

DRAFT
REPORT

ECE POLICY REVIEW
Policies, Profile and Programs of
Early Childhood Education (ECE) in Pakistan

Sponsored by UNESCO and UNICEF Pakistan
& Prepared by
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GLOSSARY OF ECE-RELATED TERMS

- ECE:** Early Childhood Education: In Pakistan, it is operationally defined as both formal/informal and public/private education services for children aged between 3-5 years. (In the context of this Study, the term “ECE” is being used for education services which are offered in a proper environment i.e., separate classroom, with a separate teacher, and with proper teaching and learning materials).
- Katchi:** In Pakistan, it is the term used for pre-primary schooling (for children aged 3-5 years) in government schools, offered in regional or national language, Urdu but includes teaching of English alphabets and numbers. (This service is usually offered in multi-grade setting, with a single teacher teaching students of pre-primary, grades I and II in the same classroom without any specified/proper teaching or learning materials).
- “Improved katchi”: In some public sector schools in Pakistan, the traditional katchi has been improved i.e., classes are held in separate classroom, with a separate teacher and with proper teaching and learning materials. This type of teaching and learning environment represents the general standards of “ECE”.
- KG:** Kindergarten: Pre-primary English-medium schooling (for children 4-5 years), offered in private schools in urban areas. In Pakistan, it is the second step after the initial first year of education in nursery, playgroup or Montessori training.
- Montessori:** In technical terms, it is a specialized style of teaching pre-school children (aged 3 years), requiring specially-trained teachers, specific teaching materials and classroom environment (particularly children furniture). In Pakistan, it is offered in urban private schools but with or without the specially-trained teachers. The medium of instruction is English, and it is practically the same as, and used interchangeably with, “Playgroup” and “nursery” classes.
- Nursery:** Pre-primary English-medium schooling (for children 3-4 years), offered in private schools in urban areas as step I (first year) in early childhood education. In Pakistan, it is practically the same as, and used interchangeably with, “Montessori” or “playgroup”.
- Playgroup:** Offered to pre-school children (aged 2-4 years) as step I (first year) in early childhood education, requiring specific teaching materials and classroom environment (particularly children furniture). In Pakistan, it is mostly offered in urban private schools in English and is practically the same as, and used interchangeably with, “Montessori” and “nursery”.
- Pre-primary:** A stage of education, usually for children aged 3-5 years, before their primary schooling begins. Typically, it encompasses all types of education services for that age group: informal/formal; public/private; “katchi” as in Pakistan’s public sector schools or “ECE”

EXECUTIVE SUMMARY

The importance of ECE is well-recognized world-wide. It is the early years of a child that are critical for the acquisition of the concepts, skills and attitudes that lay the foundation for lifelong learning. These include the acquisition of language, perception-motor skills required for learning to read and write, basic numeracy concepts and skills, problem-solving skills and a love of learning. With quality early childhood education, educational efficiency improves, as children acquire the basic concepts, skills and attitudes required for successful learning and development prior to, or shortly after, entering the system, thus reducing their chances of failure. The system is also freed of under-age and under-prepared learners, who have proven to be the most at risk in terms of school failure and dropout. As a long term impact, intervening in the earliest years of a child's life could help societies to reduce the social and economic disparities and race and gender inequalities.

Early Childhood Education (ECE) began to regain prominence among policy-makers in developing countries after the commitment to early childhood care and development activities as one of the six goals of EFA at the World Education Conference (1990). Keeping in view the catalytic role of early childhood care and education, the commitment was renewed, a decade later, at the World Education Forum, held in Dakar, in April, 2000. ECE is now identified as one of the important goals of the Dakar Framework for Action for Education for All (EFA) and the international community has committed itself to the attainment of “Expanding and improving comprehensively early childhood care and education, especially for the most vulnerable and disadvantaged children.”

Given the important role of ECE and the priority it enjoys among the EFA goals, UNESCO and UNICEF jointly supported a review of policies and initiatives relating to Early Childhood Education (ECE) in Pakistan. This review was undertaken by the Ministry of Education and Children Resources International (CRI). The Projects Wing of the Ministry of Education was responsible for the preparation and finalization of the quantitative aspect of the policy review, while CRI compiled data and undertook analysis of the qualitative dimensions of ECE in Pakistan.

The main objective of this Policy Review is to support and assist the countries in achieving the first goal of Education for All i.e., “Expanding and improving early childhood care and education”. Specific objectives of the Policy Review at the national level are to identify, document and share knowledge on the achievements as well as key issues faced in early childhood policy development and implementation in Pakistan.

Policies and Initiatives Influencing ECE in Pakistan

In Pakistan, pre-primary education, although present in the public school system till the 1970s was never a formalized program. There was a virtual absence of public policy, commitment and investment in early childhood education till the late 1990s. No investments were made in the recruitment or training of ECE teachers; in curriculum development; or in the formulation of any other ECE learning materials. After the commitment to early childhood care and development activities as one of the six “target dimensions” of EFA at the World Education Conference (1990), this dimension began to regain prominence among policy-makers in Pakistan. The present initiative to support early childhood learning followed from the National Education Policy (1998-2010), which called for a reintroduction of katchi/pre-primary class as a formal class in primary schools, extending primary education to a six-year program.

This policy measure failed to generate any serious commitment from the government or bring about any

substantive allocation of financial resources. More recently, early childhood learning received a further impetus from the Dakar Framework for Action formulated at the World Education Forum in April, 2000, which renewed the call for the expansion and improvement of early childhood care and education. In response to the Forum commitments, Pakistan developed a comprehensive National Plan of Action (NPA) for Education for All, recently formulated as a long-term framework (2001-15), to be implemented in three five-year phases, with early childhood education as one of its three areas of focus; the other two being universal primary education and adult literacy. According to the National Plan of Action, over 40,000 ECE centres were to be established during 2001-15, and over 3,000 ECE teachers were to be trained and recruited annually in the public sector – a total of 51,000 teachers during the period 2001-15. This, too, has not been implemented. Besides the funds released by the federal government to the provinces for ECE under the Education Sector Reforms (ESR) in 2001/02-2002/03, no specific allocations have been made in the provincial budgets for this purpose.

In Pakistan, however, early childhood education has, however, greatly benefited from the investments made by the private sector extending good quality pre-primary education services. In these schools, well-equipped playgroup, Montessori or kindergarten sections are run regularly on a commercial basis, but this is limited mostly to urban areas. Religious schools, also, offer pre-primary services, of varying quality, to children.

There is an urgent need for improvement in pre-primary education which can be achieved by transforming the present pre-primary (katchi) offered in the government schools into good quality ECE with separate classroom, trained teacher and required materials.

Profile of Pre-Primary Education in Pakistan

There are 7.18 million children of age 3-5 years in Pakistan. In Pakistan, pre-primary education is offered by the public and private sectors. Within the public sector, there are two types of services:

- i Traditional pre-primary (or katchi), usually offered in a multigrade classroom with no trained teacher and inadequate materials/facilities; and
- ii Improved katchi (or ECE) which has a separate classroom, trained teacher and required materials. Private sector, generally, offers good quality ECE.

Gross enrolment rates are 56% for the public sector (predominantly in katchi classes) and 38% for the private sector. Across provinces/areas, gross enrolment rates vary between 13% in ICT and 101% in FATA in the public sector (predominantly in katchi); and between 12% in Balochistan and 44% in ICT in the private sector. Dropout rates are high between katchi and Class One are about 37%, with 35% for boys and 39% for girls. Religious schools or madrassahs also offer pre-primary education to children aged between 3-5 years.

