014
Total	68570	1336609	2253650	1362760	1603521	7159690

Maximum addition is at the primary level and the addition in 2015 and 2016 actually reduces in secondary. This is due to the impact of drop outs at primary in the initial years. The strategy is strongly predicated on two assumptions: firstly the improvement in quality of education and secondly existence of an effective Non Formal Education System functioning for primary and middle age children.

The gap also narrows at the secondary level without elimination of out of school children completely. The reasons are similar to the middle level though the gaps are wider at this level, again due to higher drop out levels at this level.

Table 6.10 and 6.11 reveal the challenge remaining after the completion of the Plan period. This leaves only 1% in primary and a high of 64% at the secondary level.

Table 6.11: Level Wise Out of School as %age of Population							
	2011	2012	2013	2014	2015	2016	2017
ECE	27%	35%	33%	29%	26%	22%	18%
Primary	6%	13%	21%	19%	8%	5%	1%
Middle	45%	46%	42%	36%	34%	31%	28%
Secondary	64%	77%	75%	71%	68%	66%	64%
Total	29%	39%	40%	36%	30%	27%	23%

Balochistan Education Sector Plan



2013 - 2017



Outline Document

Developed by:
PPIU, Education Department, Government of Balochistan

1. Introduction:

Baluchistan Education Sector Plan (BESP) has been developed by the Government of Baluchistan in January 2011-January 2012 with the support of UNESCO & ENICEF. The BESP has been developed in the light of article 25-A under the 18th amendment of the constitution, MDGs & EFA and other educational commitments. It also subsumes the Baluchistan Action Plan prepared in 2010 as an interim policy document. The BESP emphasizes on quality as a factor of sustainability and equity.

The Sector Plan caters to the diversity in Baluchistan and provides strategies to be developed and adapted as per local conditions. The province has a multiethnic and multilingual population, thinly spread over a vast piece of land with different levels of development which makes flexibility critical to the reform implementation process.

BESP is a two- step process which includes:

1. Situation Analysis of the Education Sector
2. Development of a Sector Plan on the basis of the Situation Analysis

The sector plan itself consists of identification of issues, development and prioritization of strategies and finally costing

The BESP hinges on the following broad based strategies:

1. Quality and relevance as fundamental elements of sustainable education reform.
2. Equity as a critical cross cutting factor.
3. Inclusion of communities and children left out of the education process.
4. Multiple approaches within the province based on:
 - a. Level of functionality of the education system in various parts of the province.
 - b. Development
 - c. Demography
5. A process to diffuse the provincial plan into district plans.
6. A multi-tiered monitoring process to oversee implementation of the Sector Plan.

The BESP includes school education, higher education (excluding universities), and literacy and non-formal education. Issues of access, equity, quality and relevance and governance and management have been included across each sub-sector.

3. Education Sector in Baluchistan:

Baluchistan has the lowest literacy rate, highest gender gaps and weakest access indicators in the country as shown in Tables 3.2. The quality of education also remains poor and the exponential growth of private schools in the province indicates the low levels of confidence in public sector schooling.

	Gender	Punjab	Sindh	KPK	Balochistan
Pop. that ever attended school	M	72	72	71	61
	F	53	47	35	20

Table 3.2: Comparative Education Indicators Pakistan					
	Gender	Punjab	Sindh	KPK	Balochistan
Pop. that completed primary or above	M	60	62	57	48
	F	44	40	26	13
GER Primary (6-10)	M	103	91	100	92
	F	92	71	76	54
NER Primary (6-10)	M	73	68	71	68
	F	68	55	56	40
NER Middle (11-13)	M	38	39	40	34
	F	32	32	25	13
NER Secondary (14-15)	M	24	26	23	21
	F	21	20	14	4
Literacy Rate 15+	M	67	71	65	56
	F	47	43	28	15

Source: PSLM 2010-11

The table shows clearly gender educational status across provinces whilst Baluchistan falls in bottom.

5. Frame work of BESP:

The framework of BESP has been based on a number of documents and concepts. These include the National Education Policy 2009, the Education For All (EFA) and Millennium Development Goals (MDG) targets. An important addition has been inclusion of Article 25A of the Constitution that has made school education a fundamental right education for children aged 5 to 16.

As the BESP integrates the article 25-A along with other educational commitments, and if we see the current status of Baluchistan in the light of article's indicators, the period of next five years is not sufficient to meet/come up to the indicators of article 25-A as shown in the following table:

Table 5.1: Indicators for Article 25A		
Indicator	Current (%)	Target
NER Primary	56	≈100
NER Middle	25	≈100
NER Secondary	14	≈100

Survival Rate Primary	45	≈100
Survival Rate Middle	75	≈100
Survival Rate Secondary	92	≈100
Transition Rate Kachi to Primary	64	≈100
Transition Rate Primary to Middle	0.23	≈100
Transition Rate Middle to Secondary	0.47	≈100

Source: PSLM 2010-11 and BEMIS

5.3 Implementation and Monitoring Process of BESP

BESP will be implemented as a rolling plan reviewed annually. Operational plans will be prepared for each financial year in consultation with the P&D and Finance departments and relevant donor partners. The Implementation Strategy for BESP has three main strands:

1. Oversight and Monitoring
2. Dissemination
3. Decentralization

7. Quality and Relevance in Education

7.10 Pre primary - Early Childhood Education

The BESP has a three pronged purpose in the ECE area: increasing acceptance of the concept within the education sector, institutionalization of ECE policy framework for sustainability and expansion of ECE beyond the current small number of schools. It also links child health and nutrition to the ECE framework.

Current Situation:

Most schools in the province have the traditional 'Kachi' class as the pre-primary education outlet. These classes do not follow a prescribed curriculum nor are norms of the modern ECE applied in these institutions. NCECE 2007 has not taken root in Baluchistan as only a small number of schools initiated pre-primary ECE (called 'new Kachi') with the assistance of USAID-Agha Khan Foundation (AKF). The current enrolment in these programmes remains very low. A few private schools also follow the more modern ECE teaching practices. Two critical flaws exist in the structures. Firstly there is no clarity on (and acceptance of) ECE concepts among most education managers, head teachers and community. Secondly flowing from the first cause schools have no capacity to undertake pre-primary ECE classes.

