



EARLY CHILDHOOD CARE & EDUCATION/DEVELOPMENT (ECCE)  
FRAMEWORK  
GILGIT-BALTISTAN



**Developed by:**

**Mr. Salman Ali**

**Ms. Zareen Taj**

**Manager ECD Programme Rupani Foundation, Pakistan**

**AD (Academics) Govt. Education Department, Gilgit, GB**

**May, 2019**  
**DEPARTMENT OF EDUCATION**  
**GILGIT-BALTISTAN**

## TABLE OF CONTENTS

1. Acknowledgement.....	3
2. Preamble.....	4
3. Significance of ECCE.....	5
4. Benefits to Children....	5
5. Benefits for Education System and Society.....	5
6. Current Situation of ECCE in Gilgit-Baltistan (GB).....	6
7. Conceptual Framework.....	8
8. Vision.....	9
9. Goal.....	10
10. Objectives.....	10
11. Outcomes.....	10
12. Key Components of Framework.....	11
13. Implementation Framework.....	18
14. References.....	20

## **Acknowledgement**

Early Childhood Care & Education/Development (ECCE) framework is an important step and a road map towards ensuring quality care and education of the young children in our area.

We are thankful to the higher authorities of Department of Education Gilgit- Baltistan (GB) especially The Additional Secretary Education Mr. Najeeb Alam and Director General (Schools) Mr. Majeed Khan for engaging us in such a promising task that will cause paradigm shift in the education system of GB.

Our special thanks go to the Director General (Schools) Mr. Majeed Khan, CEO Rupani Foundation Mr. Wasim Samad and Ms. Khadija Khan CEO Pakistan Alliance for Early Childhood Development for providing valuable feedback and enriching the said document at different stages.

We hope that this framework will be a milestone towards assuring the quality of early childhood care and education in Gilgit-Baltistan.

With best wishes!

### **Members of Taskforce**

Mrs. Zareen Taj AD (Academics) Directorate of Education GB &  
Mr. Salman Ali Manager ECD Programme Rupani Foundation GB.

## **PREAMBLE**

It is an undeniable fact that early years of education plays a crucial role in the holistic development of children. Experiences for the children from conception-8 years of age particularly the first thousand (1000) days provide the child a foundation for later learning and formal education. Early childhood is the period for the remarkable transformation as it focuses mainly on the holistic development (cognitive, physical, emotional, language, social & ethical) of a child. Research shows that return on ECCE investment can be as high as 13 fold. (National Curriculum for Early Childhood Education, 2017). Pakistan is nationally and internationally committed to expand and improve pre-primary/early childhood education. These commitments have been reflected in various declarations, frameworks, and joint communication and policy statements which are as follows:

1. Sustainable Development Goals 4.2
2. Convention on the Rights of Children CRC (1989)
3. World Declaration on Education for All and the Framework for Action to meet basic learning needs, adopted at Jomtien, Thailand in 1990.
4. Dakar Framework for Action 2000.
5. National Education Policy 1998.
6. National Education Policy 2009
7. National Education Policy, 2017

For example, the National Education Policy, 2017 (which yet to notified) states, “To expand, strengthen and promote universal, comprehensive Early Childhood Education with an objective to ensure holistic development of child to prepare for formal schooling.” Moreover, the sustainable development goal (SDG) 4.2 also highlights the importance of ECCE as it informs, “By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. Furthermore, Gilgit- Baltistan Education Strategy (GBES) 2015-2030 at page 19 also mentions that the Education System by 2030 will offer all children aged 3–5 access to good quality Early Childhood Education.

Considering the importance of ECCE, the Department of Education GB has developed ECCE/ECD framework to provide a roadmap to all public and private sector ECCE centers in GB. It discusses the significance of ECCE, benefits to children, education system and society. In addition, it presents the current situation of ECCE in GB, conceptual framework, vision,

goal, objectives, and outcomes, along with proposed uniform pattern for all systems. It ends with key components of framework.