There are 286 ECE Centers in the public sector, much below the target of over 11,000 ECE Centers planned to be opened by 2007 under the NPA. These centers suffer from acute shortages of basic utilities. There are over 750 ECE centers in the private sector.

As public sector primary schools are already understaffed – the student –teacher ratio is 42 in urban and 39 in rural primary schools, there is an urgent need is, therefore, felt to transform the traditional public sector pre-primary katchi class into ECE, extending quality education with separate classroom, trained teacher and specified learning materials.

In the context of financial allocations, despite the policy measure regarding the formalization of “katchi” (pre-primary) education in the National Education Policy (1998-2010), Early Childhood Education (ECE) has not been allocated any specific budget in the annual education budget announced in June each year.

However, for the two years, 2001-03, the financial releases for ECE under ESR amounted to R 73.8 million to the four provinces, ICT, FATA and FANA. The ESR/ECE funds were spent by NWFP, Balochistan and FATA on the improvement of the “katchi” class in existing public sector schools. Besides this, there were, however, no financial contributions made for ECE by the provinces, except by Punjab, indicating that provinces/areas did not consider it as a priority area in education. There were no more allocations made to ECE by the Federal Government.

To ensure transformation of katchi services to good quality ECE, costs of infrastructure, on average, are estimated to be Rs 1 million (though it would vary marginally across provinces) per classroom constructed. Recurrent costs of the transformation of one classroom from katchi to ECE are estimated, on average, to be around Rs 155,000 per annum.

Governance and coordination between the various tiers of government i.e., between federal, provincial and district levels in the delivery of education services in general is well established in the financial context as flow of funds is a regular activity. However, beyond this, very little coordination is present in the fields of reporting, monitoring and evaluation of activities. For example, the provincial government is unaware of the existence of the ECE centers operating in a district, their number, enrolment or their teacher strength.

Though provincial education department maintains a financial record of the funds flowing to districts and, in response, receives budgetary expense reports from the districts, there is no sharing of information/experiences across districts within a province or the provincial departments across the country, except when a donor-sponsored national level meeting is convened. The Federal Directorate of Education, responsible for education in Islamabad Capital Territory (ICT) schools is, too, not coordinated with any provincial or district department. The “other” public sector organization schools, such as those run by WAPDA, Railways, Army, etc, are not placed under the Ministry of Education but under their respective ministries. Though the National Education Management Information System (NEMIS) regularly collects information on the enrolments and teachers of these schools, but there is little coordination between their organizations and the Ministry of Education.

The private sector and the non-governmental organizations which run pre-primary classes in both urban and rural sector share little information either with the government sector or within themselves. However, donor organizations such as USAID, ADB, UNICEF, UNESCO, GTZ, the Dutch Government and others, sponsoring pre-primary activities in various provinces/areas/districts are well coordinated with their respective stakeholders.

Quality of ECE

The quality of education is directly related to the quality of instruction in the classrooms. The teacher is considered as the most crucial factor in imparting quality education. The National Curriculum for the ECE was formulated in 2002. According to the National Plan of Action for Education for All teaching material was to be developed in the light of the new national Curriculum. In the same NPA it was committed that full time teachers for this specialized field will be recruited and trained and a separate class room would be provided. The atmosphere of ECE classrooms would be made attractive and child friendly and play methods will be introduced in ECE classes. It is unfortunate that the National Curriculum 2002 developed for the ECE was not disseminated properly. The provinces still do not know that a curriculum exists for ECE classes. They are not aware of the importance of Early Childhood Education. Some donors and NGOs are catering to the needs of this vital age group but they are working in isolation and with no proper coordination with in themselves as a result the impact of their efforts is not visible.

The age group 3-5 is treated as pre-primary. The children in this age bracket are taught in the traditional style through a primer which is not age appropriate. They are assessed according to the traditional system. The teachers are not trained in handling this age group. Except for in Punjab and Sindh where ECE centers were established under ESR on pilot bases nothing concrete has been done for the ECE age group in other provinces.

There is now a revised National curriculum in which the ECE age has been revised and has been included in the scheme of studies under the present reforms. The contents of this curriculum are more elaborate. To achieve concrete results it is important that the revised curriculum unlike its predecessor is disseminated properly to the teachers and that the teachers are trained accordingly. Since there are no instructional material required (like a primer) in this curriculum but only guides for teachers there is a need to get the guides developed by organizations that have expertise in this field. We need to have qualified and trained teachers to carry on effective implementation of the ECE Curriculum and to enable us to meet the target with regard to ECE as envisaged in the National Plan of Action 2001 to 2015.

INTRODUCTION

Importance of Early Childhood Education (ECE)

The importance of ECE is well-recognized world-wide. It is now widely acknowledged that the effects of developments which occur during the pre-natal period and during the earliest months and years of a child's life can last a lifetime as the kind of early care a child receives from parents, pre-school teachers and caregivers determines how a child learns and relates in school in particular, and life in general. It is during early care that a child develops all the key elements of emotional intelligence, namely confidence, curiosity, purposefulness, self-control, connectedness, capacity to communicate and cooperativeness.

Intervening in the earliest years helps to reduce the social and economic disparities and race and gender inequalities that divide our society. It is the poor children of our rural and urban communities who are most likely to benefit from investments in early childhood development. It is in this manner that inter-generational cycles of poverty, disease, violence and discrimination could be ended for a girl born in poverty is more likely to marry early and have a child while still an adolescent; a malnourished girl becomes a malnourished mother who gives birth to an underweight baby; and, like their parents, poor children are likely to transmit their poverty to the next generation. Increased productivity over a lifetime and a better standard of living when a child becomes an adult, later cost-savings in remedial education and health care and rehabilitation services, and higher earnings for parents, especially women are some of the compelling economic arguments in favor of early childhood care and development. In this regard, it is widely acknowledged that by freeing women, even somewhat, from the chores of early childhood development will result in raised incomes for women and families, especially for families living in poverty. These, in turn, can precipitate dramatic social and economic development in local communities, regions and the nation. Other benefits that are difficult to cost and quantify include, for example, community mobilization, an improvement in siblings' health status and in family relations. The early years have also been recognized as the ideal phase for the transmission of the values that are essential for a peaceful, prosperous and democratic society. These values include respect for human rights," appreciation of diversity, tolerance, and justice.

It is, therefore, the early years of a child that are also critical for the acquisition of the concepts, skills and attitudes that lay the foundation for lifelong learning. These include the acquisition of language, perception-motor skills required for learning to read and write, basic numeracy concepts and skills, problem-solving skills and a love of learning. With quality early childhood education, educational efficiency would improve, as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing their chances of failure. The system would also be freed of under-age and under-prepared learners, who have proven to be the most at risk in terms of school failure and dropout.

Modern research in child psychology has also revealed that the initial five years of a child's life are exceedingly important in shaping his/her personality and had a critical impact on child development and subsequent primary school performance, which serves as a building block for the child's future development. As such experts believe that the process of formal education and schooling should, therefore, begin well before the fifth year in a child's life. It is due to this enormous positive impact of ECE on the future social and education life of a child that pre-schools have received immense importance in developed countries.

International ECE Initiatives

Early Childhood Education (ECE) began to regain prominence among policy-makers in developing countries after the commitment to early childhood care and development activities as one of the six goals of EFA at the World Education Conference (1990).

The World Conference on Education for All, held in Jomtien in March 1990, adopted a *Framework for Action to Meet Basic Learning Needs* which included six EFA “target dimensions”, of which one was related to early childhood care and development:

“Expansion of early childhood care and development activities, including family and community interventions, especially for poor, disadvantaged and disabled children”.