Strategic objective:

In line with the above, the Sector Plan recommends preparing a policy framework for ECE, educating society and education managers on benefits of ECE as a foundation for quality education. The framework includes a mechanism for monitoring implementation and a process of ongoing research

for improvements. The main objective is to “*Institutionalize ECE teaching into all primary schools in the public sector*”

Strategies:

1. Prepare a policy framework for ECE
2. Increase awareness among educational planners and implementers
3. Phase wise expansion of ECE

8. Access and Equity

Goal: To ensure access to quality education to every child as per the stipulation of Article 25A of the Constitution of Islamic Republic of Pakistan.

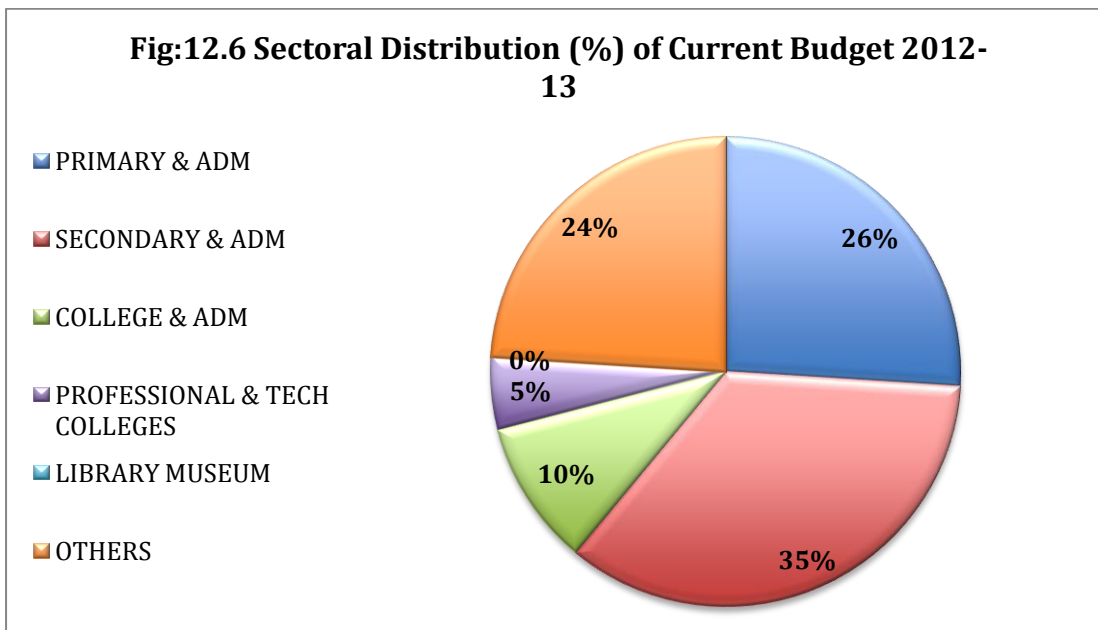
Target: **Reduce Out of School Children by 30% over the plan period 2013-17**

Table 8.2: Indicators for Access and Equity			
Indicators	Current Situation		Target for 2017-18
	PSLM	BEMIS	
Gross Enrolment Ratio (ECE)	-	38%	59%
Gross Enrolment Ratio (Primary)	56%	33%	92%
Gross Enrolment Ratio (Middle)	25%	20%	
Gross Enrolment Ratio (Secondary)	14%	16%	
Gross Enrolment Ratio (Higher Secondary)			
Primary Gross Intake Rate (GIR)			
Rate of out of school children			
ECE	-	62%	
Primary	44%	67%	
Middle	75%	80%	
High	86%	84%	
Primary Completion Rate (PCR)		24%	
Transition rate from primary to Middle		73%	
Middle completion rates		85%	
GPI (Primary)	0.59	0.69	
GPI (Middle)	0.38	0.54	
GPI (Secondary)	0.19	0.50	
GPI (Higher Secondary)*			

To increase enrolment and retention, demand and supply issues need to be addressed by improved utilization of available schools, expanding no. of middle and high schools on the other hand awareness raising of parents on female education and incentives for children for schooling need to be arranged.

12.1 Budgetary Trends:

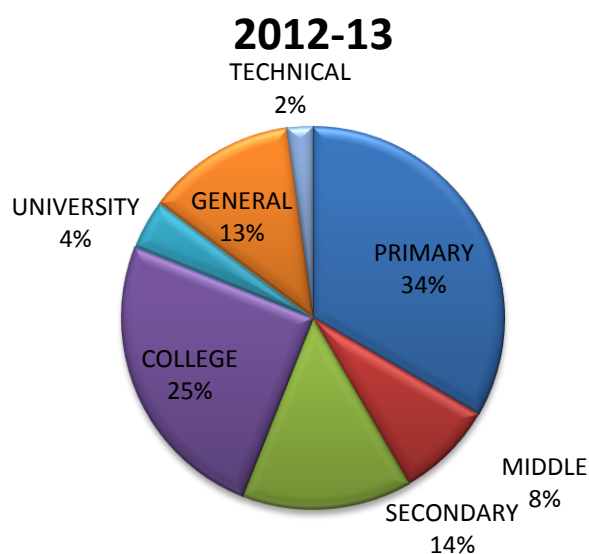
In BESP, mapping of financial expenditures of private and “off budget” expenditures of development partners could not be done.



The lower share of the primary sector (at 24%) signifies not only the lower salary grades of teachers but also a dearth of teachers at this level. A large number of primary schools in the province function as single school teachers with multi-grade teaching.

Primary sector takes the bulk of development expenditure although the amount is lower than the sector’s share in total enrolment.

Figure 12.7: Sectoral Share EDUCATION PSDP



12.2 Costing strategies:

Costing approach of each thematic area varies as per the strategic objectives and strategies designed. As seen in Table 12.3 below the highest expenditure will be incurred under access as it has the maximum 'brick and mortar' and human resource expansion component. In case of other areas, process designing and studies have been costed in terms of estimated expenditure.

