

Early Childhood Education
and Development

Country Report 2015-16 Pakistan





Government of Pakistan

Early Childhood Education
and Development

Country Report 2015-16 Pakistan





Ministry for Federal Education and Professional Training

Block C, Pakistan Secretariat, Islamabad, Pakistan

Tel: 92-51-9103915 Fax: 92-51-9103946

E-mail: mrtahir202@gmail.com

www.moent.gov.pk



Contents

Messages	iii
Acknowledgments	v
Abbreviations & Acronyms	vi
Introduction	1
ECED in Pakistan and its Challenges	3
1. Pakistan's ECE profile	3
2. Nutrition and Implications for Early Childhood Learning	3
3. Low Education Indicators	4
4. Implementation Challenges	4
An ECED Policy Framework for Pakistan	5
1. Opportunities	6
2. Provincial education sector plans	8
3. Financial provision	9
4. National ECE curriculum	9
5. International commitments	10
Current ECED Status in Pakistan	11
1. Punjab	12
2. Balochistan	13
3. Sindh	16
4. Khyber Pakhtunkhwa - KP	18
5. Gilgit-Baltistan	19
6. Federally Administered Tribal Areas - FATA	20
7. Azad Jammu Kashmir - AJK	20
8. Islamabad Capital Territory	21
Partnerships and Innovations	23
1. UNICEF	24
2. UNESCO	25
3. The World Bank	26
4. Foundation Open Society Institute Pakistan	26
5. DFID	26
6. Parwaan National E9 Centre of Excellence for ECED	26
7. Aga Khan Development Network	27
8. Teachers Resource Center (TRC)	28
9. Plan International Pakistan	28
10. Sindh Education Foundation (SEF)	28
11. Rural Support Programme Network	29
12. Rupani Foundation	29
13. Allama Iqbal Open University	30
14. Sustainable Development Policy Institute (SDPI)	30
15. Society for Community Support Primary Education in Balochistan (SCSPEB)	30
Bibliography	31

Tables

Table 1: ECE policy development in Pakistan	6
Table 2: ECE policy actions under the National Education Policy 2009	7
Table 3: Key features of provincial education sector plans	8
Table 4: Key ECE initiatives in Punjab	12
Table 5: Key ECE initiatives in Balochistan	14
Table 6: ECE initiatives by the Sindh Government	16
Table 7: Key ECE initiatives in Sindh	17
Table 8: Key ECE initiatives in KP	19
Table 9: Key ECE initiatives in AJK	21

Messages

Muhammad Baligh-ur-Rehman

Minister of State for Federal Education and Professional Training



Pakistan being the signatory of seventeen UN Sustainable Development Goals 2030 is mandated to take all possible measures to ensure that targets set in these goals are achieved on time. SDG # 4 target 4.2 requires: 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”.

This can be best done if we have information about the state of children in Pakistan. The Ministry has established Parwaan E9 National Center of Excellence in collaboration with Children's Global Network Pakistan to serve as a National apex body for the mobilization of Federal and Provincial governments to follow and implement SDGs 1, 2, 3 & 4.

The ECED country report compiled by Parwaan is an effort to put together information on ECED collected from provinces and organizations for the policymakers to design need based interventions for equitable quality education to all the children in Pakistan. I congratulate Parwaan and UNICEF teams for compiling this much-needed document.



Mehnaz Akber Aziz

President Parwaan

Chief Executive and Founding Director, Children's Global Network Pakistan



Pakistan is the 6th most populous country in the world with a population of 22 million of 0-5 age group. Unfortunately, we don't have an umbrella provision for the said age group and are faced with many challenges. Taking stock, 6.7 million primary school age children are out of school, of which 55% are girls. Malnutrition contributes to 35% of under-five deaths, 5% of children suffer from acute malnutrition, 45% children are stunted, 31.5% are underweight, whereas 51.1% are wasted. There is an immediate need to give a better start to the future of Pakistan and especially, the most marginalized children.

As a step in the right direction, Pakistan is a signatory to the Sustainable Development Goals, in which target 4.2 holds great significance. For attainment of SDG 4.2, we need comprehensive, integrated approaches that engage all sectors – education, family and social protection, health and nutrition. This can be best done with focused data and analysis of the scenario of ECED in Pakistan.

The report gives a snapshot of the work undertaken by the Provincial governments for the promotion of ECED and of initiatives of the organizations working on early years. These islands of successes need to grow into network of implementation at the provincial levels, which is coordinated by the State of Pakistan.

Building on this report, Parwaan, with the help of other stakeholders, will undertake a comprehensive qualitative and quantitative review of all Provinces (Punjab, Balochistan, Khyber Pakhtunkhawa, Sindh) Azad Jammu Kashmir, Gilgit-Baltistan and FATA, which will feed into a strategic guideline with specific timelines. Parwaan National Center of Excellence on ECED is committed to bringing together all stakeholders to create a National and political commitment, that is materialised through implementation by provinces.

To achieve these goals, we all have to work together to give all children of Pakistan a safe and nurturing environment for their balanced physical, emotional, social and cognitive development.



Ms. Angela Kearney

Representative UNICEF, Pakistan



Investing in early childhood development leads to wide-ranging benefits to children, families, and society as a whole, with the greatest positive results for disadvantaged children.

A growing body of research in neuroscience and recent economic studies demonstrate that early childhood experiences and environments have lasting effects on brain development and on subsequent learning, health, and adult earnings. Children who are poorly nourished and nurtured, or those who do not receive early stimulation, are likely to learn less in school and later on earn less as adults.

Improving access to quality services for young children that improve their health, nutrition, learning abilities and emotional well-being therefore needs to be a policy, programming and public financing priority in all countries, including Pakistan. In the education sector, this means provision of quality early childhood education as part of the education system, especially for the most marginalised girls and boys. High quality ECE helps to ensure children enrol at the right age, are ready for school, and stay in school and learn.

SDG 4.2 affirms the importance of early childhood as the foundation for all later learning by calling for access to quality early childhood development, care and pre-primary education for all girls and boys by 2030, so that they are ready for primary education.

Pakistan has taken many important policy steps to promote Early Childhood Education (ECE) in recent years, at federal and provincial levels, and has adopted the SDGs, including SDG-4, as its own agenda. This now provides a strong basis to expand and improve ECE services.

In order to accelerate progress, it is important to take stock of the current situation on ECE in the country. This report on the status of early childhood education in Pakistan fills that critical knowledge gap.

UNICEF commends the Ministry of Federal Education and Professional Training for its leadership in preparing this important report, in close collaboration with the PARWAAN Pakistan Early Childhood Education and Development Centre of Excellence. We highly appreciate the work of PARWAAN for its key coordination and technical role in preparing this report. Finally, UNICEF also acknowledges all other organizations, actively involved in the field of ECE in Pakistan, for their contributions to the report.

The report is of critical importance for policy makers, ECE service providers, and other partners and stakeholders at federal and provincial levels to understand the background and status of ECE in the country, and the contributions of the government and other stakeholders to date. UNICEF hopes the report will contribute towards consolidating and expanding partnerships to reach young children, particularly those from disadvantaged backgrounds, with quality early childhood education programmes.

UNICEF looks forward to continued support and collaboration to strengthen policies, plans and investments in ECE, explore innovative and cost effective approaches, and create the enabling environment for access to high quality early childhood education programmes, in particular for the most marginalized children, as a major leap towards improving school enrolment and quality of learning in Pakistan.



Acknowledgments

We wish to express our sincere gratitude to those who facilitated in compilation of this important and timely report. We are grateful to the Ministry of Federal Educational and Professional Training, especially Professor Muhammad Rafique Tahir, Joint Educational Advisor, for providing us with the guidance to undertake this task. UNICEF, an integral partner with Parwaan, assisted in the editing of the report and provided insightful comments and suggestions. Special thanks to Ellen van Kalmthout, Chief of Education, and Bibi Nabat Ali, Education & Social Cohesion Specialist UNICEF Pakistan in this regard.

The provincial departments of education, Sindh, Balochistan, Khyber Pakhtunkhwa, AJK and Gilgit Baltistan and the Directorate of Staff Development Lahore were very forthcoming and supportive in providing information on Early Childhood Education and Development for their respective provinces and regions. We appreciate the Academy of Educational Planning & Management (AEPAM) for sharing relevant data and statistics, their support was crucial in secondary data collection.

Parwaan's Inter-Provincial Technical Assistance Group (IPTAG) – consisting of UNICEF, Aga Khan Development Network, Teachers Resource Center, Plan International Pakistan, Rural Support Programmes Network, Rupani Foundation, Allama Iqbal Open University, Sustainable Development Policy Institute, Society for Community Support for Primary Education in Balochistan (SCPEB) and Mr. Ghulam Nabi, ARNEC Country Coordinator for Pakistan – actively contributed in the formulation of this report by sharing with us their work on Early Childhood Education.

Our team at Parwaan – E9 Centre of Excellence on Early Childhood Education and Development and Children's Global Network Pakistan (CGNP) diligently worked on the report; Ms. Anam Bashir, Research Associate, for preparation of first draft, Ms. Seema Zia, Program Manager Parwaan, Ms. Zainub Ahmad, Program Associate CGNP and Usman Shaukat, Communications Lead for compilation of the document.