Keeping in view the catalytic role of early childhood care and education, the commitment was renewed, a decade later, at the World Education Forum, held in Dakar, in April, 2000. It is now identified as one of the important goals of the Dakar Framework for Action for Education for All (EFA) and the international community has committed itself to the attainment of the following early childhood development goal:

“Expanding and improving comprehensively early childhood care and education, especially for the most vulnerable and disadvantaged children.”

The Dakar Framework for Action formulated at the World Education Forum in April, 2000, renewed the call for the expansion and improvement of early childhood care and education.

Background of the Policy Review

Given the important role of ECE and the priority it enjoys among the EFA goals, UNESCO and UNICEF jointly supported a review of policies and initiatives relating to Early Childhood Education (ECE) in Pakistan. This review was undertaken by the Ministry of Education and Children Resources International (CRI). The Projects Wing of the Ministry of Education was responsible for the preparation and finalization of the *quantitative* aspect of the policy review, while CRI compiled data and undertook analysis of the *qualitative* dimensions of ECE in Pakistan.

A Coordination Committee and a Technical Committee comprising experts and representatives from the Ministry of Education, CRI, UNESCO and UNICEF was formed to provide a platform for collaborative planning and synthesization of reports by the CRI and the Ministry of Education. Each province/area had been requested to nominate an ECE focal person to assist the review team in data collection and analyses.

Objective of the Policy Review

The main objective of the Policy Review is to support and assist the countries in achieving the first goal of Education for All i.e., *“Expanding and improving early childhood care and education”*.

Specific objectives of the Policy Review at the national level are to identify, document and share knowledge on the achievements as well as key issues faced in early childhood policy development and implementation in Pakistan.

Partners of Policy Review

UNICEF and UNESCO extended technical and financial support for the preparation, refinement, and

finalization of the report on ECE Policy Review. In particular, UNESCO supported the Ministry of Education in the overall coordination of the review process besides undertaking the quantitative analysis i.e., issues related to the access to, and the financial aspects, of ECE. UNICEF sponsored Children's Resource International (CRI), a leading international NGO in assessing the qualitative dimensions e.g., curriculum, learning and teaching materials, facilities, training of teachers, role of private/NGO sector, etc., related to ECE in Pakistan.

Methodology of Policy Review

In the context of early childhood education in Pakistan, the specific areas of Policy Review included the following five generic themes:

- 1 Access to early childhood education
- 2 Quality of early childhood education
- 3 Resources available for early childhood education
- 4 Governance & Coordination of early childhood education
- 5 Effectiveness of early childhood education policy and programmes

This report consists of three parts, sub divided as follows:

- Part-I:** ECE Policy, Access, Finance and Governance/Coordination;
Part-II: Quality of ECE Services; and
Part-III: Key Issues & Recommendation for Improving ECE in Pakistan

The methodology of the Policy Review was based on the following key activities:

1. ***Review of Secondary Data Sources/Literature:*** To facilitate the development of an Pre-Primary/ ECE Situation Analysis and discussion on relevant government policies and budgetary allocations, a review of secondary sources was undertaken. These included official government policy and statistical publications such as the National Education Policy (1998-2010); Poverty Reduction Strategy Paper (PRSP); Education Sector Reforms (ESR – 2001-05); the National Plan of Action for Education for All (NPA- 2001-15); the Population Census (1998); National Education Management Information System (NEMIS); Pakistan Integrated Household Survey (PIHS- 2001/02); National Education Census (2006); national and provincial budget documents; and relevant research reports.
2. ***Discussions with relevant Federal and Provincial Officials and Field Specialists:*** To fill the data gaps and acquire qualitative information on key issues, especially related to governance and effectiveness, discussions were held with officials of the Federal Ministry of Education and provincial education departments. A questionnaire/checklist, seeking information on various ECE initiatives in the province, was administered to each provincial focal person. Expert opinions were sought from ECE field experts. In this context, a meeting of the National Technical Committee, comprising officials of the Ministry of Education, ECE focal persons nominated by the provincial Departments of Education, representatives of the private and NGO sectors, and ECE experts was convened to fill in the information gaps in the preliminary Policy Review Report.
3. ***Analysis of Information:*** Quantitative data and qualitative information collected was analyzed and is presented in this Policy Review Report.

PART I: ECE POLICY, ACCESS, FINANCE AND GOVERNANCE/COORDINATION.**SECTION I: EARLY CHILDHOOD EDUCATION POLICY IN PAKISTAN***Policies and Initiatives Influencing ECE in Pakistan*

In Pakistan, pre-primary (katchi) education, although present in the public school system till the 1970s was never a formalized programme. It existed in most primary schools, especially in rural areas, allowing younger siblings of primary students to sit in a separate section to prepare and familiarize them with the school environment prior to enrolling in class I. Usually, there was no separate room allocated for this group nor a proper teacher; at times, these children even sat in the open air. However, this practice was almost discontinued during the 1980s.

There was a virtual absence of public policy, commitment and investment in early childhood education till the late 1990s. No investments were made in the recruitment or training of ECE teachers; in curriculum development; or in the formulation of any other ECE learning materials. After the commitment to early childhood care and development activities as one of the six “target dimensions” of EFA at the World Education Conference (1990), this dimension began to regain prominence among policy-makers in Pakistan. The present initiative to support early childhood learning followed from the National Education Policy (1998-2010), which called for a reintroduction of katchi/pre-primary class as a formal class in primary schools, extending primary education to a six-year program:

“Katchi class at primary level shall be introduced as a part of the effort to improve achievements of pupils” and

“Katchi class shall be institutionalized in the primary cycle gradually and progressively.”

This policy measure failed to generate any serious commitment from the government or bring about any substantive allocation of financial resources. Although the implementation of this policy could not begin promptly due to financial constraints in almost all public sector primary schools, especially in rural areas, children below 5 years of age, continue to attend schools informally as in the past. In the private schools, however, well-equipped playgroup, Montessori or kindergarten sections are run regularly on a commercial basis, but this is limited mostly to urban areas.

More recently, early childhood learning received a further impetus from the Dakar Framework for Action formulated at the World Education Forum in April, 2000, which renewed the call for the expansion and improvement of early childhood care and education. In response to the Forum commitments, Pakistan developed a comprehensive National Plan of Action (NPA) for Education for All, recently formulated as a long-term framework (2001-15), to be implemented in three five-year phases, with *early childhood education* as one of its three areas of focus; the other two being universal primary education and adult literacy.

According to the NPA (2001-2015), the goal outlined for early childhood education is as follows:

“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”

The NPA identifies a set of key issues faced by ECE in Pakistan which include: (i) the lack of realization and awareness about the benefits of ECE; (ii) absence of well-defined policy for ECE; (iii) negligible financial allocations; (iv) lack of coordination among various government departments as well as poor networking among various service providers such as public managers, private schools; and NGOs; and (v) the lack of capacity in provincial and district communities to plan, implement and monitor ECE programs.