Table 12. Cost Estimates (Cost in Billions Pak Rs.)

Area	Total	2013-14	2014-15	2015-16	2016-17	2017-18
Quality Education	3.372	0.041	1.724	0.610	0.541	0.456
	8%	1%	20%	6%	5%	4%
Early Childhood Education	5.210	0.000	0.602	1.704	1.635	1.268
	12%	0%	7%	16%	14%	12%
Access and Equity	31.222	3.213	5.950	7.247	7.762	7.051
	70%	96%	69%	67%	67%	69%
Inclusive Education	0.922	0.041	0.042	0.178	0.330	0.331
	2%	1%	0%	2%	3%	3%
DRR	0.008	0.008	0.000	0.000	0.000	0.000
	0.02%	0.22%	0.00%	0.00%	0.00%	0.00%
Governance and Management	0.130	0.019	0.057	0.019	0.017	0.017
	0%	1%	1%	0%	0%	0%

Higher Education	2.586	0.001	0.021	0.678	0.997	0.889
	6%	0%	0%	6%	9%	9%
Adult & Youth Literacy and NFE	1.172	0.014	0.222	0.355	0.370	0.211
	3%	0%	3%	3%	3%	2%
Total Cost (in Billion Pak Rs.)	44.621	3.336	8.619	10.791	11.652	10.224

Annexure-1 Results Matrices:

Annexure-1.1 Improving Quality Education

Annexure-1.1.1 Early Childhood Education

Objectives	Key Targets	Indicators	Assumptions/Risks
Institutionalize Early Childhood Education in Baluchistan	Policy framework for ECE prepared and implemented by June 2013	<u>OVI</u> Minimum quality standards and guidelines developed for ECE. Bylaws drafted and disseminated to all BEF schools & 20% private schools. <u>MOV</u> Notification by Education Department for introduction of ECE. Approved bylaws Approved ECE standards	
	Teachers trained for additional ECE classes by June 2013	<u>OVI</u> ECE teacher training programme in place. Curriculum for training of ECE teachers developed and notified. <u>MOV</u> ECE teachers training report. GoB notification of ECE teacher training curriculum	
	Government provides funds for introduction of ECE in 30% primary schools by June 2014	<u>OVI</u> 5% of annual education budget allocated to ECE. Amended budget books making ECE a separate line item <u>MOV</u> Annual budget books with amendments	GoB and donors make specific financial commitments to ECE.
Expand and improve service delivery of ECE	As per National Curriculum on ECE, ECE introduced in 3600 primary schools of public sector by June 2013	<u>OVI</u> 1800 primary schools with existing/available classrooms (60% boys & 40% girls) identified for introduction and construction of new ECE classes. <u>MOV</u> Approved PC-1 for additional ECE classrooms Requisite GoB order assigning separate rooms for ECE in existing 1800 Primary schools.	1800 schools have classrooms with appropriate and safe infrastructure to establish ECE classrooms. Construction of 1800 new classrooms in 2 years

Objectives	Key Targets	Indicators	Assumptions/Risks
		Requisite GoB order for construction of new classrooms in 1800 P/S.	
	Recruitment and professional development of education staff for all 3600 schools by July 2013	<p><u>OVI</u></p> <p>Recruitment and placement of 3600 new teachers completed.</p> <p>Recruitment and placement of 3600 new ayas completed.</p> <p>TNA conducted.</p> <p>Teacher training material prepared and master teacher trainers trained.</p> <p>3600 ECE teachers trained on pedagogical, didactical skills and child protection.</p> <p>LCs/ADEOs conducted. periodic teacher and student assessments based on SLOs.</p> <p>Primary school teachers practice ECE methodologies in classrooms for children up to 8 years of age.</p> <p>Standards and tools for assessment developed by</p> <p>PEACE.</p> <p>Coordination developed between PEACE and LC/ADEOs</p> <p>List of materials developed for ECE new classes.</p> <p>Procurement procedures for 1800 new schools completed according to approved list.</p> <p><u>MOV</u></p> <p>TNA report.</p> <p>Training report/list of trained teachers.</p> <p>Assessment reports/records.</p> <p>180 monitoring and mentoring staff</p>	<p>Education stakeholders effectively promote and advocate for ECE inclusion</p> <p>PITE & BoC collaborate to prepare teacher training material and provide professional development</p> <p>Increased participation, retention and transition rates within primary grades</p>

Objectives	Key Targets	Indicators	Assumptions/Risks
		notified.	
Strengthening Governance and Ownership of ECE programmes	Community and parental participation ensured in ECE by July 2013	<p><u>OVI</u></p> <p>ToRs of PTSMC members notified with reference to ECE .</p> <p>1800 existing PTSMCs formulated /restructured.</p> <p>1800 new PTSMCs formulated/restructured.</p> <p>Training packages developed for capacity building of PTSMCs in ECE context.</p> <p>360 resource persons appointed and oriented.</p> <p>Schedule developed for training 360 RPs.</p> <p>3600 PTSMC members of selected schools trained.</p> <p>Teams of experts developed awareness material. Printing of awareness material completed.</p> <p>Schedule of Awareness campaign prepared. Awareness material disseminated through media, 60 seminars, 2 conferences and 3600 corner meetings conducted.</p> <p><u>MOV</u></p> <p>Notified ToRs by GoB.</p> <p>Training materials in PITE Archive.</p> <p>Training reports.</p> <p>Awareness material, reports of Campaigns, seminars and conferences available.</p>	Community actively participate in the functioning of PTSMCs.