### **Significance of Early Childhood Care & Education (ECCE)**

“Early childhood experiences are the building blocks of this development and the child is architect of his or her own brain, piecing together the puzzle and reacting to the outside world” ( ECCE National Curriculum,2017 P.4). The process of development of personality and nurturing the potential of children commences from the very beginning of their lives. Experts have found out that physical and mental capabilities of children grow more rapidly up to the age of 8 years, and period between conception to 5 years is highly critical in this respect. The early years are critical and formative for the acquisition of the concepts, and development of skills and attitudes that lay the foundations for lifelong learning. This period is characterized by rapid physical, intellectual, emotional, social and moral development. Provision of quality early childhood care and education makes a positive difference in their future learning, career, and adult life as good and well-informed citizens. Investment on Early Childhood Care & Education (ECCE) brings following benefits to the individual, education system and the society as a whole (Encyclopedia on Early Childhood Development, 2011).

#### **Benefits to children**

- Improvement in cognitive (thinking, reasoning) skills or ‘Learning to Know’
- Development of their skills to communicate, question, create and solve problems
- Reinforcement of their social development (how to nurture and maintain good relations with adults, their other fellows) or ‘Learning to Live Together’
- Set the foundation for enhancement of learning outcomes in next grades which help them achieve success in their career

#### **Benefits for Education System and Society**

- Improved attendance and retention rates of the children who have received ECCE prior to enrolment in formal Grade I of the primary school.
- Drop-out rate is reduced and thus wastage of resources is minimized.
- Graduates of the education system become productive and contributing members of the society and law abiding citizens; with reduction in the crime rate and positive contribution to the economic growth.
- Cost-saving in health care as recipients of ECCE are better prepared to adopt healthy life style and practices.

## Current Situation of ECCE in Gilgit-Baltistan

Gilgit- Baltistan (GB) is considered as one of the hardest areas due to harsh weather and geographical conditions. Some areas are not accessible because of rough roads and land sliding which is one of the hurdles for the children to access education specifically Pre- primary and Primary Education. According to UNICEF, GB Survey on out of school children 2016, 30.6% or around 80,400 children of primary school age in GB are out of school. In addition, the Annual Status of Education Report (ASER), 2018 informs that the access to Early Education in GB is 40%. In addition, the EMIS section of department of education GB also conducted a survey on out of school children and the findings of this study also inform that 38% children of the age group 3-4year are currently not registered in any ECCE/ECD center. Moreover, Gilgit-Baltistan Multiple Indicator Cluster Survey (GB-MICS) 2017 also presents the statistics under different indicators as mentioned below in table 1&2.

Table 1

Nutritional Status			
	Under Weight Prevalence	Stunting Prevalence	Wasting Prevalence
Moderate and Severe	19%	46%	4%
Severe	6%	22%	1%

Table 2

Literacy and Education	Child Development	Child Protection	Child Health
<b>56%</b> Government School Attendance rate (primary Schools) <b>0.86</b> Gender Parity Index (Primary Schools)	<b>14%</b> Attendance to early childhood education <b>32%</b> support for learning <b>6%</b> Availability of children books <b>64%</b> Availability of play things <b>27%</b> inadequate care <b>63%</b> Early Child Development Index	<b>19%</b> Birth Registration <b>45%</b> Child Labour before age 18 <b>43%</b> Marriages before age 18	Immunization Coverage <b>73%</b> Tuberculosis <b>71%</b> polio <b>56%</b> PENTA <b>52%</b> Measles <b>45 %</b> Full Immunization

The data in the above tables 1 and 2 clearly portrays that children have inadequate access to Early Childhood Education, care and services in GB. As table 2 under child development section shows that only 14% children in GB are attending early childhood education, 32 %

support for learning, only 6% availability of children books, 64 % availability of play things, 27% inadequate care and 63% early childhood index which is alarming for policy makers and education providers. In the same table under child protection component it is again shocking that only 19% children got their identity through birth registration and 45% children are involved in child laboring and 43% marriages before the age 18. The indicator of child health in table 2 also informs that 45% children got full immunization coverage but rest of the 55% children did not get coverage. These all issues are faced due to lack of awareness about importance of early childhood care and education among all stakeholders like, policy makers, education providers, parents, teachers/caregivers etc.