The strategic activities outlined in the NPA to achieve the target of participation rate of 50% by 2015 include:

- 1 Policy makers, planners, managers/administrators, teachers and parents will be sensitized about the importance and significance of early childhood care and education;
- 2 Katchi class, already functional in primary schools, will be recognized and strengthened and this program will be expanded and opening of katchi classes in the public sector primary schools will be a major program for improving the access in ECE under NPA;
- 3 Adequate financial allocations for ECE will be ensured to provide the inputs proposed such as additional classroom, one teacher, audio-visual aids, teaching, learning and instructional materials;
- 4 Efforts will be made to improve coordination among the various stakeholders involved in ECE programs. District and provincial EFA Forums will be established and strengthened for the purpose;
- 5 The services of Teachers Resource Centre (TRC) Karachi will be utilized as a resource institution for providing policy and professional backup for ECE at the national, provincial and district levels;
- 6 Statistical data and other related information on core ECE indicators would be regularly collected through EMIS, PIHS and other sources for analysis and dissemination;
- 7 Full-time teachers for kachi classes will be recruited and trained;
- 8 Instructional material, teaching kit and audio-visual aids for ECE will be developed and provided – the ECE curriculum has already been developed by the Curriculum Wing of the Ministry of Education with collaboration from the Teachers' Resource Centre (TRC).

According to the National Plan of Action, over 40,000 ECE centers were to be established during 2001-15, and over 3,000 ECE teachers were to be trained and recruited annually in the public sector – a total of 51,000 teachers during the period 2001-15. Teachers' training was to be imparted in the existing Teacher Training institutions by trained ECE master trainers. The total financial requirement to meet these targets was estimated to be Rs 47.7 billion during the 15-year period.

Table A: Estimation of ECE Financial Requirement in NPA (2001-15)

	Phase I 2001/02-2005/06	Phase II 2006/07-2010/11	Phase III (2011/12-2015/16)	TOTAL
Targets				
<i>Participation Rate</i>	32%	40%	50%	
<i>Additional Enrolment</i>	0.4 million	0.45 million	0.8 million	1.65 million
New Centres				
<i>ECE Ctrs in Selected Schools</i>	11,200	11,300	20,000	42,500
<i>ECE Teachers</i>	13,450	13,550	24,000	51,000
Financial Resource Requirement (Rs m)				
<i>Developing</i>	2,450	3,075	6,375	11,900
<i>Recurring</i>	4,345	10,500	21,000	35,845
TOTAL	6,795	13,575	27,375	47,745

Source: *The National Plan of Action on Education for All (2001-15); Ministry of Education; Govt. of Pakistan; April 2003.*

Unfortunately, there has been no implementation of this action plan. Apart from the funds released by the federal government to the provinces for ECE under the Education Sector Reforms (ESR) in 2001/02-

2002/03, no specific allocations have been made in the provincial budgets for this area.

There is no doubt that early childhood education has received a major boost from the private sector investment. In most private schools, especially in the urban centers of the country, there are well-equipped playgroup sections, Montessori or kindergarten classes, taught by qualified and well-trained teachers, run regularly on a commercial basis; however, this phenomenon is limited mostly to urban areas. In addition, in both urban and rural areas of the country, madrassah/maktab education based on religious teaching for children of ages 3-5 years has also been a traditional contribution to the private sector pre-primary services.

Recent statistics indicate that, at present, there are 7.8 million ECE-aged (aged 3 & 4 years) children in Pakistan, with a pre-primary enrolment of 7.1 million i.e., a gross enrolment of 94%. Of total pre-primary enrolments, 56% attend katchi classes in public sector institutions which lack quality with no achievement in learning outcomes of the students; while 38% are enrolled in private sector schools which are mostly located in urban areas and offer better quality services than the public institutions. As such, while access levels to pre-primary appear satisfactory, there is a need for improved quality of ECE. For this, a higher policy commitment and adequate and regular budgetary allocations are required, especially of more trained teachers, separate classrooms, proper school facilities and teaching and learning materials of good quality.

Pre-primary Policy and Plan- Summary

- ◆ The National Education Policy (1998-2010) called for a reintroduction of katchi/pre-primary class as a formal class in primary schools, extending primary education to a six-year program. However, this policy measure failed to generate any serious commitment from the government or bring about any substantive allocation of financial resources.
- ◆ Although the implementation of this policy measure could not begin promptly due to financial constraints in almost all public sector primary schools, especially in rural areas, children below 5 years of age, continue to attend schools informally as in the past.
- ◆ According to the National Plan of Action, over 40,000 ECE centers were to be established during 2001-15, and over 3,000 ECE teachers were to be trained and recruited annually in the public sector – a total of 51,000 teachers during the period 2001-15. This, too, has not been implemented. Besides the funds released by the federal government to the provinces for ECE under the Education Sector Reforms (ESR) in 2001/02-2002/03, no specific allocations have been made in the provincial budgets for this purpose.
- ◆ Early childhood education has, however, greatly benefited from the investments made by the private sector extending good quality pre-primary education services.
- ◆ There is an urgent need for improvement in pre-primary education which can be achieved by transforming the present pre-primary (katchi) offered in the government schools into good quality ECE with separate classroom, trained teacher and required materials.

SECTION II: ACCESS TO EARLY CHILDHOOD EDUCATION

Types of Pre-Primary Services in Pakistan

Pre-primary education services in Pakistan can be discussed with reference to the two basic types of services: Public sector Pre-Primary Services; and Private sector ECE services.

1. *Public Sector Pre-Primary Services*

Based on quality differential, pre-primary education in Government Schools is offered either in the traditional style “katchi” or as “Improved katchi” (which represents ECE). While “katchi” lacks in quality (no separate classroom, no trained teacher, inadequate teaching and learning materials, the “Improved katchi” extends good quality early childhood education. Either type of service is provided at nominal fee/free in public schools in both urban and rural areas for children aged 3-5 years. As such, within the public sector, there are two distinct types of ECE services:

- a). Traditional style or “Katchi”: offered as part of multi-grade teaching by the primary school teacher who teaches Class I and Class II as well but devotes a portion of his/her total teaching time to pre-primary students, who often share the classroom with students of Classes I and II;
- b). Improved “Katchi”/ECE: recently initiated with trained teachers and proper physical and teaching facilities in a separate classroom for ECE students. This type of ECE is being provided, at nominal fees, in a limited number (less than 1% of all public primary) schools - almost 100 rural public schools by the Federal Directorate of Education (FDE) in Islamabad Capital Territory (ICT), and in another 65 schools with technical and financial assistance from Children’s Resources International (CRI), an international NGO and UNICEF under the Child-Friendly Schools Program. In Sindh, the Aga Khan Education Service Pakistan is implementing the Improving Pre-Primary and Primary in Sindh (IPPS) in 17 community-based rural schools since 1995; and the Teachers’ Resource Centre (TRC) is implementing the Early Childhood Education Program (ECEP) in Karachi government and district municipal schools since 1998. In Punjab, in 2002, the Department of Literacy and Non-formal Education established 104 rural ECE centers in rural government schools in 9 districts of Punjab.

2. *Private Sector ECE Services*

Nursery, kindergarten or Montessori style education, offered in profit-making private schools, usually operating in urban localities; and enrolling children aged 2-5 years taught in proper classrooms by well-trained teachers using proper ECE materials.

Besides these, there are religious schools called “deeni madrassahs” which also train pre-primary aged children in the basic value system in accordance with religious beliefs and social customs. These, however, can not be strictly termed as “ECE”.

The following table clearly demonstrates the distinction between the various ECE services offered in Pakistan.