Abbreviations & Acronyms

AJK	Azad Jammu and Kashmir
AKDN	Aga Khan Development Network
AKES	Aga Khan Education Services
AKF	Aga Khan Foundation
AKU-HDP	Aga Khan University Human Development Programme
DFID	Department for International Development (UK)
DSD	Directorate of Staff Development
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECE	Early Childhood Education
ECED	Early Childhood Education and Development
FATA	Federally Administered Tribal Areas
FY	Fiscal year
GER	Gross Enrolment Rate
GPI	Gender Parity Index
ITA	Idara-e-Taleem-o-Aagahi
KP	Khyber Pakhtunkhwa
SCSPEB	Society for Community Support for Primary Education in Balochistan
SDG	Sustainable Development Goal
SEF	Sindh Education Foundation
TRC	Teachers' Resource Centre
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development



Introduction

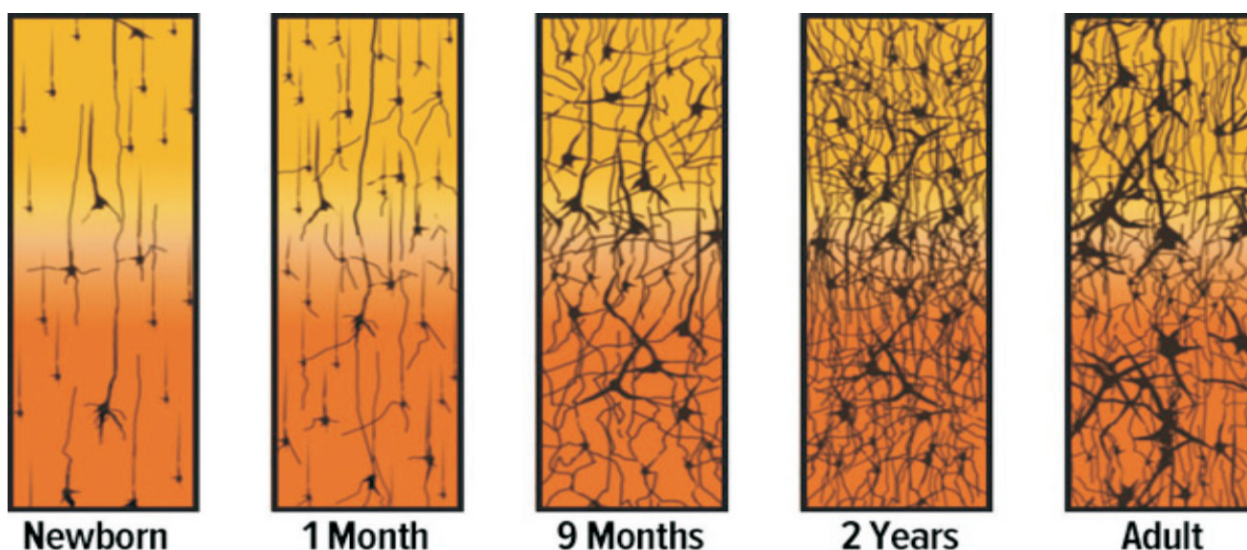
Introduction

Early childhood (from birth to about eight years of age) lays the foundation for the development of lifelong skills and all subsequent learning. Accordingly, Early Childhood Education and Development (ECED) encompasses good physical health, a safe and nurturing environment and the appropriate mental stimulation needed to ensure that a child is school-ready. International experience suggests that early interventions provide a key opportunity to minimise the chance of future learning problems, including the likelihood of dropout at primary school level. In a broader sense, ECED has positive spill overs for the family, community and society.

Several empirical studies demonstrate the benefits of Early Childhood Education (ECE) programmes. Children with a strong ECE foundation are less likely to repeat a grade and more likely to complete primary school. This is especially the case for at-risk children and those from poor or vulnerable households, who have little, if any, access to other resources that might help them develop the life skills they need to become economically and socially mobile.¹

The growth of the brain before birth and during early childhood is fundamental to the physical, cognitive and emotional development of an individual. At birth, the brain weighs only about 25 per cent of its eventual adult weight, reaching nearly 90 per cent of that weight in the first three years. At this stage, about 80 per cent of the brain's synapses have been formed; these grow and change as a result of environmental stimulation (Figure 1). By the age of six, a child's brain is almost adult-size, implying that his or her personality has taken shape by this stage.²

Development of brain synapses in children ²



This reflects the importance of providing children with a positive, stimulating environment at a stage when they are able to acquire certain knowledge, skills and attitudes very quickly and with minimal effort. Parents, caregivers and teachers need to make use of this window to ensure a child's holistic development; a critical aspect of which is physical health. Thus, early childhood interventions that include better nutrition and healthcare lead to greater cognitive development. This, in turn, translates into better performance and higher retention rates at primary school. Children who receive consistent care are 'better nourished, less apt to be sick and learn better than children who do not receive such care.'³

1 Government of Balochistan, "Early Childhood Education Policy Framework 2015"

2 The Urban Child Institute, "Baby's Brain Begins Now: Conception to Age 3" (9 November 2016) <http://www.urbanchildinstitute.org/why-0-3/baby-and-brain>

3 Judith L. Evans, Robert G. Myers and Ellen M. Ilfeld, "Early Childhood Counts: A Programming Guide on Early Childhood Care for Development", World Bank Institute (WBI). Washington, D.C (2000) p. 3

ECED in Pakistan and its Challenges

This section outlines Pakistan's ECED profile, by explaining why health and nutrition are important for a child's early development and by referring to the challenges of implementing ECED in a country where education and health indicators are fairly poor.

1. Pakistan's ECE profile

Pakistan has a sizable population under the age of 5 i.e. approximately 13.5 per cent of the entire population.⁴ While the country has no formally approved definition of Early Childhood Care and Education, a functional definition corresponds to *katchi*, which encompasses either formal or non-formal health, nutrition and education services delivered at public schools. The private sector, however, does offer formal pre-primary education in the form of kindergarten and Montessori classes.

A total of 8.635 million children are enrolled in ECE, of which 52 per cent attend public school and 47 per cent are enrolled in private schools. This implies that the private sector is a substantial stakeholder in ECE service provision. The public sector lacks formal ECE programmes; the ones that do exist have been initiated by private organisations and donor agencies. As per the constitution of Pakistan, children from the age of 5 to 16 are entitled to free and compulsory education, yet there is no similar law for children at pre-primary level. With the absence of constitutional promise and of predominant trends that encourage parents to send their children to pre-school, early childhood education is largely neglected.

There is no formal ECE teacher training, although some institutions provide a certain level of in-service training. There are a total of 3,444 teacher training institutes in the public sector and 289 in the private sector that offer pre-service training to teachers.⁵ Public sector teachers are recruited either by the education department of a province or by the Directorate of Federal Education or Federal Public Service Commission at the federal level.

2. Nutrition and Implications for Early Childhood Learning

According to the Global Nutrition Report 2016, 45% of children under 5 in Pakistan suffer from stunting. Wasting prevalence in the country is approximately 11% whereas approximately 3% children suffer from severe wasting.⁶ UNICEF reported, 15 per cent children under the age of five suffer from acute malnutrition, a proportion that exceeds the emergency threshold. Malnutrition contributes to 35 per cent of under-five deaths in the country. Furthermore, one third of all under-five deaths are caused by treatable illnesses, whereas, 60 per cent are caused by water and sanitation related diseases.⁷

Overall, only 15 per cent of children aged 6–23 months receive the minimum acceptable diet, based on the recommended infant-and-young-child feeding practices.⁴ While neuron formation in normal three-year-olds is very rapid, it slows down in the case of malnourished children, affecting their ability to learn and making them more likely to drop out of school.

4 National Institute of Population Studies, Pakistan, "Pakistan Demographic and Health Survey 2012/13" p. 19, 177

5 Academy of Educational Planning and Management (AEPAM), "Pakistan Education Statistics 2014-15" p. 84, 87

6 Global Nutrition Report, "2015 Nutrition Country Profile – Pakistan"

7 United Nations Children's Fund (UNICEF), "Pakistan Annual Report 2013" p. 7

3. Low Education Indicators

Pakistan is currently one of 21 countries facing an extensive learning crisis.⁸ The country's education indicators are abysmally poor. Over 6 million children of primary school-going age (every three out of ten) are not enrolled in primary school.⁹ The dropout rate is highest in grade 5 (43 per cent), indicating that many children do not transition to lower secondary school and therefore, do not complete their basic education. Those who remain in school have alarming learning outcomes. Across the country, 44 per cent of children in class 5 cannot read a sentence in Urdu, 48 per cent cannot read a sentence in English and 49 per cent cannot perform two digit divisions.¹⁰ Keeping in mind these numbers, early childhood development is crucial as it can determine a child's potential to learn throughout his or her life. Children whose early development is lacking are at risk of psychological problems, poor school achievement, and early school dropout and low-skill employment in later life. Moreover, they are less likely to be able to nurture their own children, thus contributing to the intergenerational transmission of poverty. Preventing or reversing this loss of skills in early childhood is, therefore, crucial to foster economic development and reduce economic disparities on a broader level.

4. Implementation Challenges

ECE in Pakistan faces several key challenges, including lack of awareness pertaining to its advantages and importance as well as the absence of a well-defined policy for implementation. While the National Education Policy recognises the importance of pre-primary education, no formal measures, such as the provision of separate classrooms, facilities and teachers for pre-primary education, have been taken to implement this policy at the ground level.

In addition to negligible financial provision for early childhood education, government departments responsible for administering early childhood education do not coordinate with each other, much less with other service providers in the sector such as private schools, NGOs and other community organisations. Overall, the provinces, districts, communities and schools simply lack the financial and technical capacity to plan, implement and monitor ECE programmes.



8 United Nations Educational, Scientific and Cultural Organization (UNESCO), "Education for All – Global Monitoring Report 2013-14" p. 19.

9 Government of Pakistan, "Pakistan Education Statistics 2014-15" p.69

10 Alif Ailaan and SDPI. 2016. "Alif Ailaan Pakistan District Education Rankings" 2016.

An ECED Policy Framework for Pakistan

An ECED Policy Framework for Pakistan

This section examines the opportunities for developing a comprehensive ECED programme for Pakistan with reference to its national and international commitments to education, including those under the Sustainable Development Goals (SDGs). It outlines the ECE-related provisions of the National Education Policy 2009 and the provincial education sector plans in place for Punjab, Sindh, Balochistan, Khyber Pakhtunkhwa (KP) and Gilgit-Baltistan.

1. Opportunities

Although ECE has traditionally existed in Pakistan in the form of *katchi* classes, these were taught as informal, multi-grade classes, comprising students' younger siblings who were due to enrol formally the following year. In the absence of a formal curriculum, teaching methods tended to consist of rote learning and often involved corporal punishment. Table 1 traces the development of ECE from a policy perspective.