Objectives	Key Targets	Indicators	Assumptions/Risks
	Increased ownership and capacity of EFOs on ECE (continuous process from 2013 to 2015)	<p><u>OVI</u></p> <p>Effective dialogues and workshops initiated with Education managers.</p> <p>Trainings conducted for EFOs on mentoring & monitoring of ECE services in targeted schools in respective districts.</p> <p><u>MOV</u></p> <p>Meetings and workshops minutes /proceedings.</p> <p>Monitoring reports.</p>	Education Department fully on board.
School health and nutrition services for ECE children	Formulated committee with the membership of Education, Health and P & D department at Provincial level with the sub-set at district level by March 2013; quarterly meetings held	<p><u>OVI</u></p> <p>Agreement drafted for provision of Basic health services to ECE children.</p> <p>Number of immunization, polio, de-worming drives, hand washing and hygiene campaigns conducted in ECE schools.</p> <p>Health and nutrition of ECE children improved as a result of SHN services.</p> <p><u>MOV</u></p> <p>Draft of Agreement</p> <p>List of campaigns along officials involved notified.</p>	Education and Health department GoB work closely to improve the health of ECE children.
ECE support and monitoring	200 EFOs trained in monitoring and mentoring of ECE teachers by July 2013	<p><u>OVI</u></p> <p>Mentoring and monitoring plans initiated and resources allocated.</p> <p>200 EFOs (DEOs, DOs, DDOs) complete 3 days training to mentor and monitor ECE teachers.</p> <p>1500 facilitators (LCs, ADEOs) completed their 6 days training to mentor and monitor ECE teachers.</p>	Education department allocates budget for the mentoring and monitoring of ECE Teachers.

Objectives	Key Targets	Indicators	Assumptions/Risks
		<p><u>MOV</u></p> <p>Training lists notified by DoS.</p> <p>Training reports.</p>	
<p>Action research and advocacy for ECE</p>	<p>Standards and tools for conducting baseline designed and approved by Sep 2012</p>	<p><u>OVI</u></p> <p>Conducted baseline studies as per designed tools and standards to map out the bench mark.</p> <p>Conducted impact studies to ensure the validity and effectiveness of ECE efforts in schools.</p> <p>Used action research and impact studies to inform advocacy.</p> <p><u>MOV</u></p> <p>Approved standards and tools.</p> <p>Impact study report.</p>	

Annexure-2 Implementation matrices:

Annexure-2.1 Early Childhood Education

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Institutionalise Early Childhood Education in Balochistan	Policy framework for ECE prepared and implemented	Develop minimum standards for ECE in line with the national curriculum on ECE	1.50		X				DOS/BOC
				1.50					
		Make ECE mandatory in all public and private schools with primary sections	No Cost	X					DOS
		Draft bye laws to ensure ECE in all BEF schools and private schools	No Cost		X				DOS/PPIU
		Develop a mechanism to monitor implementation of ECE in public and private schools	No Cost			X			DOS./PPIU
	Teachers trained for additional ECE classes	Develop course/scheme of studies for training of ECE teachers	2.00		X				BOC
					2.00				
		Introduce ECE courses for pre-service teacher education programmes	No Cost		X	X	X		BOC
		Develop Scheme of Studies for in service training of teachers selected for ECE	No Cost		X	X	X		PITE/DOS
	Government provides funds for introduction of ECE in 30% primary schools	Allocate 5% of primary budget to ECE	No Cost	X	X	X			Sectt/DOF
		Amend budget books to make ECE a separate line item	No Cost	X	X	X			Sectt/DOF
	Expand and improve service delivery of ECE	ECE as per National Curriculum on ECE introduced in 3600 ECE classes of the public sector	Identify 1800 primary schools with existing/available classrooms for introduction of ECE in phase I		X				DOS
Identify 1800 primary schools for construction of new ECE classrooms					X			DOS	
Approve PC-1 for provision of additional classrooms						X			DOS
Construct 3600 classrooms (Govt Regular Pakka Model)			4320.00			X	X	X	DOS
(Community Model)			2520.00			1440.00	1440.00	1440.00	
					840.00	840.00	840.00		
Recruitment and professional development of education staff		Recruit and nominate 3600 teachers for ECE	460.80		X	X	X		DOS
				96.00	201.60	163.20			

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	for all 3600 schools	Recruit and appoint 3600 ayas	322.56		X	X	X		DOS
				67.20	141.12	114.24			
		Conduct TNA of recruited teachers (<i>TNA of 100 Teachers per year newly inducted teachers</i>)	0.60		X	X	X	X	DOS/PITE
				0.15	0.15	0.15	0.15		
		Prepare teacher training material and include ECE teachers in the Continuous Professional Development framework	5.40		X	X			DOS/PITE
				2.70	2.70				
		Training of 3600 ECE teachers in ECE pedagogical and didactical skills	810.00		X	X	X	X	PITE
				202.50	202.50	202.50	202.50		
		Develop training package for all primary school teachers to learn ECE classrooms for children upto 8 years of age and include in CPD framework	5.00		X				PITE
				5.00					
		Organize teacher training programme for all primary school teachers of targeted schools on ECE	540.00		X	X	X	X	PITE/DOS
				135.00	135.00	135.00	135.00		
		Capacity building of education stakeholders (Ed. Dept, politicians, media, etc) to advocate for the inclusion of ECE at all primary schools			X	X	X	X	DOS/PPIU
		PEACE develops standards and tools for continuous assessment of teacher performance and student learning and coordinates assessments with LCs/ADEOs	<i>Minimal Cost</i>		X		X		BOC/DOS
		LCs/ADEOs conduct periodic teacher and student assessments based on SLOs			X	X	X	X	DOS
ECE material and development resources provided in all 3600 schools	Equip 1800 existing schools with conducive ECE development material	270.00		X	X	X		DOS	
			90.00	90.00	90.00				
	Equip 1800 new schools with conducive ECE development material	270.00			X	X	X	DOS	
				90.00	90.00	90.00			