Table B: Provision of Pre-Primary “Katchi” and Early Childhood Education Services

Sector	Name of Service	Type/Features of ECE Service	Setting	Age Served	Teach. Hours (daily)	Responsible Ministry/ Agency
Public Sector	“Katchi” or pre-primary education	Traditional style: Part of multi-grade teaching with no separate classroom, teacher or materials/ facilities.	In public schools in both urban and rural areas	4-5 years	3-4 hours daily but the share of actual katchi teaching is 30 minutes to one hour daily.	Ministry of Education and provincial departments of education are administratively and financially responsible for this service.
		Improved Katchi/ECE: With proper ECE classroom, trained teacher and facilities.	Recently initiated in selected number of public schools – e.g, in ICT; and the ECE Ctrs. in Punjab established under the Deptt. of Literacy and Non-formal Education.	4-5 years	4 hours	a. Federal Directorate of Education, Ministry of Education is administratively and financially responsible for 100 schools in ICT; b. FDE has also been given technical and financial assistance by international agencies such as CRI and UNICEF for another 65 schools in ICT. c. In Sindh, 17 schools are technically and financially assisted by Aga Khan Education Services; and 7 ECD centres are run by TRC. d. In Punjab, Plan International is running 7 ECD centres in Chakwal district; and the Department of Literacy and Non-formal Education in Punjab has set up 104 ECE Centres in 9 districts.
Private Sector	Nursery, Kindergarten and Montessori sections	Proper ECE classroom, trained teacher and teaching materials	Mostly in private schools in urban areas	2-5 years	4 hours	Private ownership; and NGOs. Functioning on commercial basis.

	Madrasah Education	The religious instructor imparts training in value system (based on religious beliefs and social customs) to pre-primary aged (3-5 year old) children	Most deeni madrasahs offer education from pre-primary to tertiary levels.	3-5 year olds	1-2 hours	Most deeni madrasahs are privately owned- though there is a small proportion owned by the Government.
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Pre-Primary Education: A Statistical Profile

Pre-Primary Population and Public Sector (Predominantly Katchi) Enrolments: 2001/02-2005/06

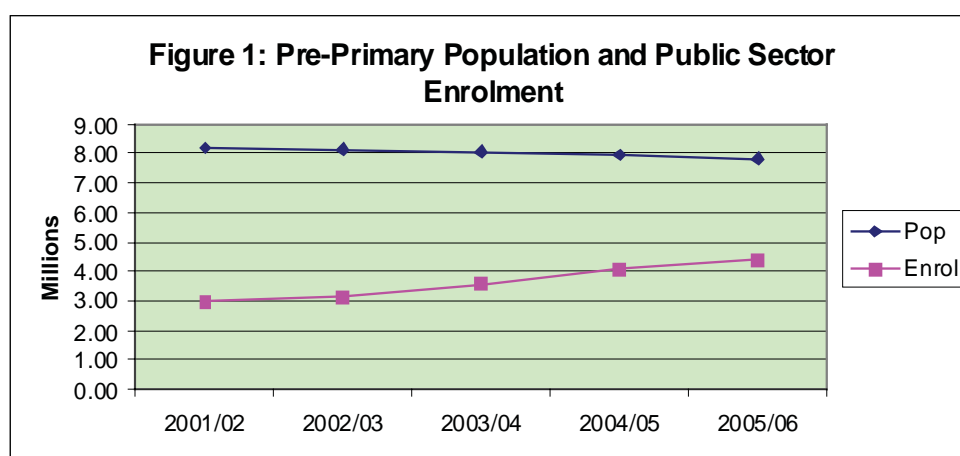
The total pre-primary-aged population (ages 3 & 4 years) declined from 8.19 million in 2001/02 to 7.18 million in 2005/06, recording an average growth rate of -1.2% per annum during this period (Table 1 and Figure 2). Pre-primary (predominantly katchi) enrolments registered a remarkable average growth rate of over 9% per annum and increased from 2.97 million to 4.39 million. Gross pre-primary enrolment rates in the public sector jumped from 36% to 56%.

Table 1: Pakistan: Pre-primary* Populations (3 & 4 years) and Public Sector Enrolments

	Population	Enrolment	Rates of Growth (%):		Gross Enrolment Rate (%)
	(in millions)	(in millions)	Population	Enrolment	
2001/02	8.19	2.97			36.3
2002/03	8.14	3.13	-0.62	5.03	38.4
2003/04	8.08	3.57	-0.76	12.52	44.2
2004/05	7.96	4.08	-1.52	12.30	51.2
2005/06	7.81	4.39	-1.90	7.19	56.2

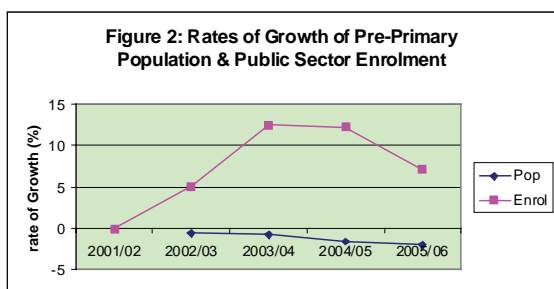
*predominantly katchi

Sources: Pakistan Education Statistics; AEPAM & for Populations Statistics (NIPS)

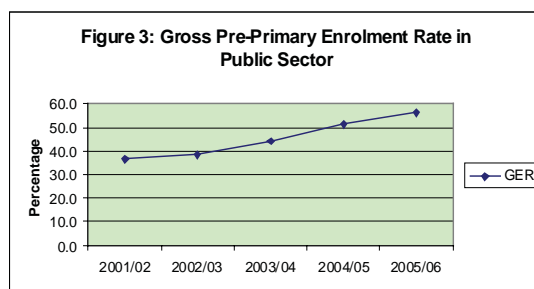


Sources: Pakistan Education Statistics; AEPAM & for Populations Statistics (NIPS)

The gross enrolment rates reflect a steady increase (Figure 3)



Sources: Pakistan Education Statistics; AEPAM & for Populations Statistics (NIPS)



Sources: Pakistan Education Statistics; AEPAM & for Populations Statistics (NIPS)

Change in Gross Enrolment Rates: Male vs Female Enrolments: 2001/02-2005/06

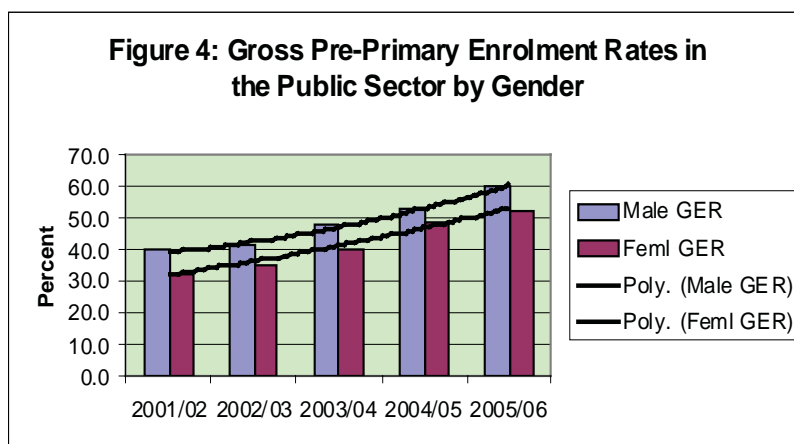
Pre-primary-aged populations for both males and females also declined during 2001-06, with number of males decreasing from 4.23 million to 4.06 million and females decreasing from 3.95 million to 3.74 million (Table 2). With pre-primary enrolments (predominantly katchi) rising rapidly, there sharp increase in gross enrolment rates for both males and females - with GER rising from 39.5% to 60% among males and from 32.8% to 52% among females (Table 2). The trend of changes in enrolments for males and females seems very similar (Figure 4).