Table 1: ECE policy development in Pakistan

<i>Timeline</i>	<i>Status and progress achieved</i>
1947	Nursery viewed as an integral part of mainstream education at the National Education Conference 1947.
1950–1980s	Katchi classes proposed as a means to familiarise children with a school setting. However, no education policy made any reference to ECE during this period.
1992	Education policy proposes to mainstream katchi classes.
1998	National Education Policy charts out the need for ECE.
2001–15	National Plan of Action for Education for All (2001–15) charts out a comprehensive plan for mainstreaming ECE in the formal education system. Steps include creating awareness of ECE among stakeholders, allocating funds and encouraging private sector participation.
2002	National ECE curriculum developed, which provides policy and curricular guidelines for ECE in Pakistan.
2001–04	ECE programme instituted as part of the Education Sector Reforms Action Plan, to be implemented across Pakistan with federal funds.
2009	Under the National Education Policy, ECE becomes part of mainstream education to be integrated into all primary schools, based on the proposed action plan.

The National Education Policy 2009 recognises the importance of ECE and commits to the provision of at least one year of pre-primary education in all public schools, specialised training for teachers and additional budget allocations (see Table 2). Specifically, one year of pre-primary education entails a year of age-appropriate learning for children aged three to five years. The aim of focusing on this age group is to strengthen children's school readiness and to reduce primary school dropout.

The most important outcome of the policy was that, for the first time, ECE was to be included as a component of the Education Sector Reforms Programme, with allocation of funds at the provincial and district level specifically for this purpose. ECE was also included in the National Plan of Action for Education for All. This is particularly significant given Pakistan's commitment to the Dakar Framework of Action, the first goal of which is to expand and improve comprehensive ECE for all children, especially the most vulnerable and disadvantaged. While some progress has been made on this front over the last few years, there is a need to focus on improving the provision of early childhood education on three aspects: participation, quality and governance.

Table 2: ECE policy actions under the National Education Policy 2009

<i>Policy Action</i>	<i>Description</i>
1	Improvements in ECE quality will be based on the concept of holistic child development that provides a stimulating interactive environment, including play, rather than on regimes based on rote learning and rigid achievement standards.
2	The ECE age group is recognised as comprising children aged three to five years. The state will provide at least one year's pre-primary education, ensuring universal access to ECE within the next ten years.
3	ECE provision will fall within the ambit of primary schools, which will be provided additional budgets, teachers and assistants for this purpose.
4	ECE teachers will be required to undergo two years' specialised training in dealing with young children.
5	This training will correspond to the needs of the revised ECE national curriculum. Both the curriculum and support material will take into account the cultural diversity of particular areas.

Following the 18th Amendment in 2010, education was devolved to the provinces, with each province having committed to the National Education Policy 2009. The right to education is expressed in Article 25 A of the amendment: 'The State shall provide free and compulsory education to all children of the age of 5 to 16 years in such manner as may be determined by law.' However, in the absence of a national plan of action, analysts pointed out that the policy's goals would not materialise as provinces lack the technical capacity and financial resources to successfully uptake the responsibilities.¹¹

¹¹ The 18th Amendment and Education,' Dawn, 11 October, 2010. (9 November, 2016)

2. Provincial education sector plans

Following the 18th Amendment, the Ministry of Education, Training and Standards in Higher Education (now the Ministry of Federal Education and Professional Training) developed the National Plan of Action 2013–16 for achieving universal, quality primary education in Pakistan. In addition, as Table 3 shows, all the provinces have developed education sector plans that include ECE.

Table 3: Key features of provincial education sector plans

<i>Province</i>	<i>Important features</i>
Sindh Education Sector Plan (2014–18) ¹²	<ul style="list-style-type: none"> • Establish 121 model ECE resource centres • Transform 8,000 katchi classes into ECE classes • Recruit and train 8,121 ECE teachers • Develop appropriate materials • Review and revise ECE curriculum
Balochistan Education Sector Plan (2013–17) ¹³	<ul style="list-style-type: none"> • Institutionalise ECE in all primary schools • Recruit separate teachers for ECE classes • Include ECE training in pre-service training programme • Construct separate classrooms for ECE
Punjab Education Sector Plan (2013–17) ¹⁴	<ul style="list-style-type: none"> • Establish quality ECE programmes in all primary schools • Create ECE awareness and train education managers, head teachers and teachers in ECE delivery
Gilgit-Baltistan Northern Areas Education Strategy (2008–25) ¹⁵	<ul style="list-style-type: none"> • By 2025, every primary school or community will include one or more ECE classes, based on need. • Enrich the curriculum and strengthen teaching–learning approaches.
KP Education Sector Plan (2010–15) ¹⁶	<ul style="list-style-type: none"> • Introduce and institutionalise formal ECE at the primary level. • Reduce overcrowding in katchi classes. • Modify curriculum to incorporate child-friendly teaching practices.

12 Government of Sindh, “Sindh Education Sector Plan 2014–18” p.93–95

13 Government of Balochistan, “Balochistan Education Sector 2013–2017” Plan p.57

14 Government of Punjab, “Punjab School Education Sector Plan (2013–17) p.71

15 Government of Pakistan, Northern Areas Administration “Northern Areas Education Strategy” p. 23

16 Government of Khyber Pakhtunkhwa, “Khyber Pakhtunkhwa Education Sector Plan” p. 38, 46

3. Financial provision

At this point, there is no separate ECE budget as financial allocations for ECED still fall under primary education. Moreover, the budgetary allocations for ECE have not been rationalised. Given that the development of ECE centres, teachers' salaries, teaching materials and research require a recurring budget, insufficient funds compromise the quality and supply of ECE services, triggering the proliferation of low-cost private schools.

In Punjab, the calculated unit cost of establishing an ECE centre is PRs 407,824.¹⁷ Balochistan has spent 16 per cent of its education budget on ECE and anticipates spending 12 per cent in FY2018.¹⁸ Improved budget allocations for ECE are imperative if the provinces are to reap its long-term economic benefits.

4. National ECE curriculum

In March 2002, the Curriculum Wing of the Federal Ministry of Education published the National ECE Curriculum to address the challenge of providing a sound learning environment for young children. The process took into account input from a range of stakeholders including parents, teachers, head teachers, supervisors and education department officers. This curriculum draws on the High Scope Curriculum, which is heavily influenced by Piaget's theory of cognitive development and is thus particularly suited to young learners' needs.

However, the success of the curriculum depends heavily on an underlying awareness of the importance of ECE and the availability of trained teachers. In 2006/07, the education ministry carried out a comprehensive review of the curriculum for pre-primary to grade 12 and revised the ECE curriculum to help steer the implementation of pre-primary education. Despite these efforts, most schools do not follow the set ECE curriculum for katchi classes and untrained teachers continue to focus on formal learning (reading, writing and general knowledge) without taking any steps to create a classroom atmosphere that is unique to environments conducive to learning for young children.

While Pakistan has much of the policy framework required to implement ECED already in place – including constitutional provision, a national plan and education policy that explicitly address ECE, a national curriculum based on research and international best practices and a valuable cache of NGO experience in the field – it needs to develop a sustainable, cost-effective model for implementing ECED within the resources available. This is critical, given that investing in ECED programmes will yield future returns to the household, community and the country over and above the benefits accruing to young children as individuals.

17 Government of Punjab, "Punjab School Education Sector Plan 2013-17" p. 96

18 Government of Balochistan, "Balochistan Education Sector Plan 2013-17"

5. International commitments

In addition to its own constitution, Pakistan is signatory to a number of international agreements on the provision of ECE. Under the post-2015 development agenda encapsulated in the SDGs, Pakistan is committed to achieving the following targets by 2030:

SDG2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture.

2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.

2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under five years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.

SDG3: Ensure healthy lives and promote wellbeing for all ages.

3.2 By 2030, end preventable deaths of new-borns and children under five years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-five mortality to at least as low as 25 per 1,000 live births.

SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

4.2 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.

Additionally, Pakistan has ratified the Convention on the Rights of the Child, which upholds international commitment to the protection, health, education and special care of children. Under the Jomtien Declaration (Article V) 1990, Pakistan is committed to providing ECE as an integral part of basic education. Finally, under the Dakar Framework for Action (Education for All) 2000, Pakistan is committed to providing ECE to all children.



Current ECED Status in Pakistan

Current ECED Status in Pakistan

This section presents an overview of ECED in Punjab, Balochistan, Sindh, KP, Gilgit-Baltistan, the Federally Administered Tribal Areas (FATA), Azad Jammu and Kashmir (AJK) and Islamabad Capital Territory. This is juxtaposed against the education and child health indicators of each province or area.

1. Punjab

Based on the National Curriculum for ECE (developed in 2007), the Directorate of Staff Development (DSD), which is responsible for teachers' capacity building under the Punjab Government, developed a strategy to upscale ECE in 2009. The plan's objective is to establish an ECE programme for all primary schools in Punjab. This entails (i) developing and notifying an ECE policy, (ii) creating awareness of the importance of ECE and (iii) training education managers, head teachers and teachers in ECE delivery. The aim is to expand pre-primary ECE programmes to 5,000 primary schools.

The DSD is implementing these interventions in two phases, with 1,225 ECE classrooms already established in phase I (2014–15) and another 1,000 ECE classrooms to be set up across Punjab in phase II (2016–17). In addition, the Punjab government is mainstreaming ECE by establishing 'children's rooms' to reduce the dropout rate in lower grades and to improve net enrolment.¹⁹

According to estimates from the National Institute of Population Studies, there are approximately 7 million children in the 3–5-year age group, with a net intake rate in ECE of about 76 per cent. Moreover, an additional 276,086 children are expected to be in school by 2016.²⁰ In terms of health, according to the Pakistan Demographic and Health Survey 2012/13, the under-5 mortality rate in the province is 105 per 1000 births, and the infant mortality rate is 88 per 1000 live births. Full immunisation coverage extends to 66 per cent of children and stunting is prevalent among 40 per cent of children.²¹

Table 4 outlines a number of recent ECE interventions introduced by key agencies working in this field, including the DSD, the United Nations Children's Fund (UNICEF) and the Mountain Institute for Educational Development and Plan International.