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Strengthening governance and ownership of ECE programmes	Community and parental participation ensured in ECE	Expand PTSMCs TORs to include coverage of ECE			X				DOS
		Develop training packages+D13 for capacity building of PTSMCs in the context of ECE			X				DOS/PITE
		Conduct training for capacity building of PTSMCs members to assist, mentor & monitor ECE activities in the Schools.			X	X	X		DOS/PITE
		Mobilize communities through corner meetings, seminars, print media & electronic media			X	X	X	X	DOS
	Increased ownership and capacity of EFOs on ECE	Conduct dialogues, seminars and workshops with education managers	0.60		X	X	X		DOS
					0.20	0.20	0.20		
		Conduct training for education field officials on mentoring & monitoring of ECE services in the targeted schools.			X	X	X		DOS
Social health and nutrition services for ECE children	Committee formulated with the membership of Education, Health and P & D department at provincial level with the sub-set at district level by Mar 2013; quarterly Meetings held.	Formulate committee with the membership of Education, Health and P & D department at provincial level with the sub-set at district level by March 2013 and hold quarterly	<i>Minimal Cost</i>		X				DOS/DOH
	Agreement drafted for provision of basic health services to ECE children	Draft an agreement between education and health department to ascertain the provision of basic health services to children enrolled in ECE classrooms			X				DOS/DOH
	Health and nutrition of ECE children improved as a result of SHN services.	Deliver regular SHN services such as immunization, polio and de-worming drives, hand washing and hygiene campaigns			X	X	X	X	DOS/DOH
ECE support and monitoring	200 EFOs trained in monitoring and mentoring of ECE teachers	Conduct training for education field officials on mentoring and monitoring of ECE services in targeted schools	Cover under In-Service Training		X	X	X		DOS

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Action research and advocacy for ECE	Standards and tools for conducting baseline designed and approved.	Conduct baseline studies to map out the bench mark.			X				DOS/PPIU
	Impact study conducted	Conduct impact studies to ensure the validity and effectiveness of ECE efforts in the schools.	1.20			X		X	DOS/PPIU
						0.60		0.60	
	Results disseminated	Use action research and impact studies to inform advocacy.			X	X	X	X	DOS/PPIU

Sindh Education Sector Plan 2013 – 2016

Sub-sector Plans Submitted for

- 4: Early Childhood Education
- 5: Primary and Elementary Education
- 6: Secondary and Higher Secondary Education
- 7: Literacy and Non-formal Education
- 8: Teacher Education and Development
- 9: Curriculum and Assessment
- 10: Education Infrastructure Development
- 11: Cross-Cutting Issues and Priorities
 - 11.1 Management and Governance
 - 11.2 Gender Equity
 - 11.3 Public Private Partnership
 - 11.4 Social Cohesion and Resilience
 - 11.5 ICT
 - 11.6 Education in Emergency

June 2013

Sindh Education Sector Plan 2014-18 – Draft .. October 03, 2013

4. EARLY CHILDHOOD EDUCATION (ECE)

‘Improvements in quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning and rigid achievement standards.’ (NEP 2009, p. 27)

Almost 14-15 percent of Pakistan’s population is 5 years or under (PSLM 2011-12) with an infant mortality rate (IMR) 63/1000 and full immunization record in Sindh of merely 37 %. According to the latest ASER 2012 report 39 % children are attending some form of ECE program (3-5 years) in rural areas and 62 % in urban areas. Globally the value of ECD (0-8 years) and ECE (3-5 years) has been recognized as a critical investment to help children and families engage early in child survival, protection, development and transition from pre-school to primary and post primary education. Therefore a broad-based investment in young children’s survival, development and education becomes a corner stone of SESP (2014-2018).

The Government of Pakistan is a signatory to the EFA Declaration in 2000 at Dakar Conference, and has made commitments to use all the necessary means to achieve the goals of EFA. One of the six goals of EFA is ‘expanding and improving comprehensive early childhood care and education’. To date, however, there have been minimal meaningful involvement of the state in increasing access to Early Childhood Education or Development or towards improving its quality. The province of Sindh, has not systematically built upon earlier efforts to promote Early Childhood Education (ECE).

4.1 Policy Context and Situation Analysis

4.1.1 Current Policy and Historical Roots

Early Childhood Education (ECE) in Pakistan’s public education sector can be traced back to the country’s first Education Conference in November 1947. The terms of reference for the primary and secondary committee, then, included the provision of pre-primary education through a clause that the committee shall ‘recommend the lines on which pre-primary education may be run and to consider the part of the Central and Provincial governments in setting up Nursery schools (TEC, 1947)’. The age bracket for early childhood mentioned in the 1947 proceedings was 3- 6 years.

The following table provides a snapshot of the history of policy development on ECE.

Table 4.1: History of Policy Development on ECE

Timelines	Policy Development on ECE Education – A Historical View
1947	Viewing Nursery as an integral part of the mainstream education at the Education Conference 1947
1950s – 1980s	<i>Katchi</i> classes as a means to merely familiarize children with school setting; no education policy during the four decades made any reference to ECE
1992	Education policy proposed to mainstream <i>katchi</i> classes
1998	National Education Policy charts out the need for ECE
2001-2015	National Plan of Action for EFA (2001-2015) charts out a complete plan for mainstreaming ECE in formal education system, through sensitization of stakeholders, allocation of funds, encourage private sector etc.
2002	<ul style="list-style-type: none"> • National ECE Curriculum was developed • Sindhi version of the revised National ECE Curriculum is available
2001-2004	In Education Sector Reform-Action Plan, ECE was taken up as an Innovative Program implemented across Pakistan with federal funds.
2009	National Education Policy proposes for ECE to become part of the main stream education integrated in all primary schools and suggests action plans

The above table shows that an important milestone in ECE was achieved by developing ECE Curriculum in 2002, which was later revised in 2007. The curriculum document provided policy and curricular guidelines pertaining to early childhood education in Pakistan.

Since 2000, a greater emphasis on Early Childhood Education and Development has been witnessed both, in the public as well as non-governmental sector. During this period, multiple early childhood programs were developed by a number of organizations in collaboration with the public sector and independently in the form of projects; many initiatives were not sustained over a period of time. A number of projects were initiated in Sindh primarily, through NGOs and the Sindh Education Foundation (SEF) working for ECE promotion. Some significant projects, for instance, are listed below. The following table presents past project on ECE in Sindh.