Table 2: Gross Pre-Primary* Enrolment Rates in Public Sector by Gender

	Male Pop (3-<5) #	Female Pop (3-<5) #	Male Enrolment #	Female Enrolment #	GER (male) %	GER (female) %
2001/02	4233626	3956760	1673089	1295936	39.5	32.8
2002/03	4213165	3926975	1739593	1386705	41.3	35.3
2003/04	4187686	3890953	2000538	1573391	47.8	40.4
2004/05	4134526	3823282	2202081	1873177	53.3	49.0
2005/06	4067640	3741805	2440838	1950306	60.0	52.1

*predominantly katchi,

Sources: Pakistan Education Statistics; AEPAM & for Populations Statistics (NIPS)



Sources: Pakistan Education Statistics; AEPAM & for Populations Statistics (NIPS)

Gender Parity Index

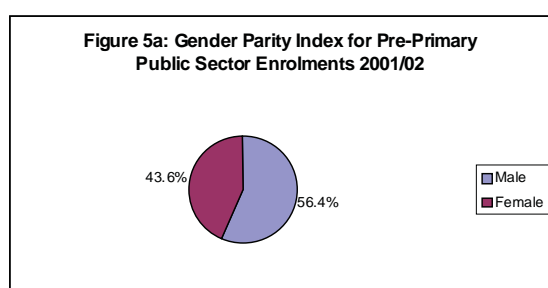
The Gender Parity Index (GPI) for the pre-primary (predominantly katchi) enrolments did not record a marked change (Table 3 and Figures 5a and 5b). The female-male enrolments ratio increased marginally i.e., from 0.77 in 2001/02 to 0.80 in 2005/06.

Table 3: Pre-Primary* Public Sector Gender Parity Index

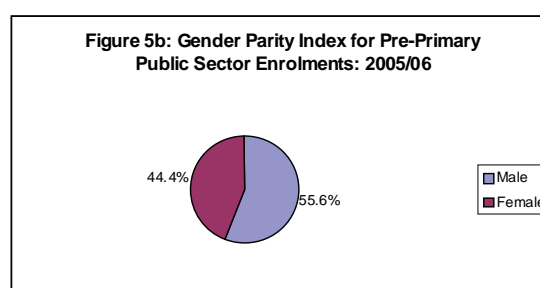
	Male	Female	% Male	% Female	GPI: F/M
2001/02	1673089	1295936	56.35	43.65	0.77
2005/06	2440838	1950306	55.59	44.41	0.80

*predominantly katchi

Sources: Pakistan Education Statistics; AEPAM & for Populations Statistics (NIPS)



Sources: Pakistan Education Statistics; AEPAM & for Populations Statistics (NIPS)



Sources: Pakistan Education Statistics; AEPAM & for Populations Statistics (NIPS)

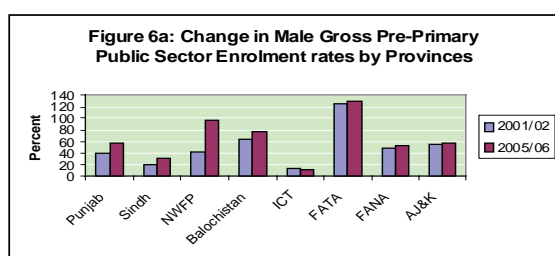
Provincial Pre-Primary Enrolment Rates

There is a great deal of variation in pre-primary (predominantly katchi) enrolment rates among the various provinces and the areas in Pakistan. With all areas witnessing increases except Islamabad Capital Territory (ICT), gross enrolment rates in public sector for males ranged between 13% in ICT and 124% (in 2001/02) and 129% (2005/06) in FATA (Table 4 and Figure 6a). Similarly for females, gross enrolment rates registered increases except in ICT, where these have remained constant at 14% and AJ&K where gross enrolment rates declined from 59% to 56% (Table 4 and Figure 6b).

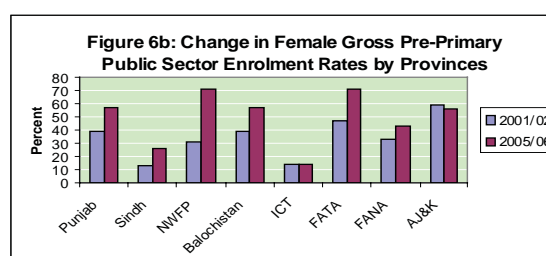
Table 4: Provincial Pre-Primary* Public Sector Gross Enrolment Rates (%): 2001/02 and 2005/06

	Gross Enrolment Rates in 2001/02		Gross Enrolment Rates in 2005/06	
	Male	Female	Male	Female
Punjab	40	39	58	57
Sindh	20	13	31	26
NWFP	43	31	97	71
Balochistan	63	39	77	57
ICT	13	14	13	14
FATA	124	47	129	71
FANA	49	33	53	44
AJ&K	55	59	57	56

*predominantly katchi



Sources: Pakistan Education Statistics; AEPAM & for Populations Statistics (NIPS)



Sources: Pakistan Education Statistics; AEPAM & for Populations Statistics (NIPS)

Given the private sector pre-primary enrolment information in the National Education Census (2006), it was possible to include public-private enrolment analysis for the year 2005/06. On average, gross enrolment rate in public sector (predominantly katchi) is 56% while 38% attend private sector institutions. Private sector (ECE) enrolments rates are almost three times higher than public sector enrolment rates in ICT (13% in public sector and 44% in private sector) and marginally higher in Sindh (28% in public sector and 31% in private sector). In all other provinces and areas, public sector plays a dominant role in pre-primary enrolments, especially in NWFP, Balochistan and FATA (Table 5 and Figure 7).

Table 5: Public and Private Sector Gross ECE Enrolment Rates: 2005/06

	Public Sector* Gross Enrolment Rates			Private Sector Gross ECE Enrolment Rates		
	Male	Female	Both	Male	Female	Both
Punjab	58	57	58	42	42	42
Sindh	31	26	28	32	29	31
NWFP	97	71	84	37	21	29
Balochistan	77	57	68	15	9	12
ICT	13	14	13	48	41	44
FATA	129	71	101	22	5	14
FANA	53	44	48	48	40	44
AJ&K	57	56	57	37	31	34

*predominantly katchi

Sources: Pakistan Education Statistics; AEPAM & for Populations Statistics (NIPS)

Drop out Rates in Pre-primary/Katchi

The complete regular information/data/statistics on dropout rates from Katchi to Class One are not available for the whole country. However, a recent research study conducted in six districts of Punjab reveals that 37% (35% boys and 39% girls) of students who are enrolled in Katchi class dropout (leave school) before enrolling in Class One (Table 6). It was found that out of 396 students who dropped out from Katchi class, 121 students (45.5 percent were girls and 54.5 percent were boys) did not attend school any more. However 275 students (55.6% boys and 44.4% girls) students were again enrolled in some other institution/school. The key factors responsible for this high dropout rate included lack of parental interest, poverty, shift of residence, school distance, and lack of teachers' attention and competency to teach katchi class children.

The study also indicated that there was no specific age for admission in Katchi class which varied between 3 to 5 years. For instance in the province of NWFP and FATA 5-6 years age children are admitted in Awwal Adna which is equivalent to katchi class in other provinces having 3-4+ year age bracket. It is

imperative that uniform admission policy for admission in early childhood education may be formulated and enforced.