Table 4: Key ECE initiatives in Punjab

<i>Agency and project</i>	<i>Timeline</i>	<i>Areas</i>	<i>Project description</i>
DSD			
Introduction of ECE in government schools in Punjab with the highest enrolment and improvement of school environments to make them child-friendly	Phase I 2013–15	All 36 districts	<ul style="list-style-type: none"> Funds provided to school councils to remunerate 1,225 part-time caregivers (3,800 PKR each per month) 2,762 school council members, 1,004 education managers and 2,976 teachers and head teachers trained in 2013/14; another 1,100 trained in 2014/15. Workshops held on ECE and teaching material printed. 3,000 ECE books and resource material to be developed for ECE classrooms. 300 more ECE classrooms to be established.
	Phase II 2015–17		

19 Academy for Educational Planning and Development, "Education for All 2015 National Review Report: Pakistan" p. 37

20 Government of Punjab, "Punjab School Education Sector Plan 2013–17" p. 94, 99, 111

21 National Institute of Population Studies, Pakistan, "Pakistan Demographic and Health Survey 2012/13" p. 122, 151

<i>Agency and project</i>	<i>Timeline</i>	<i>Areas</i>	<i>Project description</i>
UNICEF			
ECE Whole District Approach	Phase I 2013–15 Phase II 2015–17	Toba Tek Singh Toba Tek Singh, Rahim Yar Khan and Jhang	<ul style="list-style-type: none"> • ECE working group established under the leadership of the district coordination officer and in collaboration with various departments. • 300 ECE rooms set up, each provided with an ECE kit. ECE material developed for centres and schools. • 30 master trainers and 900 school management committees to be trained with support from DSD and district training support centres. • Financial and technical support to review ECE training material for master trainers. • Another 300 ECE rooms to be set up in Toba Tek Singh, 100 in Rahim Yar Khan and 100 in Jhang. • 500 ECE kits to be provided to 500 ECE rooms (under discussion). • ECE district awareness events organised in May 2015 and 2016 in Toba Tek Singh. • District government plans to reach 1,146 public schools in the next five years.
Mountain Institute for Educational Development with Plan International			
School Improvement and ECE Programme	2009–10	Chakwal, Vehari, Layyah, Rajanpur, Muzaffarabad	<ul style="list-style-type: none"> • 343 community ECED centres established in all five project areas: Chakwal, Vehari, Layyah and Rajanpur.

Source: DSD, Mountain Institute for Educational Development and Annual Status of Education Report.

2. Balochistan

Pre-primary education in Balochistan is delivered by public as well as private sector schools. In government schools, this comprises traditional *katchi* and what is known as 'improved' *katchi* classes, the latter corresponding broadly to ECE. The two strands are substantially different, as explained below:

Traditional *katchi* classes are characterised by multi-grade teaching – primary school teachers who teach grades 1 and 2 devote a portion of their time to pre-primary students, who often share the classroom with older students. These classes often lack basic facilities and are taught by teachers with no specialised ECE training and no access to suitable teaching and learning materials.

Improved *katchi* classes (which were initiated more recently) tend to have better trained teachers, suitable physical facilities and separate classrooms for ECE students. However, only a limited number of schools in Balochistan offer these classes.²²

22 Government of Balochistan, "Balochistan Education Sector Plan 2013–17".

According to the National Institute of Policy Studies Population Projection for 2015, Balochistan has an ECE population of 594,405, of which 316,215 are boys and 278,189 are girls.²³ In the rural sector, only 6.5 per cent children attend pre-primary educational institutions.²⁴ Most of these programmes are managed or supported by different development partners.

The province is plagued by poor education and health indicators. The school participation rate is 58 per cent and almost 70 per cent of schools are single-room schools. There are 11,440 primary schools in Balochistan, 70 per cent of which are single-teacher schools. The dropout rate at the katchi stage is an alarmingly high 48 per cent, with only four out of ten children reaching grade 2.²⁵

There are only 1,746 separate katchi or ECE rooms, while 9,340 schools lack a formal ECE room altogether. Additionally, 1,705 katchi class students are taught sitting in the school veranda, 2,254 sit in the courtyard and 3,773 sit with children from another class. The province has only 2,956 schools with dedicated ECE teachers, leaving 7,616 schools without specialised teachers.²⁶ Only 2,067 katchi class teachers have received specialised ECE training, while 8,076 have not received any kind of training. Most ECE classes also lack the requisite physical infrastructure. The high dropout rate is compounded by the fact that neither teachers nor parents pay much attention to the importance of ECE. Additionally, high rates of poverty and the fact that many rural households are located far from the nearest school mean that fewer young children are likely to enrol in, much less complete, ECE.

Balochistan has the highest infant mortality rate in the country (97 per 1,000 live births) while the under-5 mortality rate is 111 per 1000 live births.²⁷ Immunisation coverage is a mere 16 per cent, as a result of which malaria, polio, fever, diarrhoea and acute respiratory infections account for a large number of child deaths. Political instability and poor security make it difficult to collect large-scale data on nutrition and health.

Table 5 outlines a number of recent ECE interventions introduced by key agencies working in this field. These include the Society for Community Strengthening and Promotion of Education Balochistan (SCSPEB), the Aga Khan Foundation (AKF), Aga Khan University Human Development Programme (AKU-HDP), the Teachers' Resource Centre (TRC), Idara-e-Taleem-o-Aagahi (ITA), Save the Children, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Bank and UNICEF.

Table 5: Key ECE initiatives in Balochistan

<i>Agency</i>	<i>Project Description</i>
SCSPEB	<ul style="list-style-type: none"> • 100 government schools for ECE constructed in seven districts in collaboration with USAID and the Embassy of the Kingdom of the Netherlands. • Helped the Education Department develop a provincial ECE plan and eight district plans for the period 2011–15. This is the first plan of its kind in the country.
UNICEF	<ul style="list-style-type: none"> • 300 ECE rooms constructed and 75,000 children enrolled. • 300 teachers trained in ECE concepts.
ITA	<ul style="list-style-type: none"> • 100 ECE centres set up in public schools in Quetta, Lasbela and Qilla Saifullah in collaboration with the district education authorities. • Trained ECE teachers to staff these centres. • Provided school furniture and learning materials to selected public schools in these districts.

23 Government of Balochistan, "Education for All Plan Balochistan 2011-2015" p. 21

24 "Annual Status of Education Report" p. 91

25 Government of Balochistan, "Provincial ECE Plan 2011–15" p. 43, 91

26 National Education Management Information System 2015

27 National Institute of Population Studies, Pakistan, "Pakistan Demographic and Health Survey 2012/13" p. 122

Agency	Project Description
Education Department (Balochistan Government)	<ul style="list-style-type: none"> • 200 ECE rooms constructed under the Public Sector Development Programme 2015/16. • Another 100 ECE classes proposed under the Public Sector Development Programme 2016/17 for different districts.
Save the Children UK	<ul style="list-style-type: none"> • Set up 105 ECE rooms and 75 ECE centres in Quetta, Qilla Abdullah and Mastung, catering to 2,625 children. • In collaboration with AKF, helped the Education Department develop an ECE policy for Balochistan, which has been endorsed and notified.
UNESCO	<ul style="list-style-type: none"> • Initiated and developed provincial ECE plan. • Developed a six-district ECE plan in collaboration with SCSPEB in 2011/12. • Established two ECE resource centres at the Provincial Institute for Teacher Education and Bureau of Curriculum to develop ECE teachers' guides and impart training. • Trained 200 teachers in six districts, also providing ECE kits. • Conducted situation analysis of women and children in Pakistan in 2012. This was built on by UNICEF.
AKF	<ul style="list-style-type: none"> • Initiated programme in 2011 to enhance access to education in Qilla Saifullah, Quetta and Gwadar. • Constructed 28 ECE classrooms and 12 ECE learning resource centres in these districts. • Improved infrastructure of 177 existing ECE classrooms at 75 government schools. These cater to 10,907 children (8,612 girls and 2,295 boys) in katchi classes I and II. • Set up three family resource centres to provide parenting education to parents and caregivers. • 75 new ECE teachers appointed, trained and inducted into the government system. • 331 teachers and 211 government officials trained in ECED and related themes. • Provided support to the Education Department in developing an ECE policy framework.
The World Bank	<ul style="list-style-type: none"> • The Balochistan Education Project (spanning 31 districts) has established ECE rooms in 725 primary schools. • ECE training and teaching/learning material provided.
AKF, AKU-HDP, TRC	<ul style="list-style-type: none"> • Releasing Confidence and Creativity (2003–11) project: flagship ECE programme targeting government, private and community schools in Sindh and Balochistan.

Source: Provincial ECE Plan 2011–15, Aga Khan Development Network and Department of Education (Quetta).

3. Sindh

The Sindh Education Sector Plan recommends the institutionalisation of ECE (see Table 6). In this connection, the Sindh government is currently developing a set of minimum standards. It has notified recruitment rules for ECE teachers and sanctioned 1,190 ECE teaching positions. The total enrolment at the katchi level is 1,195,372, with a GER of 55 per cent.²⁸ About 64.4 per cent of children in this age group are not enrolled in ECE. The remaining 35.6 per cent attend pre-primary classes, of which 85 per cent are enrolled in government schools, 11.5 per cent are enrolled in private schools and the remaining attend other non-state institutes such as *Madrassas*.²⁹ Most pre-primary classes are attached to primary schools with or without a separate classroom. The status of ECED infrastructure can be gauged from the physical condition of primary schools in Sindh, where only 4,025 out of 44,522 have five or more rooms.³⁰

Table 6: ECE initiatives by the Sindh Government

<i>Initiative</i>	<i>Outline</i>
ECE policy	<ul style="list-style-type: none"> • Approved and notified for children aged 3–5 years. • However, the Sindh Right of Children to Free and Compulsory Education Act 2013 needs to be amended to incorporate the ECE age group (currently, the act refers to children aged 5–16 years). • All ECE initiatives are being developed to target children aged 3–5 years.
Alignment with Health Department	<ul style="list-style-type: none"> • As envisaged in the ECE policy, the spectrum of early childhood has been expanded to include childcare, for which the provincial Health Department is being brought on board to bolster the programme.
Interventions by the private sector	<ul style="list-style-type: none"> • A number of development partners are working on different components of ECE, including UNICEF, Plan International, Right to Play, ITA, the Kiran Foundation and SZABIST. • Information on ECE in private schools can be obtained from the Sindh Directorate of Private Schools.
Curriculum and learning material	<ul style="list-style-type: none"> • The Bureau of Curriculum and the Sindh Teachers Education Development Authority are developing an ECE curriculum based on the National Curriculum 2007. • This will be implemented in government schools as per the targets set out in the ECE policy and Sindh Education Sector Plan. • Until the curriculum is finalised, schools will follow the ECE-related aspects of the National Curriculum 2007.
Budgetary provisions	<ul style="list-style-type: none"> • The sanctioned number of employees for ECE teachers has been approved, but the budget has yet to be approved for all government schools. However, some government schools have initiated their own ECE classes. • Campus schools are directed to spend around 180,000 PKR (per class) out of their one-time grant for the establishment of ECE classes. These are due to start in April 2016. • A total of 996 campus schools all over Sindh have been provided a school consolidation grant and will start ECE classes by spending the amount above.
Notified age for ECE in government schools	<ul style="list-style-type: none"> • Children aged 3–5 years

28 National Education Management Information System 2015.

29 "Annual Status of Education Report 2015" p. 181

30 Government of Sindh "Sindh Education Sector Plan 2013-16" p. 7

Sindh has the second-lowest immunisation coverage in Pakistan: only 29 per cent of children under five are fully immunised,³¹ with diseases such as measles and malaria rampant in the province. Sindh has a high infant mortality rate of 74 deaths per 1,000 live births. The rural under-five mortality rate is 60 per cent higher (109 deaths per 1,000 live births) than in urban areas (68 deaths per 1,000 live births).