In the past with the support of national and international donor organizations such as, the Child-Friendly Schools Programme sponsored by UNICEF, Releasing Confidence & Creativity and the Australian-Aid Educational Development and Improvement Programme (EDIP) launched ECCE/ECD programmes and projects in schools but couldn't be institutionalized because of the unavailability of policies and procedures. Furthermore, the teachers with least qualification and experience are placed at ECCE/ECD grade.

In addition, the schools under Government, Private and the Aga Khan Education Service, Pakistan (AKES,P) have established ECCE/ECD centers in GB. Different names for different levels of grades are used in different sectors which confuses parents and public even school to school. It is a dire need to define name(s) for specific grade/class and uniform specific age bracket for different levels for easily accommodation and certification. Moreover, the "ECCE" National Curriculum 2017 is approved by the Federal Ministry of Education, Islamabad but the teachers and school heads are not aware of it in most of the ECCE/ECD centers.

Current pattern of ECCE/ECD /Grade wise age bracket along with a proposed pattern for all systems

Generally the following pattern is in practice in different organizations:

Rupani Foundation (RF)	AKES, P	Government	Age Bracket	Proposed Pattern for all in GB
Agha Walidain	Pre Primary	Nil		
Young Toddlers	Nil	Nil	conception-2 years	Young Toddler
Old Toddlers	Nil	Nil	2-3 years	Old Toddlers
Pre schoolers	Pre Primary II	Nil/play group	3-4 years	ECD/ECCE I

ECD I	Pre Primary III	Katchi Qaida/Nursery	4-5 years	ECD/ECCE II
TRANSITION TO PRIMARY SECTION				
ECD II	Primary I	Nil/ Prep class	5-6 years	ECD/ECCE III
ECDIII	Primary II	Class I	6-7 years	Grade I
ECD IV	Primary III	Class II	7-8 years	Grade II
Grade III	Primary IV	Class III	8-9 years	Grade III
Grade IV	Primary V	Class IV	9-10 years	Grade IV
Grade V	Primary VI	Class V	10-11years	Grade V
MIDDLE SECTION				
Grade VI	Grade VI	Class VI	11-12 years	Grade VI
Grade VII	Grade VII	Class VII	12-13years	Grade VII
Grade VIII	Grade VIII	Class VIII	13-14 years	Grade VIII
SECONDARY SECTION				
Grade IX	Grade IX	Class IX	14-15 years	Grade IX
Grade X	Grade X	Class X	15-16 years	Class/Grade X

The current situation of ECCE/ECD in terms of access and services highlights the importance of an approved frame work with set minimum standards to follow and it will also provide a road-map to all stakeholders at various levels.

### Conceptual Framework

Early years of life are catalytic agents for the physical growth and mental development of children. It has long term impact on children's life. Encyclopedia on Early Childhood Development, 2011 and ECCE National Curriculum, 2017 also assert that the early years of human development create the basic design and job of the brain. The period from conception to the age -3 affects the following stage of human development, as well as the future stages. It can be better understood, through progressive neurobiology, how experience in early life affects these different stages of development. The poor development at early stage affects both physical and mental health as well as behavior and learning in later life. The construction and task of the brain is shaped by a lifetime of experiences which affect the architecture and function of neurobiological pathways. Stimuli transmitted to the brain through sensing pathways pre- and post -natal, as well as in later stages of life, differentiate the function of neurons and neural pathways. Experiences that affect brain development through the sensing



pathways include sound, touch, vision, smell, food, thoughts, drugs, injury, disease and other factors.