**Table 6: Enrolment and Dropouts (katchi & Class One)
in the Sample Districts of Punjab 2005 -2006.**

		Katchi Class		Class One		Dropouts	% Dropouts
		Number of schools	Enroll	Number of schools	Enroll		
<i>Kasur</i>	Male	960	30127	959	27567	2560	8%
	Female	756	36616	745	23488	13128	36%
Mianwali	Male	798	19022	803	15580	3442	18%
	Female	852	24283	832	13775	10508	43%
Rahimyar Khan	Male	2074	102511	2054	46439	56072	55%
	Female	1431	64560	1461	31630	32930	51%
Rajanpur	Male	754	31534	755	18909	12625	40%
	Female	480	26232	481	15305	10927	42%
Sargodha	Male	1389	37343	1383	31170	6173	16.5%
	Female	1197	41388	1192	30644	10744	26%
Sheikhupura	Male	795	23470	792	17836	5634	24%
	Female	578	24011	542	16806	7205	30%
Overall	Male	6770	244997	6746	157501	86506	35%
	Female	5294	217090	5253	131648	85442	39%
Total Dropout						171948	37%

Source: Institute of Education and Research Punjab University Lahore

Findings of the Katchi Class Survey
Institute of Education and Research Punjab University Lahore

- ◆ Survey indicated that about 40% schools admit only boys and 17% admit only girls in katchi class. About 43% schools have boys and girls together.
- ◆ Majority of the teachers (about 81%) responded that both admitted and un-admitted children in Katchi class have to observe five hours schooling while 25% revealed that un-admitted children spend four and three hours respectively.
- ◆ Slightly less than 50% of the teachers keep children waiting as un-admitted for three months, while remaining 50% of the teachers and head teachers, stated that it takes six to nine months and even some times one year to admit children in katchi class.
- ◆ Only 38% teachers are satisfied with conditions of katchi classroom. Where as, majority of the schools teachers were not satisfied with classroom conditions as well as with availability of other physical and health care facilities, such as drinking water, boundary walls, playgrounds and washrooms.

Deeni Madrassahs or Religious Schools

There are 12,153 Deeni Madrassahs in the country, of which 11,799 (97%) are in the private sector and only 354 (3%) are in the public sector. The total enrolment in these madrassahs 1.512 million of which 1.469 million (97%) is in private sector and only 0.043 million (3%) is in the public sector. The madrassahs have 54,909 teachers, of which are 42,399 (77%) males and 12,510 (23%) are females.

These institutions cater to the educational needs, primarily the religious education needs, of the children aged 3 to 18 years. Pre-primary aged children are taught basic reading and numeracy skills while some madrassahs also teach writing skills. Besides these, these institutions also play active and effective role in inculcating moral values, character building and purification of soul from the very early years i.e., age 3 years upwards.

In rural areas of the country where madrassah is not present, the local mosque provides pre-primary education, imparting reading skills to enable the students to read the Holy Quran. Quranic Literacy is greatly helpful in teaching of Urdu and Sindhi languages (as these languages also follow the Arabic script). Pakistan has over 25,000 villages/settlements and it is estimated that each village has at least one or two mosques where pre-primary age group children are taught reading skills. This provides a vast network of training facilities for pre-primary aged children in the country.

ECE Centres in the Public & Private Sector

At present, there are a total 286 ECE Centres in the public sector. This is in sharp contrast to over 11,000 ECE Centres planned to be opened under the National Plan of Action by 2007. These centers were established with funding provided to the provinces/areas under the Education Sector Reforms (ESR) with an understanding that the provincial/area governments would ensure their functioning with their own funds. However, as none of the provincial governments except Punjab, could allocate any funds for this purpose, most of the centers were closed down. There are over 750 ECE centers in the private sector.

For the ECE Centers especially established for pre-primary education in both public as well as private sectors in urban as well as rural areas, the National Education Census 2006 reports detailed information

on status of teachers; enrolments, number of ECE centers, availability of utilities/facilities in these centers and financial expenditures. Following are some relevant statistics which display the relative position of public and private sector institutions.

Teachers in ECE

Most public as well as private ECE centres surveyed under the National Education Census 2006 indicate that pre-primary teachers' positions are filled (Table 7a). Though there is a high number of centres with contract teachers but few show vacant positions in both types of schools i.e., public and private.

Table 7a: Percentage of ECE Centres by Status of Teaching Posts

	Punjab	Sindh*	NWFP	Balochistan	ICT	FATA	FANA
PUBLIC	188	12	54	30		2	
%Filled	77.2	81.3	57.1	94	100.0	66.7	0
%Vacant	1.5	6.3	1.0	0	0.0	0.0	0
% Contract	21.3	12.5	41.8	6	0.0	33.3	0
PRIVATE	297	298	101	10	30	8	24
%Filled	91.4	97.8	87.7	76	98.5	93.3	90.9
%Vacant	0.7	1.4	1.4	0	0.0	6.7	1.1
% Contract	7.9	0.7	11.0	24	1.5	0.0	8.0

Source: National Education Census; Federal Bureau of Statistics; 2006

Student-Teacher Ratio and Student-Institution Ratios

Student-teacher ratios are higher in public institutions than private institutions in Punjab, Sindh and Balochistan (Table 7b). However, student-institution ratio is higher in private sector centres than in the public centres across all provinces/areas. This reflects an adequate demand for private sector ECE education in the country- where people are willing to pay for ECE education.

Table 7b: Student-Teacher Ratio and Student-Institution Ratio in ECE by Province/Area and Nature of Ownership

	Punjab	Sindh*	NWFP	Balochistan	ICT	FATA	FANA
Student/Teacher Ratio							
Public*	32	20	12	35		16	
Private	16	13	24	25	12	28	15
Student-Institution Ratio							
Public**	35	22	12	35		32	
Private	56	82	61	50	73	48	42

*In public sector primary schools, student-teacher ratio is 42 in urban areas and 39 in rural areas

**In public sector primary schools, student-institution ratio is 200 in urban areas and 91 in rural areas (NEC 2005)

Source: Calculated from National Education Census; Federal Bureau of Statistics; 2006

Status of ECE Facilities in the Institutions

There is an acute shortage of access to basic facilities such as electricity, gas, drinking water and telephone in the public sector institutions (Table 8a) as compared to the private sector (Table 8b). For example, in Punjab, electricity is available in 25% ECE centres in the public sector but in 75% ECE centres in the private centres. In Balochistan, however, the percentage of public ECE centres is higher (86.7%) than the percentage in private sector (20%).

Table 8a: Percentage of Public Sector ECE Institutions by Availability of Utilities

	Punjab	Sindh	NWFP	Balochistan	ICT	FATA	FANA
URBAN							
- With Electricity	81.8	0	0	100.0	0	0	0
- With Gas	36.4	0	0	0	0	0	0
- With Drinking Water	100.0	0	0	100.0	0	0	0
- With Telephone	9.1	0	0	0	0	0	0
RURAL							
- With Electricity	21.5	0	88.9	85.2	100.0	0	0
- With Gas	0.6	0	0.0	0.0	0.0	0	0
- With Drinking Water	62.7	50.0	85.2	85.2	100.0	50.0	0
- With Telephone	2.3	0	1.9	0.0	100.0	0	0
ALL AREAS							
- With Electricity	25.0	0	88.9*	86.7	100.0*	0	0
- With Gas	2.7	0	0.0	0.0	0.0	0	0
- With Drinking Water	64.9	50.0*	85.2*	86.7	100.0*	50.0*	0
- With Telephone	2.7	0	1.9*	0.0	100.0*	0	0

* Calculated based on figures for rural areas only

Source: Calculated from National Education Census; Federal Bureau of Statistics; 2006