Table 7 outlines a number of recent ECE interventions introduced by key agencies working in this field, including the Sindh Education Foundation (SEF), UNICEF and UNESCO, among others.

Table 7: Key ECE initiatives in Sindh

<i>Agency and Project</i>	<i>Timeline</i>	<i>Areas Covered</i>	<i>Project Description</i>
Children's Resources International			
Creating Democratic Schools Programme	2002-05	Karachi city district	<ul style="list-style-type: none"> Initiated with funding from USAID
Children's Global Network Pakistan			
Interactive Teaching and Learning Programme	2006-09	Karachi city district	<ul style="list-style-type: none"> Initiated with funding from USAID
AKF, Health and Nutrition Development Society, Aga Khan Education Services, SEF, AKU-HDP, TRC			
Releasing Confidence and Creativity	2003-11	Hyderabad, Tando Muhammad Khan, Thatta, Badin, Khairpur, Matiari and Tando Allahyar	<ul style="list-style-type: none"> A flagship programme for ECE, covering a number of government, private and community schools
SEF			
Early Learning Programme	2009-12	Tando Muhammad Khan, Badin, Khairpur, Ghotki and Noushero Feroze	<ul style="list-style-type: none"> PC-1 project funded by the Sindh government to establish ECE classes in 150 schools
TRC			
ECE programme	1997-2002	Karachi, Shikarpur	<ul style="list-style-type: none"> Funded by the Canadian International Development Agency (the first programme of its kind in Sindh)
Children's Global Network Pakistan and Right to Play			
School-based ECE centres	2009-11	Khairpur, Mirpurkhas, Umerkot, Sanghar, Thatta	<ul style="list-style-type: none"> UNICEF-funded programme
UNICEF			
Lady Health Workers Programme	2014	Rural Sindh	<ul style="list-style-type: none"> Analysis of integrated responsive stimulation and nutrition interventions on child development Cluster randomised factorial effectiveness trial Cost of the programme is US\$4 per month ECD intervention is protective in a high-risk environment

31 National Institute of Population Studies, Pakistan, "Pakistan Demographic and Health Survey 2012/13" p. 122, 151

Agency and Project	Timeline	Areas Covered	Project Description
Emergency Nutrition Activities	2010	44 union councils	<ul style="list-style-type: none"> • Nutrition and healthcare facilities to 370,000 children under five
Early Childhood Development Programme	2008		<ul style="list-style-type: none"> • ECD services provided 18 months prior to floods: over 500 children, 240 mothers and 100 fathers participated in the first month of the programme
Translation of ECE curriculum	2012	44 union councils	<ul style="list-style-type: none"> • Helped the Bureau of Curriculum translate the national ECE curriculum into Sindhi – 1,920 copies printed for use in eight districts in 2013
UNESCO			
Technical and financial assistance to the implementing agency	2012		<ul style="list-style-type: none"> • Improvement, printing and dissemination of teachers' guidebooks on ECE • Training-of-trainers workshops on ECE methodologies (also done by UNICEF)

Source: *Sindh ECE Plan 2011–15*.

4. Khyber Pakhtunkhwa - KP

Katchi classes have been part of KP's education system since independence, not in the form of ECE, but as part of primary school for children aged five. Grade 1 comprises two years: one year in *awal adna* and one year in *awal aala*. While the importance of ECE is recognised in principle in KP's education policy, there are no regular budget allocations for this purpose. KP also lacks specialised teachers for this level of education in the public sector, although the private sector has provided greater input in terms of school provision and training facilities and recognition for ECE teachers. The KP government needs to institutionalise ECE classes along with the provision of trained teachers and teaching resources.³²

In 2009-10, the number of children out of school at the ECE level was 232,920, of which 158,623 were boys and 74,297 were girls. In 2010-11, the corresponding figure was 253,449 children. Currently, 1,069,210 children are enrolled in ECE (including both formal and non-formal schools), of which 599,700 are boys and 469,510 are girls. Overall, these statistics are encouraging. However, KP has an infant mortality rate of 58 deaths per 1,000 live births, while full immunisation coverage extends to only 53 per cent.³³ A significant proportion of under-five children are below the average nutrition benchmarks of height for age and weight for height.

32 United Nations Educational, Scientific and Cultural Organization (UNESCO), "Education Policy Analysis Report of Khyber Pakhtunkhwa" p. 31, 32

33 National Institute of Population Studies, Pakistan, "Pakistan Demographic and Health Survey 2012/13" p. 122, 151

The KP government recognises ECE as a key strategic area of education development. Accordingly, the provincial education sector plan recommends institutionalising ECE. The KP Elementary and Secondary Education Department constituted a provincial ECE taskforce in December 2012, which recommended that children aged three to eight years were the ideal age group for ECED. The department plans to target three-year-olds for enrolment in nursery and four-year-olds for enrolment in *katchi* classes. Under its Annual Development Plan, 500 ECE rooms will be constructed in primary schools, using parent-teacher council funds (2013/14). Approximately a 100 million PKR were allocated for this purpose. The implementation of the project will incur a total of 300 million PKR. A budget of 91.75 million PKR has been allocated for 2015, of which 4.8 million PKR has been spent thus far. The KP government is also initiating an ECE project under Sector Budget Support for Education (SBSE).³⁴

Table 8: Key ECE initiatives in KP

<i>Initiatives</i>	<i>Areas</i>	<i>Timeline</i>
Save the Children has spent 325 million PKR and has implemented the same in 401 schools of four Districts of KP	Peshawar, Batagram, Abbottabad & Haripur	2011-15 (4 years)
Building Resources Across Communiities (BRAC) launched a program to establish 200 pre-primary schools and train 200 women as community based educators, enabling children in rural areas to receive ECE	Rural KP	2009-13

Source: Department of Elementary and Secondary Education

5. Gilgit-Baltistan

Currently, a total of 54,106 children are enrolled in pre-primary school, of which 33,213 attend public schools and 17,082 are in private schools; the remaining 3,811 are in other types of schools.³⁵ The total *katchi* class enrolment accounts for 50,295 students. In 2012/13, the number of children out of school at the ECE/*katchi* level was projected to be 44,442 (26,128 boys and 18,314 girls). This rose to 49,186 children (27,601 boys and 21,585 girls) in 2013/14 and currently stands at a staggering 50,295 children, including 27,383 boys and 22,912 girls.³⁶ In percentage terms, this reflects a rising trend in the proportion of children out of school (from 46 to 50 per cent, respectively), after which the indicator remained consistent in 2014/15. The total ECE population in 2014 was projected to be 100,594, having increased from an estimated 98,083 in 2013.

Hunza-Nagar accounts for the highest pre-primary enrolment rate at 71 per cent, followed by Ghizer (59.5 per cent), Gilgit (44.1 per cent) and Ghanche (45 per cent). The districts of Astore, Skardu and Diamer have the lowest proportion of children enrolled in preschool – 39.6, 28.9 and 15 per cent, respectively. Barring Ghizer and Hunza-Nagar, which have better education indicators, the other districts – and Diamer in particular – need to improve their pre-primary enrolment rates rapidly. The Gilgit-Baltistan assembly needs to pass legislation that makes access to preschool a fundamental children's right, making the provincial government responsible for its provision. All government schools in these districts need to be equipped with trained preschool teachers, equipment and learning material.

In addition, the private sector should be encouraged to establish preschools in those districts with a high proportion of out-of-school children in the three-to-five-year age bracket. NGOs need to design cost-effective preschool advocacy and intervention programmes engaging parents and communities in the districts of Diamer, Skardu, Astore, Gilgit and Ghanche. The lessons learned from successful preschool models in Hunza-Nagar need to be extended to other districts in Gilgit-Baltistan.

34 Government of Khyber Pakhtunkhwa, "Khyber Pakhtunkhwa Education Sector Plan" p. 3

35 Government of Pakistan, "Pakistan Education Statistics 2014-15", Tables 3.2, 3.3 and 3.4.

36 Gilgit-Baltistan Education Statistics Annual School Census 2012/13, 2013/14 and 2014/15.

Health indicators in Gilgit-Baltistan present troubling circumstances. The infant mortality rate is 71 per 1000 live births, whereas the under-five mortality rate is 89 per 1000 live births. Moreover, less than half of the children are properly immunised, with approximately 1 child out of every 10 children having received no vaccinations.³⁷

6. Federally Administered Tribal Areas - FATA

The estimated literacy rate in FATA is 24.05 per cent. The estimate is particularly low for girls at a meagre 10.5 per cent as compared to 36.7 per cent for boys. The Net Enrolment Ratio in the region is 31.2 per cent.³⁸ The concept of ECE has received little or no attention, as a result of which FATA accounts for 96,925 children out of school in the ECE age group, of which 68,470 are boys and 28,455 are girls. Of the 113,639 children enrolled in *katchi* classes, boys' enrolment (66,087) is substantially higher than that of girls (47,612).³⁹ The total ECE enrolment is 181,254 students. The constraints to education in FATA include poor law and order, lack of awareness of the importance of ECE and insufficient financial resources.