Moreover, the literature on Early Childhood Care and Education reveals that the first years of life are important, because what happens in early childhood can matter for a lifetime. Science informs, what children must have, and what they need to be protected from, in order to promote their healthy development. Stable, responsive, nurturing relationships and rich learning experiences in the earliest years provide lifelong benefits for learning, behavior and both physical and mental health. Research on the biology of stress in early childhood shows how chronic stress caused by major adversity, such as extreme poverty, abuse or neglect, can weaken developing brain architecture and permanently set the body's stress response system on high alert, thereby increasing the risk for a range of chronic diseases (Jack, Shonkoff, Julius, Richmond & Famri, 2009; Hertzman, 2010 as cited in Encyclopedia on Early Childhood Development, 2011). Scientific findings from neuroscience and developmental psychology as mentioned in UNICEF & WHO framework for Nurturing Care for Early Childhood Development, 2018 indicate that the caregivers and child interactions are extremely helpful for early childhood development, and have lifelong effects. Starting from the first months, quality time with the baby – including smiling, touching, talking, storytelling, listening to music, sharing and reading books, and engaging in play – builds neural connections that strengthen the child's brain. Therefore, experts emphasize the need of special care and attention to children and creating an enabling environment for them during this period, including provision of health care, nutrition, education, and affection. Young children are like the beautiful colors in rainbow. They need respect, adventure, independence, nurturing, beauty, opportunities and wisdom for the accomplishment of learning.

Numerous terms are used to denote care and support for children in their early life. These include; Early Childhood Care and Education (ECCE), Early Childhood Development (ECD) and Early Childhood Care and Development (ECCD). Most of these terms or concepts are comprehensively emphasizing and advocating a holistic approach to pre-school child development. Early Childhood Care & Education ECCE is an integral and common part of all these holistic approaches and their implementation require inter-departmental coordination, a common strategy and joint action plans. A coordinated approach for child development is followed in most of the developed countries, whereas developing countries, due to financial constraints and lack of awareness, are not able to fully or partly promote ECD or even ECE.

**Vision:**

Creating an enabling and stimulating environment for the holistic development of young generations.

**Goal:**

Engaging children in hands-on and minds-on activities to discover their own potentialities and enable them acquiring knowledge, skills and attitudes to be useful citizens.

**Objectives:**

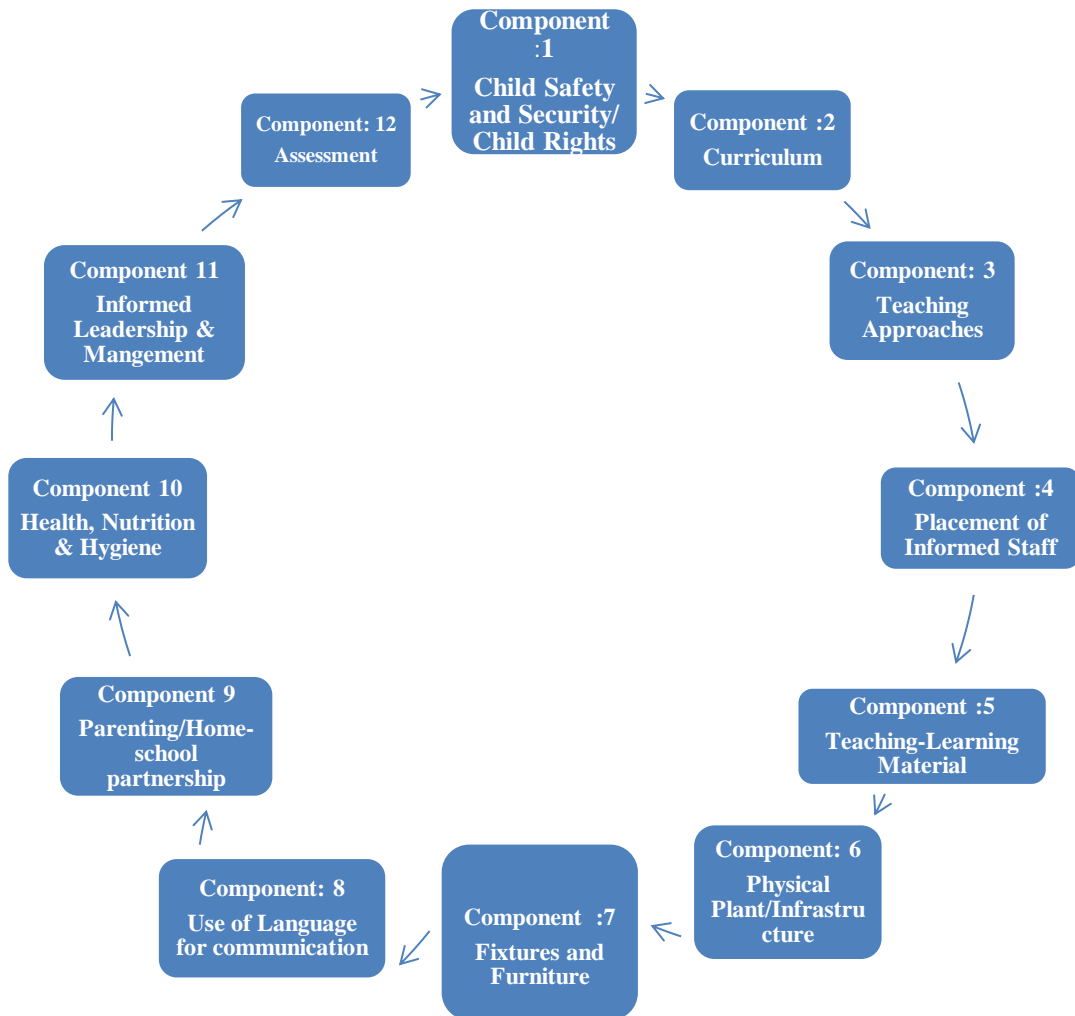
- To formulate minimum standards for the quality assurance of ECCE/ECD centers/schools in Gilgit- Baltistan
- To provide uniform learning & development opportunities for young children in all centers/schools
- To ensure the provision of required physical, human and material resources to meet the minimum standards
- To place required /qualified human resource in ECCE/ECD centers/schools
- To ensure provision of ongoing/in-service capacity building opportunities for ECCE/ECD teachers
- To develop and implement uniform assessment tools and procedures in all ECCE/ECD centers
- To develop and in place proper mechanism for support and monitoring of ECCE/ECD activities
- To launch advocacy programs/platforms for policy makers, education providers and practitioners on importance of ECCE/ECD
- To mobilize parents/community in ECCE/ECD programs through different engagement activities & campaigns
- To ensure child rights, health & nutrition and stimulation of young children in ECCE/ECD centers/schools