Table 4.2: Examples of Past Projects on ECE in Sindh

Agency	Project title	Timeline	Areas covered	Description
Ministry of Education	ESR Action Plan – Innovative ECE Program	2002-2005	All province – districts	Setting up ECE specific classes in selected primary schools with ECE teachers/assistants equipment and learning materials

CRI	Interactive teaching and learning program	2006-2009	Karachi, Hyderabad	Program initiated with the funding from USAID
AKF, HANDS, AKES, SEF, AKUHDP, TRC	Releasing confidence and creativity	2003-2011	Various districts of Sindh e.g. Hyderabad, Tando Muhammad Khan, Thatta, Badin, Khairpur, Matiari, TandoAllahyar	A flagship program for ECE, covering a number of government, private and community schools
SEF	Early Learning Program	2009-2012	5 districts: Tando Muhammad Khan, Badin, Khairpur, Ghotki, Nousheroferoze	A PC-1 project funded by GoS; aimed at establishing ECE classes in 150 schools
TRC	Early Childhood Education Program	1997-2002	Karachi, Shikarpur	CIDA funded program; first of its kind as far as Sindh is concerned
CGN-PK /RTP	School based ECE centers	2009-2011	Khairpur, Mirpurkhas, Umerkot, Sanghar, Thatta	UNICEF funded program
Idara-e-Taleem-o-Aagahi (ITA)	Panjho Vehro ECD and School Based ECE centres	2011-2013	Shikarpur	Dubai Cares Funded

Apart from the above mentioned projects, a number of projects were also initiated for the physical wellbeing of children, and for maintaining their health and nutrition. Through these projects, several government schools in different districts of Sindh benefited.

The current education policy has put significant emphasis on Early Childhood Education and as part of the EFA goals, the government is also determined to mainstream the ECE into the education system. The National Education Policy (2009), an agreed policy by the GoS, provides the following five policy actions with reference to ECE:

Policy Actions for ECE – NEP 2009

Policy Action 1	Improvements in quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning and rigid achievement standards.
Policy Action 2	ECE age group shall be recognized as comprising 3 to 5 years. At least one year pre- primary education shall be provided by the State and universal access to ECE shall be ensured within the next ten years.
Policy Action 3	Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.

Policy Action 4

For ECE teachers, a two-year specialized training in dealing with young children shall be a necessary requirement.

Policy Action 5

This training shall be on the basis of the revised ECE National Curriculum. The curriculum and support material for ECE shall take account of the cultural diversity of particular areas.

(cf. NEP 2009)

In response to ECE related commitments, a number of donor agencies have also initiated some ECE specific interventions; for instance:

Table 4.3: Current and Future ECE Interventions in Sindh (Donor-funded)

Donor	Nature of Intervention	Nature of support
UNESCO	a) ECE Resource Center: Continuation of technical assistance to ECE Resource Center established at PITE, Nawabshah b) Guidebooks: Improvement, printing and dissemination of teacher guidebooks on ECE c) Training of Trainers workshops on ECE methodologies (This has been and being done by UNICEF also)	Technical and financial assistance to the implementing agency
World Bank	Opening of new schools under public private partnership with ECE as inbuilt feature of the schools	Technical and financial support to the implementing agency

The Early Childhood Education initiatives though are undertaken by the government, there is still a need to identify a generic implementation framework to streamline ECE in schools.

4.1.2 Theoretical Analysis

Educational research suggests that early experiences of a child have profound effect on their attainments at later stages in life (both, positive and negative). Therefore, it is important to invest on child's education to provide positive and enabling experiences right from their early age. Adequate early childhood programs not only help in the development of brain but also contribute to the physical, emotional and social development of child.

There are several curricular approaches to preparing children through early childhood programs such as: (1) The Creative Curriculum; (2) High/ Scope; (3) Project Approach; (4) Reggio Emilia; and (5) Montessori. The ECE curriculum developed in Pakistan is widely influenced by the High-scope approach, as the document states, *'The National ECE Curriculum has been influenced by the High/Scope Curriculum, which is a developmentally appropriate model, based on Jean Piaget's theory of cognitive development. Great care has been taken to ensure that the active learning model in this curriculum is culturally relevant, and is firmly grounded in the Pakistani context and the needs of our society.'*¹

4.1.3 Analyzing the Current Situation

According to SEMIS Census 2011-12, the total enrolment in government schools *katchi* class is more than half a million. This figure includes both, un-admitted and admitted children. Yet, it is a significant number of students that come to schools in their early age. In spite of this large number of students, there is still a huge shortage of professionally developed teachers in ECE curriculum.

Table 4.4: Enrolment of *katchi* class

	2009-2010	2011-2012
Boys	395,886	324,841
Girls	308,684	271,439
Total	704,570	596,308

Source: SEMIS 2009-2010 and 2011-2012

UNICEF has put serious efforts to train more than 300 government teachers in ECE. Nevertheless, an estimated guess for teacher-student ratio is: 1:1000. The primary purpose of *katchi* classes thus far has been just to acclimatize children with the school and, therefore, no extra efforts were made to professionally develop and depute teachers in *katchi* classes. ECE, on the other hand, requires an effective teaching and learning environment, which ensures proper management of classrooms, a prescribed curriculum, availability of learning resources and, above all, provision of skilled and dedicated teachers – this, however, was not considered necessary for teaching in a *katchi* class.

The enrolment trend of *katchi* classes depicts that the girls' enrolment is slightly less than the boys'. One of the reasons could be the cultural premium of sending younger boys than girls to schools. However, what is alarming is that the overall enrolment has declined to 16% in a year (SEMIS); if the data is valid then, the decrease in enrolment should be taken seriously. Nevertheless, it is still important to note that enrolment figure alone does not signify that this number of children is actually benefiting from ECE. For a child to get benefit from ECE, it requires developmentally appropriate education and pedagogy.

The Annual Status of Education Report (ASER) 2012 indicates that around 62.4% children of ECE age were out of school in Sindh. ASER Report is based on a survey conducted in 24 districts of Sindh. The same report further indicates that 37.6% children in rural areas are attending some kind of early education: 89.9% of these are going to government schools,

¹Curriculum for Early Childhood Education, 2007

whereas, 9.2% are going to private schools. *Madarasah* is a source of ECE for 0.4% of the children.