7. Azad Jammu Kashmir - AJK

The GER at the pre-primary level in AJK is 73 per cent.⁴⁰ Both public as well as private sector schools offer pre-primary education. In government schools, this comprises traditional *katchi* and what is known as 'improved' *katchi* classes, which corresponds broadly to ECE. While *katchi* classes have been part of the public school system for decades, they often lack basic facilities and separate classrooms. Classes are taught in a multi-grade setting – usually combined with Grades 1 and 2 – such that the youngest children receive the lowest priority. Teachers are not trained to teach pre-primary children or to manage multi-grade classrooms and have little, if any, access to adequate teaching and learning materials. Moreover, *katchi* classes do not follow a prescribed curriculum nor do they apply modern ECE concepts.

Improved *katchi* classes, which were started more recently, have semi-trained teachers, proper physical and teaching facilities and separate classrooms for ECE students. However, they have not taken root in AJK – only a small number of schools (152) offer ECE based on the national curriculum, with UNICEF support during 2009–12. There are about 6,000 public primary schools in AJK, but with a disproportionately low number of trained ECE teachers. The current enrolment figures show an upward trend relative to traditional *katchi* classes (3,088 students, including 1,570 girls and 1,518 boys). Although the education department has initiated a process of financial allocation to retain 152 teachers in three phases, this has yet to materialise. Nursery, kindergarten or Montessori education is generally offered only by urban private schools.

There are two main constraints to ECE in AJK. First, there is no clarity on, or wider acceptance of, ECE concepts among education managers, head teachers and local communities. As a consequence, schools have no capacity to undertake pre-primary ECE classes. Other major areas of concern with regard to the provision of ECE in AJK include access, infrastructure, quality, governance, financial resources, coordination, the availability of data and advocacy. Nonetheless, it is possible to build on several factors in promoting ECE in AJK: (i) trained ECE teachers could be recruited as master trainers to replicate the education policy framework available and to help develop ECE-specific plans and policies, (ii) some initial investment has already been made, the impact of which could be used in advocacy work to scale up ECE across all schools, and (iii) the national ECE curriculum and private sector best practices in ECE provide a valuable resource in this context.

37 National Institute of Population Studies, Pakistan, "Pakistan Demographic and Health Survey 2012/13" p. 122, 151

38 Directorate of Education FATA, "FATA Education Atlas 2011-12" p. 2, 11

39 Pakistan Status of Education Report.

40 Government of Pakistan, "Pakistan Education Statistics 2014-15"

AJK has several disadvantages that need to be taken into account: (i) it is prone to natural disasters, (ii) it lacks strict monitoring mechanisms, (iii) frequent changes in government officials affect the level and pace of implementation and the priorities of the departments concerned, (iv) the existing school infrastructure is too weak to support ECE as a separate component, and (v) there is no budgetary provision for making school environments more conducive to ECE.

Table 9: Key ECE initiatives in AJK

<i>Agency and Project</i>	<i>Timeline</i>	<i>Areas</i>	<i>Project Description</i>
Save the Children UK	2 Years	Muzaffarabad	<ul style="list-style-type: none"> • Mother and Child Health • Ensuring maternal and child health
Save the Children UK	1 Years	Mazaffarabad, Bagh	<ul style="list-style-type: none"> • ECE programme for adoption by the government

As mentioned above, AJK does offer some potential enabling it to carry out ECE initiatives: (i) it could capitalise on existing pilot programmes, linking it to national ECE initiatives, (ii) it could tap various donors – including UNICEF, the United States Agency for International Development (USAID) and the UK Department for International Development (DFID) – that focus on quality education in the context of meeting the SDGs and ensuring universal primary education, (iii) communities appear willing to adapt to the notion of ECE as an important part of quality education, and (iv) many community volunteers are available for recruitment as ECE teachers at the community level, which provides an opportunity to scale up ECE efforts. Additionally, child health and nutrition could be linked to the ECE framework, while building public–private partnerships in this area to identify and implement best practices.

8. Islamabad Capital Territory

Islamabad Capital Territory has 33 pre-primary schools and 512 primary schools, with a pre-primary enrolment level of 70,265 children. Child health indicators in ICT are better than those in other provinces. It has the lowest infant and under-5 mortality rates at 35 per 1000 live births and 43 per 1000 live births, respectively. At least 74 per cent of children have received all basic vaccinations while only 2.7 per cent of children have received no vaccinations.⁴¹

The establishment of the Parwaan National Centre of Excellence by the Ministry of Federal Education and Professional Training in collaboration with the Children's Global Network Pakistan is an important step in mainstreaming ECED planning and implementation. Since it was initiated in 2015, Parwaan has helped build the capacity of government and low-cost private school teachers in ECE concepts and methodologies. In partnership with Allama Iqbal Open University, the centre provides ECE teachers with technical support in course development. In addition, it has assessed ways to implement these programmes across 30 districts of Pakistan.

41 National Institute of Population Studies, Pakistan, "Pakistan Demographic and Health Survey 2012/13" p. 122, 151

The Capital Administration and Development Division has launched an education sector plan for Islamabad to provide basic schooling to all local children. This plan is the outcome of two years' concerted work by the department, with technical assistance provided under the National Basic Education Policy Programme, funded by the German Ministry for Economic Cooperation and Development and implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH.

The plan was developed in consultation with all the stakeholders, including external and internal partners such as the Federal Directorate of Education, the private schools and the National Education Assessment System. The aim is to develop Islamabad as a model education city, providing basic education to all children aged 5 to 16. It also proposes a number of interventions to institutionalise ECE in the region.

Under the Prime Minister's Education Reforms package, Montessori classes have been introduced in selected government schools in collaboration with the private sector. Ultimately, this intervention will extend to all schools in Islamabad Capital Territory. These classes have been established in accordance with international standards and aim to keep class size to 20–22 children. The initiative takes a holistic approach to child development by focusing on health as well as learning outcomes.



Partnerships and Innovations

Partnerships and Innovations

Children under the age of 5 constitute over 10 per cent of the total population of Pakistan.⁴² With such a substantial amount of individuals falling into the category of young children, it is critical that their needs are addressed. The majority of children under five are at risk of malnutrition and other diseases and lack access to safe drinking water and adequate sanitation. This has detrimental effects on their cognitive and motor skills as well as on their social and emotional development. With 25 million children out of school, Pakistan ranks second in the world against this indicator. Accordingly, immediate action is required. The children of today will eventually transition into the workforce of tomorrow; hence, investing in their health and education at an early stage is an investment in not only their potential for success and future productivity but also the country's as a whole.

Although the right to education is a constitutional right under Article 25A of the 18th Amendment and Pakistan is a signatory to various international commitments relating to children's health and education (see Section 3.5), there is no effective state mechanism catering to very young children to prepare them for school. To meet its national and international commitments on ECED, Pakistan must make a concerted effort to develop and implement innovative, cost-effective models if it is to achieve SDG target 4.2 by 2030. With a sound policy framework already in place, Pakistan needs to draw on the experience of NGOs and international agencies working in the field to develop a national narrative on ECED.

While education is a key priority for most bilateral and multilateral donors, the challenge lies in integrating their ECED initiatives with Pakistan's early education programmes. This section outlines the work carried out by key donors involved in ECED.

1. UNICEF

ECD is a key area of UNICEF's work in Pakistan, which ranges from policy formulation and dialogue to advocacy and intervention at the grassroots level.

Provincial education sector plans

In collaboration with its development partners, UNICEF has provided technical support to the provincial education departments of Sindh and Balochistan in developing their education sector plans with a strong ECE component.

ECE kits

UNICEF provided over 6,000 ECE kits to children who were internally displaced during 2010–15. Temporary learning centres were set up during the 2010 floods, for example, to help meet the needs of young children in emergencies. Each kit includes early-learning play and educational materials targeting children up to the age of six as well as resource guides to help ECD managers use these kits effectively.

International and regional advocacy

UNICEF has helped a number of federal and provincial government officials and civil society organisations participate in international and regional ECD policy dialogue forums and conferences. These opportunities have yielded positive outcomes for policy and programme implementation in Pakistan.

Interventions

Together, UNICEF and UNESCO have supported the federal and provincial education ministries in implementing SDG 4 through an extensive consultation process across the country.

In 2012, UNICEF helped the Bureau of Curriculum in Sindh translate the national ECE curriculum into Sindhi – 1,920 copies were printed for use in eight districts the following year. As part of the ECE working group and taskforce, UNICEF also provided technical support in developing an ECE policy.

42 Central Intelligence Agency (US), "The World Factbook, Pakistan" (October 17, 2016) <https://www.cia.gov/library/publications/the-world-factbook/geos/pk.html>

In 2013, UNICEF helped the DSD in Punjab and the district government of Toba Tek Singh pilot an ECD project to address children's early development needs in the district. Under the ECE Whole District Approach, the district government and provincial education department established a district working group on ECD, chaired by the district coordination officer and bringing together various public sector departments (education, public health and engineering, communication and works) and private education providers at the district level.

During Phase I (2013–15) of the convergence approach, UNICEF helped set up ECE rooms in 300 schools in Toba Tek Singh. In Phase 2 (2015–17), the programme was scaled up to 500 schools – 300 in Toba Tek Singh, 100 in Jhang and 100 in Rahim Yar Khan. Financial and technical support is also being provided to review ECE training material for master trainers, with interdisciplinary themes such as (i) water, sanitation and hygiene, (ii) health and nutrition and (iii) child protection.

ECE materials were developed for school councils, parents and education managers and 300 ECE kits were provided to the ECE classes set up in the first phase. ECE advocacy and awareness events were organised in May 2015 and 2016 in Toba Tek Singh under the leadership of the Punjab minister for education. Numerous children, parents, community members, local government officials and UNICEF team representatives took part in these events. The district government plans to reach 1,146 public schools in the next five years.

In 2014, UNICEF piloted a lady health workers programme in rural Sindh to gauge the impact of integrated responsive stimulation and nutrition interventions on child development, growth and health outcomes. The cost of an ECD intervention integrated with lady health workers' services (which already cover basic healthcare and nutrition) is approximately US\$4 per month per child. The positive findings of this study have improved the efficacy and efficiency of other community nutrition and healthcare models.