**Outcomes**

- Improved enrolment and retention rates at pre-primary and primary level.
- Reduced dropout rate at primary level and thus wastage of resources is minimized.
- Created learning conducive and Child- Friendly environment at pre-primary and primary levels by ensuring provision of basic facilities and teaching-learning material.

- Improved students’ results at Primary and Elementary and Secondary level board exams.

### Key Components of Framework



#### Component 1: Child Safety and Security/ Child Rights

The environment in ECCE/ECD centers of GB will be physically, mentally, emotionally safe, secure, welcoming and joyful for all young learners. Children will be encouraged to play and work together. Teachers will help children resolve conflicts by identifying feeling, describing problems and trying alternative solution. Teachers/caregiver and other staff will never physically, mentally, socially and emotionally punish the children and protect the rights of young children.

##### 1.1 Policy for Intake and Establishment of ECCE/ECD Centre

- Registration must be compulsory for any Daycare or ECCE/ECD Centre with Government Education Department GB to ensure minimum standards.

- Every ECCE/ECD will be required to report the progress on quarterly basis to the relevant District Govt. Edu Office.
- All children of age groups 3-5 years without any discrimination will be admitted in ECCE/ECD class. However, just to know their level, interests and physical health condition the attached diagnostic tool will be implemented during admission process. Parents will also be interviewed to get the required information about the child mentioned in the diagnostic tool. In addition, parents will also fill the admission form and submit the required documents. (admission form will be available in respective school)
- In daycare centers the children of age groups 0- 3years will be kept with full care, love and affection under the supervision of well trained and experienced caregivers.
- All ECCE/ECD classes and day care centers must ensure the minimum standards as mentioned in this framework.

### **1.2 Transition to Primary Section**

Generally the transition from ECCE/ECD section to primary section is a challenge for students, teachers and parents as well. When children enter in the classroom they feel insecure and frustrated because of a traditional teaching approach, traditional classroom environment and socio-emotional relationship with a subject wise teachers and their behaviors. The following points will be considered in primary section:

- Class based 2 teachers (one English Language teacher for General subjects and one teacher for Science subjects)
- Competencies focused teaching using National Curriculum
- Resource room
- Active learning (Project work, Problem solving and Inquiry based teaching approach)

## **Component 2: Curriculum**

The “ECCE SNC 2020” will be implemented in the schools as the “ECCE Curriculum 2020” is approved by the Federal Ministry of Education, Islamabad the latest version will be followed in public and private schools of GB. However, each school will be allowed to enrich the curriculum by using different reference books to fulfill the needs of students in the context of GB.