Table 4.5: Percentage Distribution of Children according to Age and School type

Age group	Govt.	Pvt.	Madrasah	Others	Out-of-school 2011	Out-of-school 2010
3	10.6	0.7	0.0	0.0	88.7	91.8
4	28.0	3.1	0.3	0.1	68.6	76.1
5	55.3	5.8	0.3	0.3	38.3	43.8
3-5	33.8	3.5	0.2	0.1	62.4	
Total			37.6		62.4	
By Type	89.9	9.2	0.5	0.4		

Source: ASER 2012

There is a general lack of reliable statistics due to lack of clarity on the definition of various ECE approaches. Since ECE has not been formalized, there is no separate identification of ECE schools/classes in the SEMIS data. Moreover, the SEMIS data collection form also does not contain category for pre-primary schooling, suggesting that the pre-primary schooling does not stand on its own as a separate entity.

Table: 4.6: Availability of Rooms at Schools

Number of Rooms	Type of Schools		
	Boys	Girls	Mix
5 rooms	450	416	898
6 rooms	164	151	385
7 rooms	108	93	212
8 rooms	82	68	139
9 rooms	58	51	80
10+ Rooms	166	165	339
Total	1028	944	2053

Source: SEMIS 2010-11

The current available statistics (number of enrolments), as mentioned earlier, do not necessarily mean that the children in *katchi* class are actually benefiting from ECE. The ECE class demands child-friendly environment, a variety of learning resources and age appropriate methodologies. Mere attendance and/ or enrolment in *akatchi* class donot serve the purposes envisaged by the ECE curriculum.

Most of the pre-primary classes (*katchi*) are attached to primary schools with or without proper rooms allocated. Sometimes, these children are treated as non-enrolled children and, therefore, not formally considered or counted in the enrolment figures. In Sindh, there are a total of 44,522 primary schools. Of these schools, there are merely 4025 schools which have 5 or more rooms. Table 4.6 indicates the distribution of schools according the number of rooms.

The analysis of the situation indicates that mainstreaming of ECE requires serious efforts and implicates huge financial and human resources. The implementation strategy will require a phase-wise approach. The current infrastructure of schools can be seen as a starting point for establishing ECE centers/ classrooms.

4.2. Key Issues and Challenges

Early Childhood Education (ECE) in Sindh faces many issues and challenges in relation to policy and implementation. Some of the important ones are listed below.

- There are no comprehensive ECE policy and minimum standards for Early Childhood Education available in Sindh; hence, various models are in use by the public and private sector. There is need for a clear policy on ECE that could define various forms of ECD/ECE services, including '*katchi*', and for ensuring stakeholders' understanding and awareness especially, that of parents' and teachers'.
- Government does not have in place a teacher development and/ or deployment strategy, as ECE specific cadre of teachers is not available.
- Generally, there is a lack of ECE materials, facilities and resources at the school level, such as, teachers, supplies and separate rooms for ECE.
- Moreover, as ECE is still a new concept for the government schools with varying conditions and learning needs of children in rural and urban areas, it requires different strategies and/ or flexible approaches in ECE provision for complete mainstreaming of the ECE program. It is essential to develop ECE model resource centers, which could work on developing the capacity of the teachers and education providers in ECE. These centers could either be based in the existing schools or established separately as per the availability of the resources.
- There is a lack of policy clarity on ECE mainstreaming in government schools and no proper system for supervising and monitoring the ECE classes.
- Generally, due to budgetary constraints, the government tends to prioritize primary and secondary education for investment over ECE provision. There is a strong need for mainstreamed specific budget allocation (in ADP) for ECE that could be tracked.
- Most of the public sector schools in Sindh lack child friendly environment and teaching and learning approaches; hence, transition of children from ECE to Class I (Primary) is another challenge.
- Existing design of school buildings meant for Class 1 to 5 or Class 1-8, is a challenge because there is no separate provision for ECE class in existing school buildings.
- There is a lack of reliable statistics due to lack of clarity on the definition of various ECE approaches and under representation of ECE enrolment/classes in SEMIS.
- ECE curriculum exists, however, without proper dissemination or awareness to teachers.
- Rural households do not undertake timely birth registration, making it difficult to identify and plan for enrolment of pre -school and primary age children.

The overall analysis of the situation vis-à-vis policy directions reveals that the system should streamline the ECE into schools at a faster pace, as there are already a large number of children available in *katchi* classes. Further, the existence of an ECE National Curriculum 2007 brings a sound theoretical basis to implement ECE in schools. However, the weaknesses are: absence of a comprehensive policy framework and guidelines; lack of capacity in

understanding ECE and its pre-requisites; low priority attached to ECE evident through funds allocated. Although all the new schools would have the provision of ECE as an in-built feature, the provision of ECE in the existing schools requires significant financial and program support.

The willingness of the community to send their children to ECE classes, which is evident through *katchi* enrolments, presents a significant opportunity across public and private schools. Second, there is a huge body of knowledge and experience in private sector, civil society organizations and SEF to tap for insights into ECE provision. Majority of private schools are imparting various forms of ECE, such as Kindergarten, Montessori and ECE education systems.

4.3. Objectives, Strategies, Targets and Activities (2014-18)

From the above analysis, the following objectives have been formulated:

1. Develop ECE/ECD policy and minimum standards for ECE (e.g., space, enrollment, teacher requirements, teaching learning material, etc.)
2. Enhance ECE NER from 32 percent to 45 percent through phase-wise establishment of 121 model ECE Resource Centres across the province and transforming 8000 *katchi* into ECE classes Establish ECE teachers' cadre (recruit and train 8121 teachers)
3. Review and revise ECE curriculum and ensure provision of teaching learning materials, as prescribed in the ECE-curriculum
4. Support learners' transition from ECE to class I (Primary)

Next, Table 4.7 presents the department's priorities for the next 3 years in terms of objectives, key strategies and targets:

Table 4.7: ECE: Objectives, Strategies, Targets and Activities

Objectives	Strategies	Targets (2014-2018)	Activities
<p>Strategic Objective 1</p> <p><i>Develop ECD/ECE policy and minimum standards for ECE</i></p>	<ul style="list-style-type: none"> • Mobilizing stakeholders for dialogue, policy approval/ legislation • Documentation of the existing ECE models, particularly, in Pakistan and at international level • Development of 	<ul style="list-style-type: none"> • By the end of 2014, ECD/ECE policy options are developed and approved through legislation • Minimum standards for ECE developed and approved E&LD by 2014 and disseminated 	<ul style="list-style-type: none"> • Arranging dialogues on ECD/ECE policy through consultative process • Holding technical dialogues on the minimum standards (hard/soft) • Ensuring that both public and private schools are following ECE standards

Objectives	Strategies	Targets (2014-2018)	Activities
	Standards	<ul style="list-style-type: none"> • Sindh to become member of ECD/ECE national, regional and global professional networks 	
Strategic Objective 2 <i>Establishment of model ECE Resource Centers across the province and transforming katchi classes into ECE classes</i>	<ul style="list-style-type: none"> • Establishment of model ECE centers at every district and taluka level in existing schools with space • Development of initial teacher education diploma for ECE teachers • Hiring teachers through merit based recruitment • Private sector engagement for professional development and TLMs • Regular review of ECE learning resource materials • Community engagement for the promotion of ECE 	<ul style="list-style-type: none"> • By 2018 to enhance ECE NER from 32 percent to 45 percent • 121 ECE Resource Centers established, equipped and running by 2016. • By the end of 2018, at least 8,000 Katchi classrooms are transformed into ECE classes (in public sector schools) 	<ul style="list-style-type: none"> • Identify the schools based on established criteria • Set up the 121 ECE model resource centers in target schools • Establish proper ECE classrooms in selected government schools • Explore private sector partnerships for meeting ECE targets. • Mobilize SMCs and community for ECE enrollment and support
Strategic Objective 3 <i>Establish ECE teachers' cadre</i>	<ul style="list-style-type: none"> • Recognition of ECE teachers and provision of sanctioned posts • Implementation ECE certification/diplomas for teachers • Designating all ECE positions for female teachers • Engaging PITE and Private sector for ECE teachers' professional development 	<ul style="list-style-type: none"> • 8121 sanctioned posts for ECE teachers are created with appropriate title/designation • All sanctioned ECE teachers undergo Professional Development by 2016 	<ul style="list-style-type: none"> • Notifying establishment of ECE teachers' cadre • Design comprehensive ECE teachers' professional certification • Training through public and private certified providers
Strategic Objective 4 <i>Review and revise ECE curriculum and provision of learning materials</i>	<ul style="list-style-type: none"> • Support ECE learning materials through non-salary budgets • Review and upgradation of ECE learning materials aligned to ECE curriculum • Dissemination and use of ECE Teaching Learning Materials 	<ul style="list-style-type: none"> • By the end of 2016, ECE TLMs are available in target schools • TLMs are actively used in target schools 	<ul style="list-style-type: none"> • Translate curriculum into Sindhi and Urdu languages • Dissemination strategy in place for ECE curriculum • Workshops for use of ECE checklists in classrooms

Objectives	Strategies	Targets (2014-2018)	Activities
Strategic Objective 5 <i>Support learners' transition from ECE to Class 1(Primary School)</i>	<ul style="list-style-type: none"> Developing transition protocols for ECE teachers to facilitate children's transition from home to school and ECE to Class 1(Primary School) Engage parents in transition of children from pre- primary to Class 1 primary 	<ul style="list-style-type: none"> All ECE teachers receive guidelines for transition to Class I Parents receive transition orientation for timely enrolment/transition to class 1 through ECE teachers 	<ul style="list-style-type: none"> Develop and disseminate ECE transition to Class I with Children's enrolment report cards with support of teachers, parents and communities.

ECE Planning Sheet SESP 2014-18 (only public sector)

Base Line for Sindh Education Sector Plan (2012)

	Population	NER		Public	Private	
Katchi /ECE	1,461,313	32%	461,174	461,174		

Note: Only public sector enrolment considered.

SESP Targets for the year 2018

	Population	NER		Public	Private	
New ECE /Katchi	1,709,266	14%	240,000	240,000		
Katchi /ECE		31%	529,170	529,170		

Note: Only Public Sector Targets given

SESP Year wise Additional Enrolment targets

Education Level	2014	2015	2016	2017	2018	Total
ECE(Accumulated)	-	25,000	80,000	160,000	240,000	
Katchi (Accumulated)	505,170	529,170	529,170	529,170	529,170	
Enrollment (Year wise)	-	25,000	55,000	80,000	80,000	240,000
Rooms		833	1,833	2,667	2,667	8,000
ECE Model Resource Centers (Rs. 3.5 million each)*		121	-	-	-	121
Teachers		954	1,833	2,667	2,667	8,121
Teacher Training						
Teaching Learning Material						
ECE/ECD Policy/Research						

* Model ECE Centres a) Construction/upgradation of a large open plan room 36 by 24 with store and toilets – inbuilt fixtures; furniture and learning play equipment; b) first year human resources teacher, assistant and ayah; c) TLMs and assessment folders

Technical Notes and Assumption for SESP 2014-15

- Baseline calculated from PSLM 2011-12 and SEMIS
- Enrolment projections from 2014-18 are using enrolment figures from 2013-14 with implications for higher figures than the baseline for that year
- Assumption of Public and Private provision is 64 percent (public) and 36 (private) percent- However in ECE currently private provision is missing – if added the figures may be revised
- Private sector growth is assumed at the rate of 5 percent per annum based on its own resources
- Government is open to providing subsidy/vouchers /grant-in-aid to private sector providers to support SESP targets based on the assumption of 64:36% public private provision
- Where rooms are added they are also overlapping with upgradation/consolidation
- Where teachers recruitment is listed it also carries new posts for upgradation – final need for recruitment subject to adjustment in numbers after rationalization in accordance with the needs
- Where upgradation of primary to middle and middle to secondary/higher secondary is reflected it would carry actions for level re-categorisation in SEMIS database and other necessary operational matters