UNICEF has carried out emergency nutrition activities in 44 union councils in Sindh, offering nutrition and healthcare services to 370,000 flood-affected children under five. This ECD programme had already run for 18 months prior to the floods, with more than 500 children, 240 mothers and 100 fathers participating in the first month alone.

In collaboration with UNESCO and the education ministry, UNICEF has helped formulate a shared policy document regulating ECD services and a set of common standards. It has also helped train national experts in the formulation and validation of early learning and development standards and set up a multi sector taskforce to provide expertise in developing these standards.

2. UNESCO

UNESCO has contributed to ECE in Pakistan through policy advocacy and tangible project interventions. Under the One UN Programme in Pakistan, it has developed ECE resource centres and teachers' guidebooks for all the provinces in collaboration with UNICEF. Subsequently, the Punjab government built additional rooms for ECE in existing schools and the Sindh government had the resource material translated into Sindhi for use in schools across the province.

UNESCO took the lead in carrying out a situation analysis of women and children in Pakistan, which was later built on by UNICEF. ECE plans were developed for the provinces and training sessions held for teachers as well as trainers at all levels. In Balochistan, UNESCO initiated and developed a provincial plan for ECE and six district plans in collaboration with a local partner organisation in 2012. Given the dearth of ECE services, UNESCO provided technical assistance to establish a state-of-the-art resource centre equipped with ECE kits in 2011. The centre operates under the Provincial Institute for Teacher Education. UNESCO has also helped train 200 teachers in modern ECED methodologies in Balochistan.

In collaboration with the Federal Directorate of Education, UNESCO has helped improve the knowledge and pedagogical practices of women teachers at rural schools. The project used mobile technologies to deliver ECE information and instructional videos to teachers who lacked access to traditional training or professional development.

Under the Refugee Affected and Hosting Area programme, UNESCO developed an ECE guidebook for teachers in collaboration with the FATA Directorate of Education, outlining the concept and significance of ECE and showing teachers how to handle young children in the classroom. The guidebook was printed and widely disseminated. Capacity-building workshops on ECE were organised for teacher trainers, school heads, teachers and officials of the FATA Directorate of Education.

3. The World Bank

The World Bank Group's Balochistan Education Project aims to promote education across all 31 districts of the province by establishing ECE rooms in 725 primary schools and 120 schools that are to be upgraded from primary to middle schools. The project also includes ECE teacher training and material development.

The Bank has recently approved \$300 million in loans for the Punjab School Education Sector Plan to promote quality education with an emphasis on investment in ECD. This will provide children with vouchers to attend low-cost private schools, expand public–private partnerships and improve teaching and learning practices, all of which will lead to better learning outcomes. The project will strengthen the continuous professional development of teachers and support-increased access to ECE for children aged three to five. The World Bank has previously supported ECE interventions in Sindh, such as the establishment of new schools under public–private partnerships with ECE as an inbuilt feature.

4. Foundation Open Society Institute Pakistan

The Foundation Open Society Institute Pakistan aims to use indigenous experience and expertise to build a more open, democratic and rights-based society. The organisation's key areas include education (in particular ECED), the media, public transparency, justice and human rights. In this context, it envisions more focused and sustainable interventions in the field of ECED and recognises the government as a key stakeholder in promoting ECED. The organisation currently supports two flagship ECED programmes: the Parwaan National Centre of Excellence for ECED and the Thinking Classrooms Project of Teachers Resource Center.

5. DFID

DFID's Parwaan Preschool programme aims to provide quality ECED to marginalised and at-risk children aged three to five years. The project is being implemented in 20 districts across Pakistan to help the country meet its SDG targets.

6. Parwaan National E9 Centre of Excellence for ECED

In 2015, the Ministry of Federal Education and Professional Training initiated the Parwaan National E9 Centre of Excellence for ECED in collaboration with the Children's Global Network Pakistan. Parwaan is a public–private partnership model and has taken a number of key initiatives to promote ECED. The program is funded by Open Society Institute. These include improving teachers' ECED skills in public as well as low-cost private schools and building the capacity of universities to develop and deliver training courses for teachers and entrepreneurs.

To identify gaps in implementation, Parwaan has carried out a situation analysis of ECED in Punjab, KP and Sindh and appraised policymakers of its findings. The centre has also held a series of consultative meetings to obtain policy recommendations on ECE from all the provinces. Parwaan has successfully raised ECED to the level of a priority investment area in national policy formulation by helping to sensitise parliamentarians to the importance of ECED. It has held caucus sessions in the National Assembly as well as the provincial assemblies to discuss the need for declaring an early childhood emergency in Pakistan and designing an immediate action plan, the costs of which are to be shared between the public and private sectors.

To address the unmet need for learning materials among ECE professionals, Parwaan has developed a postgraduate diploma course in this field in partnership with Allama Iqbal Open University. The 30-credit-hour course lasts a year and is expected to build the capacity of a large proportion of ECED service providers through distance learning modules.

Parwaan has an extensive network of organisations and institutions that provide the centre with technical support in ECED. The centre has created awareness of the importance of ECED among teachers, parents, education managers and health and education department officials through orientation meetings. It also sends SMS alerts to low-cost private schools in its database on various aspects of ECED – such as the importance of immunisation and proper nutrition, brain development, the role of the teacher and classroom environment – in order to promote good ECED practices.

As a recognised national body for ECED, Parwaan has helped initiate an innovative ECE intervention: the Parwaan Preschool programme, which caters to the ECED needs of young children and simultaneously creates income generation opportunities for young people, especially women, in marginalised areas. This three-year initiative aims to provide quality ECED opportunities to about 72,000 children aged three to five years across 30 low-performing districts in Punjab, KP,

Balochistan, FATA and Islamabad Capital Territory. The programme has been designed to help the government achieve SDG target 4.2 and fulfil its international commitments on ECED.

7. Aga Khan Development Network

The Aga Khan Development Network (AKDN) and its agencies have supported ECD initiatives in Pakistan for many years. As one of the first organisations to recognise the critical long-term impact of ECD for the country, the AKDN has vast experience in the field as well as considerable institutional assets. This has enabled the organisation and its partners to make substantial contributions to the sector while supporting the government's efforts to improve access to quality ECD services.

Input to ECED programmes

In collaboration with the Ministry of Education, the AKF has convened periodic sessions of the national working group on ECE, bringing together leading public and private stakeholders to address issues related to Pakistan's ECD strategy. Its comprehensive programmes over the years have positioned the AKF as a knowledge broker and leader in the development of ECD projects. The AKF and Aga Khan Education Services (AKES) manage the day-to-day operations of the AKDN's ECD initiatives. Two of its flagship interventions, launched in 2010, include the Agah Walidain ('informed parents') and Umeed ('hope') programmes, which highlighted the role of families and parents in providing children with quality ECD. Additionally, the Institute for Educational Development at Aga Khan University offers a certificate, diploma and Master's degree in ECED.

Releasing Confidence and Creativity programme

The Releasing Confidence and Creativity programme has sought to scale up the AKF's ECD work across Pakistan. Its key objective was to expand access to – and improve the quality of – learning and teaching in pre-primary classes and up to grade 2, with an emphasis on reaching girls, poor households and marginalised communities. In collaboration with local technical and implementing partners, the AKF developed a dynamic, locally responsive approach to ECD implementation, with very strong follow-up technical assistance and monitoring components. The project had a number of positive outcomes. It helped schools build a more child-friendly classroom environment and encouraged 'active learning' in line with the national curriculum. Teachers had clearly internalised the training they received, which was evident from their planning and implementation in the classroom and in the materials they produced. Communities also engaged actively with this project.

The programme lasted from 2002 to 2011 and was executed in Sindh, Balochistan and Gilgit-Baltistan in collaboration with the AKU-HDP, AKES, the Health and Nutrition Development Society and the Teachers Resource Center. It was funded initially by USAID and later by the Embassy of the Kingdom of the Netherlands. The programme focused on improving the quality of ECD in over 250 government and community schools across Pakistan. This included improving the infrastructure and maintenance of basic school facilities for young children, providing pre-primary and early primary classes with learning materials and training teachers and government officials in the national ECE curriculum and ECE pedagogies.

ECD Programme in Balochistan

The Early Childhood Development Programme (funded by the Australian government) was executed by the AKF across 75 government schools in the districts of Gwadar, Qilla Saifullah and Quetta. The project aimed to (i) enhance access to education, (ii) improve schooling equity, quality and gender parity, (iii) expand community participation in such interventions and (iv) ensure that they remain sustainable. Specifically, it focused on three areas: children's early learning abilities, the capacity development of key stakeholders and community involvement in ECD interventions. Key interventions included infrastructure improvement, the provision of learning and teaching material in classrooms, capacity development and training (for teachers, education managers and government officials), parenting education, research and dissemination and policy engagements.

The AKF managed the project in collaboration with several technical partners (the Aga Khan University's Institute for Educational Development and AKU-HDP) and implementing partners (the Taraqee Foundation, Rural Community Development Council and Institute for Development Studies and Practices). An important outcome was the ECE policy framework for Balochistan developed in conjunction with the provincial education department. This policy framework reflects the government's efforts to improve ECE services in the province for children aged four to eight and also provides a frame of reference for the key sectors involved.

8. Teachers Resource Center (TRC)

The TRC provides quality teacher education and training across Pakistan. It is the only private sector organisation to have developed a national curriculum that was endorsed and owned by the Curriculum Wing of the federal education ministry. This was Pakistan's first National ECE curriculum in 2002, which was later, reviewed and updated in 2007.

The TRC Institute of Early Childhood Education offers a one-year international ECE certificate to in-service and pre-service teachers as well as other people associated with this field. The programme is also offered in Urdu to reach a wider target audience, giving Urdu teachers in English-medium schools the chance to attend sessions on child development, observation and assessment and learning environments.

The organisation has worked closely with international, national and government stakeholders to upscale ECED interventions across the country. During 2013–16, the TRC initiated the Pathways to School Success programme in eight schools in Sehwan in collaboration with the SEF. This DFID-funded project aims to increase enrolment and retention in rural schools, using the child-to-child approach to improve children's readiness for school. In 2014, the TRC initiated a project titled 'Improving Quality of Learning through Quality of Teaching' with financial support from the Open Society Foundation. This initiative was pretested in Karachi and modules developed for the national level. The organisation has worked on teacher training, ECE curriculum development, classroom support and materials development since 1998.