### **2.1 Formulation of Curriculum Regulatory Body**

Curriculum regulatory body will be formed for adaption or adoption and enrichment of curriculum for ECCE/ECD section. The composition of this body will be as under:

Director General (Schools) GB	Chairperson	01
Divisional Directors	Members	03
Two ECCE Experts from each division (one from Govt. Sector and one from private sector )	Members	06

## **2.2 Teacher Resource Centre**

A Teacher Resource Centre (TRC) will also be established in the Directorate of Education and district education offices to provide academic support to teachers and monitor the activities of ECCE/ECD and primary schools. TRC will perform the following roles and responsibilities.

### **Roles and responsibilities of TRC**

- Work on curriculum enrichment.
- Publish contextual text/ reference books.
- Develop teaching and learning material to enhance teaching and learning processes.
- Develop tools for training need assessment for teachers' professional development.
- Develop training manuals for ECCE/ECD and different subject areas.
- To organize short courses, workshops and refresher courses for ECCE/ECD caregivers, primary teachers and school leadership and management
- Review assessments systems for students learning time to time.

## **2.3 Inclusive Education Courses/ Developing Teacher guides**

TRC will develop a mechanism for a standardized and recognized Pre & In-Service Certificate, Diploma and degree courses for teachers on inclusive education to address the needs of children with learning and minor physical disabilities and include such children in mainstream schools. Teacher guides covering different aspects of inclusive education will also be developed as additional resource for the teachers.

## **Component 3: Teaching Approaches**

There are several teaching approaches in early years but National Curriculum refers High Scope Approach in the context of Pakistan because of the nature of approach which gives

opportunities for children “Plan Do Review” (Active Learning) by using low and no cost material. Specifically, in the context of rural areas of GB sometimes the material for other approaches can’t be affordable. Therefore High Scope Teaching Approach will be followed in GB schools. However, if any ECCE/ECD center has the capacity to arrange material they can additionally use the other approaches like Montessori Teaching Approach and Kinder Garden Teaching to enhance students’ learning processes.

#### **Component 4: Placement of Informed Staff (Teaching & Support Staff)**

The position of ECCE/ECD teacher/caregiver is very critical in the lives of children, in developed world an ECCE/ECD teacher/caregiver is selected after four years training as assistant teacher/caregiver. However, in our situation a teacher/caregiver with least qualification are given younger classes. It is proposed that ECCE/ECD teachers/caregiver will be selected through subject wise test interview with minimum academic qualification of FSC/BA with professional ECCD/ECD certificate of minimum six months or any Diploma equivalent to the six months Certificate or more. In addition, a female support staff and a male gatekeeper who are physically healthy, neat & clean, patient and caring will be placed in ECCE/ECD centers to facilitate teachers and children.

##### **4.1 Training of Trainers**

TRC will develop Teacher Educators (TEs) by conducting Training of trainers. These TEs will be nominated from each district by the DDEs and school communities.

##### **4.2 Pre & in-Service Teacher training and Accreditation of Certificate/ Degree**

###### **Courses**

TRC will develop a mechanism for a standardized and recognized Pre & In-Service Certificate, diploma and degree courses in collaboration with KIU and NGOs to ensure the quality.

### **Component 5: Teaching- Learning Material**

There must be at least the recommended teaching learning material in each classroom (list attached), which would be used for active learning in the class or out of the classroom. However, the teachers/caregivers will also develop low cost and no cost material, apart from that there should be some material to address the basic needs of differently abled children. Students and parents may also be involved in different project works to develop material for different concepts (list is attached).

### **Component 6: Physical Plant/ Infrastructure**

In the light of the needs of young children the following requirements are proposed:

- Room with attached washroom with a size of 26x30 for 25-30 students
- Proper light
- Proper air ventilation
- Free of hazards
- Easy access for special children
- Proper flooring and insulation
- Outward opening doors
- A space for outdoor activities
- Washroom for special /physically disabled children

### **Component 7: Fixtures and Furniture**

The classroom physical environment put a great impact on children in different manners. Therefore, the following furniture and fixtures will be in place in each ECCE/ECD class.

- Wall to wall carpeting with underlay
- Four shelves for materials
- A shelf for books
- A cupboard
- White board
- Two soft boards
- Mini plastic chairs and tables (01 for each child)

### **Component 8: Use of Language by Staff and Students for Communication**

Language is a mean for communication between staff and students. The research studies suggest that children should have exposure to various languages. However, in the context of GB

there is diversity of local languages. Children come to ECCE/ECD class with different language backgrounds as their mother tongue which provides a base to learn the languages of literacy which are Urdu and English. Though it is good to communicate children in their mother tongue but due to diversity of languages it is difficult for a teacher to learn all languages. Moreover, ECCE/ECD class prepares children for their formal education therefore English and Urdu languages will be used for communication according to the medium of instruction and general conversation with in the classroom and outside classroom.

### **Component 9: Parenting/ Home-School Partnership**

Parents play a vital role in the development of children; they spend most of their time with their parents and learn basic knowledge skills and attitudes from their parents and siblings. A range of various studies on child development suggest to aware parents and caregivers about the importance of early years and various aspects and topics of child development that how children develop in their own pace and how parents can play a role to develop them holistically. In early years a positive interdependent relationship among home and school plays a vital role in the development of children. A structured parent- teacher meeting (PTM) on monthly basis would be in placed to develop a close relationship among school and home. Co-curricular activities like project work, art work, games will be organised to involve parents in activities at ECCE/ECD centres. Parenting has the following specific objectives:

- To build the capacity of parents particularly women who care children most of the time.
- To enhance parents knowledge about the holistic development of children so that they could deal and care children in a better and effective ways.
- To familiar them about the aspects of prenatal development.
- To reduce child abuse and corporal punishment
- To involve parents and caregivers in child's holistic development
- To increase knowledge and skills of parents to make a conducive learning environment at home
- To aware and fulfill the child Rights

#### **9.1 Parental Education**

TRC will arrange sessions for parents regarding child rights, health and hygiene and role of parents in holistic development of children. Parents will be encouraged to provide safe, secure



child-friendly and learning conducive environment at homes. They will also be encouraged to attend parent-teacher meetings to know their children's progress and understand their needs for further improvement.

## **9.2 Public Awareness campaign**

Public awareness regarding ECCE/ECD is very essential to catch young children and start grooming in early stages of life. Print media, Electronic media, Social media and Newsletters, PTAs, Web site and Campaigns and Events will be organized and published to increase awareness of ECCE/ECD in general population focusing on importance of ECCE/ECD, Parenting styles, Good parenting skills, Child rights and Key messages on child development

## **Component 10: Health, Nutrition & Hygiene**

It's a famous proverb that healthy body contains a healthy mind. In this regard, the ECCE/ECD centers will arrange trainings for staff on first aid, health and hygiene to protect children and staff from illness and injuries. Students will be guided and trained regarding regular hand washing, brushing teeth, combing hair and proper use of washroom. Children and parents must be encouraged to bring home made healthy food to eat during snack time. Children will be involved in outdoor activities for physical development. In addition, to that the Health Department GB will ensure the physical checkup of each child in ECCE/ECD centers and the ECCE/ECD centers will maintain the record of each child.

## **Component 11: Informed Leadership & Management**

Leadership of an organization plays a fundamental role in planning and implementation of policies and procedures. It is necessary to involve and aware leadership in ECCE/ECD related programs. The Department of Education GB as key stakeholder will:

- Plan and implement the policies related to ECCE/ECD
- Ensure effective and proper management and utilization of human and material resources.
- In place a proper mechanism for support and monitoring of ECCE/ECD programs on continuous basis at all levels.
- Ensure the provision of National Curriculum both hard and soft copies and teacher guide in ECCE/ECD centers

## **Component 12: Assessment/ Monitoring and Publications**

Ongoing assessment will be followed to assess the progress of children, a variety of assessment tools will be used to assess the progress in different ways, like Portfolio, Semi-structured interviews, observations, presentations and case studies. Parents will also be interviewed by Semi-structured interview guides or informal discussions. The progress will be analyzed and shared with his/her parents to carry out for future needs on daily, weekly and monthly basis. Rubrics for assessment will to be developed to assess students in a systematic way. (Formats/Tools are attached).