9. Plan International Pakistan

Plan International has worked in Pakistan since 1997, adopting a child-centred community development approach in its work. Since 2002, it has carried out ECED programmes in the districts of Chakwal, Mansehra, Vehari and Islamabad. The pilot project was implemented in Chakwal and then expanded to the other districts in 2004. Plan has established 519 ECCD centres across Muzaffargarh (160) Vehari (52), Chakwal (71), Islamabad (8), Thatta (34), Layyah (30), Rajanpur (30) and Mansehra (134). These centres have been handed over successfully to the concerned district education departments.

As an active member of the provincial taskforce for ECE in Sindh, Plan International helped the Sindh government develop the current ECE policy, which was recently notified by the secretary for education. It also plans to pilot an ECED model for 0–3-year-olds in Thatta in coordination with the education and health departments. To this end, Plan arranged for four people from the Education and Literacy Department in Sindh to visit Sri Lanka to observe the model in action and determine how it might be replicated in Sindh.

Plan has also worked closely with the DSD in Lahore, developing an ECED syllabus ('Barthe Hovy Qadam') that is accompanied by a teacher's guide produced by the DSD. Subject specialists have reviewed these documents and the teacher's guide is in the process of being printed. In addition, Plan has signed an MOU with the district government of Muzaffargarh to establish 100 ECED centres under a public–private partnership. Under this project, the education department will be responsible for providing ECED classrooms and honorariums while Plan will train the caregivers and teachers, renovate the rooms, print a teacher's guide and mobilise local communities around the programme.

10. Sindh Education Foundation (SEF)

The SEF is actively involved in curriculum development, teacher development and mentoring, the monitoring and evaluation of ECD interventions and the development of low-cost resources for ECE classrooms. The organisation implemented an early years learning programme in rural Sindh from 2007 to 2011, the key components of which were ECD advocacy, improving classroom environment, increasing ECE enrolment and strengthening government commitment to ECD. The SEF played a commendable role in three phases of the Releasing Confidence and Creativity programme and was the lead organisation in drafting the Sindh ECE plan for 2014–18.

11. Rural Support Programme Network

The Rural Support Programme Network comprises 11 rural support programmes operating in 118 districts and five areas of FATA. Their work focuses on poverty alleviation with a strong service delivery component, including education. In partnership with Plan International, the National Rural Support Programme has established 120 ECED centres in government primary schools in three districts of Punjab.

In Phase I (2012–14), 100 ECED centres were set up, including 30 in Muzaffargarh, 30 in Layyah and 30 in Rajanpur. A formal MOU with the education departments in the project districts helped ensure that the centres remained sustainable. Social mobilisation among the local communities led to 4,486 children being enrolled in these centres. Other achievements include human resource development at the education departments and infrastructure development in the form of classrooms with verandas, toilets and hand-pumps.

Under a tripartite contract that included Plan International as well as the DSD (which provided technical input to ECD training), this model was extended for another 18 months ending in July 2016. In this phase, 20 ECED centres were established in Muzaffargarh while the enrolment target was exceeded (592 against 500) through strong community work and caregivers trained to manage ECD.

12. Rupani Foundation

The Rupani Foundation aims to create a sustainable society for future generations by promoting holistic development among children aged 0–8 years through essential ECD service provision at the household and community level. This is seen as a lasting solution to poverty because it enhances skills and adds value to local production in partnership with local, national and international agencies.

The organisation targets marginalised children and have launched multiple ECED programmes bolstered by supporting programmes for parents and family members. At present, it is working with approximately 1,157 children, 1,132 mothers, 877 fathers, 201 pregnant mothers, 261 grandparents, 65 volunteers, 36 new couples, 63 mentors and 35 members of mothers' action committees. Its flagship programmes include the following.

Agah Walidain project

Agah Walidain ('informed parents') is a home-based customised programme catering to children up to three years of age and involves both mothers and caregivers. Family support motivators hold sessions for parents and the wider community on ECD and parenting. Ten such centres currently operate in Sindh, Gilgit-Baltistan, Badakhshan (Afghanistan) and Khorog (Tajikistan).

Family Involvement in Child Development project

This Montessori-based ECD programme for children aged three to six gives parents and other family members a chance to play an active role in their children's wellbeing during the latter's formative years. Currently, ten such centres are functional in all the programme countries.

Umeed project

Umeed was initiated in partnership with the AKES to create 'hope' for the underprivileged. This grassroots Montessori-based ECD programme targets children aged three to six, providing age-appropriate facilities and sustainable resources and encouraging active parental involvement in the classroom. A formal ECD school with a hybrid approach – a blend of Montessori and High Scope – was initiated in Sindh and Gilgit-Baltistan.

Partnership with Plan International

The Rupani Foundation has established 34 ECED centres in 19 communities in Sujawal (Thatta) in partnership with Plan International. A total of 964 children (498 boys and 466 girls) aged three to five are enrolled in these centres, which also hold awareness sessions on ECD, health and hygiene for the public and particularly for parents.

Community-Based Informed-Parents Programme

The foundation has recently launched a five-year community-based 'informed parents' replication programme in Gilgit-Baltistan and Chitral, under which 45 centres will be set up in remote areas to extend quality ECD services to vulnerable local communities.

13. Allama Iqbal Open University

In conjunction with the Parwaan Centre of Excellence, the university's Department of Early Childhood Education and Elementary Teacher Education initiated a postgraduate diploma course in ECED in early 2016, targeting ECED professionals. The university is also establishing ECE resource centres at its main campus and has a well-equipped day care centre for working women. In addition, it plans to initiate a short ECE certificate course and courses for day care workers. The university is also involved in research in ECED.

14. Sustainable Development Policy Institute (SDPI)

In 2014, the Sustainable Development Policy Institute carried out an ECED mapping study in collaboration with Parwaan. The study provides a situation analysis of ECED in KP and Sindh based on the perceptions, practices and challenges of early childhood interventions in public schools. It notes that public sector educational institutions in Pakistan have several limitations in terms of policy and public awareness of child-centric activities at the pre-primary level. For instance, despite free education in government schools, citizens seek ECE for their children in private schools. Promoting ECE is difficult because the state does not formally recognise this service. The key findings of the study are that early childhood environment and personalised engagement by teachers can have a significant impact on young children's development and wellbeing. In crafting public policy on ECE, attention must be paid to the inadequacies of the public sector education system.

The institute has also carried out a study evaluating the AKF's ECD programme in Balochistan, the aim of which was to improve schooling access, gender parity and local community involvement in ECE (see above).

15. Society for Community Support Primary Education in Balochistan (SCSPEB)

The SCSPEB aims to create partnerships between the government and communities in all social sectors in Balochistan. As one of the partners under the Releasing Confidence and Creativity programme, Society has worked in 100 government schools in clusters of 12 across seven districts (Pishin, Ziarat, Mastung, Loralai, Bela, Noshki and Qilla Abdullah). This entailed helping the government select and train more than 100 teachers and lead teachers from the community. The SCSPEB also supervised the construction of katchi classes and the distribution of school support material and teaching aids in these schools. It has also regularised more than 100 teachers as entitled ECE teachers for the first time. This programme was initiated in 2003 and funded by USAID in Phases I and II (January 2003 to September 2006). The third phase was funded by the Embassy of the Kingdom of the Netherlands (October 2006 to December 2011) through the AKF.



Bibliography

- Directorate of Education, FATA. "FATA Education Atlas 2011-12." n.d.
- Academy of Educational Planning and Development (AEPAM). "Education for All 2015 National Review Report: Pakistan." n.d.
- Academy of Educational Planning and Management (AEPAM). "Pakistan Education Statistics 2014-15." n.d.
- Alif Ailaan; SDPI. "Alif Ailaan Pakistan District Education Rankings." 2016.
- "Annual Status of Education Report - Pakistan 2015." n.d.
- "Baby's Brain Begins Now: Conception to Age 3." n.d. The Urban Child Institute. 9 November 2016 <<http://www.urbanchildinstitute.org/why-0-3/baby-and-brain>>.
- DAWN. 18th Amendment and Education. DAWN, 11 October 2010.
- Directorate of Education, Government of Balochistan. "Education for All Plan Balochistan 2011-2015." n.d.
- Evans, Judith L., Robert G. Myers and Ellen M. Ilfeld. Early Childhood Counts: A Programming Guide on Early Childhood Care for Development. Washington, D.C: World Bank Institute (WBI), 2000.
- Global Nutrition Report. "2015 Nutrition Country Profile – Pakistan." 2015.
- Government of Balochistan. "Balochistan Education Sector Plan 2013-17." n.d.
- Government of Balochistan. "Early Childhood Education Policy Framework." 2015.
- Government of Balochistan. "Provincial ECE Plan 2011-15." n.d.
- Government of Khyber Pakhtunkhwa. "Khyber Pakhtunkhwa Education Sector Plan 2010-15." n.d.
- Government of Pakistan. "Pakistan Education Statistics 2014-15." n.d.
- Government of Punjab. "Punjab School Education Sector Plan (2013-17)." n.d.
- Government of Sindh. "Sindh Education Sector Plan 2014-18." n.d.
- National Institute of Population Studies, Pakistan. "Pakistan Demographic and Health Survey 2012/13." n.d.
- Northern Areas Administration, Government of Pakistan. "Northern Areas Education Strategy." n.d.

The World Factbook, Pakistan. n.d. 17 October 2016

<<https://www.cia.gov/library/publications/the-world-factbook/geos/pk.html>>.

United Nations Children's Fund (UNICEF). "Pakistan Annual Report 2013." n.d.

United Nations Educational, Scientific and Cultural Organisation (UNESCO). "Education Policy Analysis Report of Khyber Parktunkhwa." n.d.

United Nations Educational, Scientific and Cultural Organization (UNESCO). "Education for All – Global Monitoring Report 2013-14." n.d.



CGNP

Children's Global Network Pakistan

House # 08, Street # 04, G-6/3, Islamabad, Pakistan

Email: info@cgnpk.org, Website: www.cgnpk.org