### **12.1 Follow-up, Support and Monitoring Mechanism**

- Professional support and monitoring play a vital role in teaching and learning processes which make every professional accountable to fulfill his/her responsibilities in achieving the goals of the organization. To ensure follow-up and monitoring mechanism there will be professionals in a channelized system from School level to Directorate level to have follow-up, provide support and monitor activities for professional development and for other benefits (Structured formats for observations and targets attached).

### **12.2 Research and Publication**

- A Publication cell will be established in the Directorate of Education to work on organizing events, seminars and conferences to share case studies, success stories, good practices, documentaries, research including action research and disseminate among main stakeholders. The KIU will also conduct research studies and publish them in national and international journals on ECCE in GB.

## **Implementation Framework**

There will be two committees for proper implementation of this framework. The first committee will be called as steering committee. The other one will be called as supervisory committee. The composition and functions of these committees will be as under:

### **Composition of Steering Committee**

1. Secretary Education GB	Chairperson	01
2. Additional Secretary Education GB	Member	01
3. Director General Schools GB	Member	01
4. Divisional Directors	Members	03

5. Director Planning GB	Member	01
6. Senior Engineer DoE GB	Member	01
7. Representatives of Partner Organizations	Members	03-04

### **Functions of Steering Committee**

- Review and approval of ECCE/ECD Framework
- Decisions regarding Establishment of ECCE/ECD centers on departmental need basis
- Decisions regarding provision of human and material resources as per minimum standards
- Review the progress of ECCE/ECD centers on quarterly basis.
- Arrange meetings on quarterly basis

### **Composition of Supervisory/Advisory Committee**

1. DG Schools GB	Chairperson	01
2. Divisional Directors	Members	03
3. Deputy Directors Education	Members	10
4. DD Model & Private Schools	Member	01
5. DD EMIS	Member	01
6. DD Planning	Member	01
7. DIS	Member	01
8. Head teachers	Members	All schools

### **Functions of Supervisory/Advisory Committee**

- Proper implementation of ECCE/ECD framework
- Ensure minimum standards in all public and private ECCE/ECD/Day care centers
- Provide support and monitor the activities of ECCE/ECD centers on continuous basis
- Furnish progress reports of ECCE/ECD centers to the steering committee on quarterly basis
- Analyze the needs of ECCE/ECD centers regarding human & material resources, capacity building of ECCE/ECD teachers/ caregivers and inform concerned authorities/sections for further support
- Arrange meetings on bi-monthly basis

## REFERENCES

- ASER-Pakistan. (2018). *Annual Status of Educational Report*. Idar-e- Taleem -o – Aagahi (ITA) Lahore, Pakistan.
- Encyclopedia on Early Childhood Development. (March, 2011). *Importance of Early Childhood Development*. Retrieved March 28,2019, from <http://www.childencyclopedia.com>.
- GBES (2015-2030). *Gilgit-Baltistan Education Strategy*. Education Department. Government of Gilgit- Baltistan
- GB-MICS. (2016-17). *Multiple Indicator Cluster Survey*. Planning and Development Department. Government of Gilgit-Baltistan.
- GBES (2014). *Gilgit- Baltistan Education Strategy 2015-2030*. Education Department. Government of Gilgit- Baltistan.
- National Education Policies 1998-2010 & 2017-2025. Government of Pakistan.
- UNICEF. (2016). *GB Survey on Out of School Children*. Retrieved from <http://www.unicef.org>
- World Health Organization, United Nations Children’s Fund, World Bank Group. *Nurturingcare for early childhood development: a framework for helping children survive and thrive to transform health and human potential*. Geneva: World Health Organization;2018.Licence: CC BY-NC-SA 3.0 IGO.