Table 8b: % of Private Sector ECE Institutions by Availability of Utilities

	Punjab	Sindh	NWFP	Balochistan	ICT	FATA	FANA
URBAN							
- With Electricity	97.8	99.2	97.6	100.0	100.0	0	100.0
- With Gas	61.2	56.7	68.3	0.0	96.2	0	0.0
- With Drinking Water	97.1	96.2	97.6	0.0	100.0	0	100.0
- With Telephone	69.8	66.7	65.9	0.0	84.6	0	75.0
RURAL							
- With Electricity	54.4	40.5	60.0	20.0	100.0	50.0	66.7
- With Gas	3.8	8.1	5.0	20.0	50.0	0.0	4.2
- With Drinking Water	82.3	62.2	53.3	20.0	100.0	50.0	62.5
- With Telephone	10.1	13.5	13.3	20.0	75.0	0.0	8.3
ALL AREAS							
- With Electricity	74.7	91.9	75.2	27.3	100.0	50.0*	71.4
- With Gas	30.6	50.7	30.7	20.0*	90.0	0.0	4.2*
- With Drinking Water	89.2	91.9	71.3	20.0*	100.0	50.0*	67.9
- With Telephone	38.0	60.1	34.7	20.0*	83.3	0.0	17.9

* Calculated based on figures for rural areas only

Source: Calculated from National Education Census; Federal Bureau of Statistics; 2006

Access to Pre-primary Education- Summary

- ◆ There are 7.18 million children of the age 3-5 years.
- ◆ In Pakistan, pre-primary education is offered by the public and private sectors. Within the public sector, there are two types of services: (i) the traditional pre-primary (or katchi), usually offered in a multigrade classroom with no trained teacher and inadequate materials/facilities; and (ii) Improved katchi (or ECE) which has a separate classroom, trained teacher and required materials. Private sector, generally, offers good quality ECE.
- ◆ Gross enrolment rates are 56% for the public sector (predominantly in katchi classes) and 38% attend private sector ECE.
- ◆ Gross enrolment rates vary between 13% in ICT and 101% in FATA in the public sector (predominantly in katchi); and between 12% in Balochistan and 44% in ICT in the private sector.
- ◆ Dropout rates between Katchi and Class One are about 37%, with 35% for boys and 39% for girls.
- ◆ There are religious schools or madrassahs, also offering pre-primary education to 3-5 yrs. aged children.
- ◆ There are 286 ECE Centres in the public sector, much below the target of over 11,000 ECE Centres planned to be opened by 2007 under the NPA. There are over 750 ECE centres in the private sector.
- ◆ There is an acute shortage of basic utilities in the public sector ECE Centres.
- ◆ Public sector primary schools have very high student-teacher ratios: 42 in urban schools and 39 in rural schools. This leaves little “space” and “teacher attention” to accommodate pre-primary children in the classroom.
- ◆ There is an urgent need to transform the traditional public sector pre-primary katchi class into ECE, offering quality education with separate classroom and trained teacher and specified learning materials.

SECTION III: FINANCING OF ECE IN PAKISTAN

PUBLIC SECTOR EXPENDITURES IN ECE

Despite the policy measure regarding the formalization of “katchi” (pre-primary) education in the National Education Policy (1998-2010), Early Childhood Education (ECE) has not been allocated any specific budget in the annual education budget announced in June each year. However, after the Dakar Conference in April 2000, in which expansion of ECE was placed as an important goal to achieve EFA, the Federal Government formulated the Education Sector Reforms (ESR) under which seven thrust areas were identified and allocated financial support. During 2001-03, funds were sent to the provinces for implementing measures at the district level in these thrust areas, in the hope that the provinces/areas would initiate programs with this “seed money” and continue the activities with their own funds in the following years. One of the thrust areas was “Innovative Programs/ECE”.

For the two years, 2001-03, the financial releases for ECE under ESR amounted to R 73.8 million to the four provinces, ICT, FATA and FANA. The aggregate utilization rate of these funds was 72%, varying between 51.2% in Sindh to 100% in Balochistan, FATA and FANA (Table 9a).

Table 9a: ESR Action Plan: ECE Releases and Utilization (2001-03)

	Punjab	Sindh	NWFP	Balochistan	ICT		FATA	FANA	TOTAL
					FDE	MOE			
RELEASES	6.600	2.600	2.170	1.23	43.50	17.00	0.42	028	73.80
UTILIZATION	6.448	1.330	1.296	1.230	40.442	1.663	0.42	0.28	53.11
%UTILIZED	97.7	51.2	59.7	100.0	93.0	9.8	100.0	100.0	72.0

Source: Ministry of Education

The ESR/ECE funds were spent by NWFP, Balochistan and FATA on the improvement of the “katchi” class in existing public sector schools. Besides this, there were, however, no financial contributions made for ECE by the provinces, except by Punjab, indicating that provinces/areas did not consider it as a priority area in education. There were no more allocations made to ECE by the Federal Government.

With ESR funds of Rs 6.6 million, 104 ECE centres in 8 districts were established in rural Punjab by the Department of Literacy and Non-formal Education. These centres based on one classroom were located within the premises of the public sector formal primary school, with a separate qualified teacher, teaching and learning aids and an “aya” or maid to assist with small children. Class size was 30 students- all belonging to the poor strata of the community. The project duration was one year.

During 2002/03-2004/05, 1200 ECE Centres, with an enrolment of 36,000 (24,000 boys and 12,000 girls) were set up with Rs 13.6 million by the Bureau of Curriculum & Extension Wing in Jamshoro, Sindh. (A PC-1, costing Rs245 million, has been prepared in Sindh for the construction of 322 ECE classrooms in existing primary schools during 2007/08- 2008/09 and 2009/10). The PC-1 has yet to be approved.

Limited donor assistance, especially by USAID under two projects and ADB’s DEEP project in Sindh, along with some NGO-supported initiatives across the country, continue to improve pre-primary in the country.

Importance of ECE in Education Sector Reforms

A key question usually arises: what is the importance placed on ECE by the provinces? In this context, it can be observed that the percentage of total ESR funds utilized in ECE was merely 1.8% (Table 9b). The importance to ECE, in comparison to other ESR areas, was relatively highest in ICT (run by the Federal

Directorate of Education).

Table 9b: Distribution of Financial Utilization (%) by ESR Programmes (2001-03)

	MOE	FDE	FANA	FATA	Baloch	NWFP	Sindh	Punjab	TOTAL
<i>Adult Literacy</i>	0	0	9.0	8.0	8.3	3.3	4.7	6.6	5.9
<i>Rehabilitation of Schools under President's Program</i>	0	14.0	42.8	42.8	37.8	59.1	49.6	44.2	45.1
<i>EFA</i>	0	13.2	13.8	11.1	6.9	10.5	11.1	10.8	10.5
<i>ECE</i>	100	37.0	0.6	0.3	0.4	0.3	0.3	0.4	1.8
<i>Science Labs in Sec Schools</i>	0	16.5	4.5	8.7	2.5	3.8	2.5	7.6	6.1
<i>Technical Workshops in Sec. Schools</i>	0	13.9	14.6	10.3	22.7	11.2	12.2	11.7	13.0
<i>Mono/Polytechnics</i>	0	0.0	0.0	0.0	0.0	0.0	1.7	0.0	0.2
<i>Quality/HE</i>	0	0.2	0.4	4.1	6.8	4.6	6.1	7.7	6.4
<i>President's Program</i>	0	4.7	14.3	14.3	12.6	7.3	11.7	11.0	10.7
<i>ESR Programmes</i>	0	0.7	0.0	0.1	1.9	0.0	0.0	0.0	0.2
<i>Higher Education</i>	0	0.1	0.0	0.2	0.2	0.0	0.0	0.0	0.0
<i>Deeni Madaris</i>	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Ministry of Education (Planning Wing); Govt. of Pakistan; Islamabad.

Estimated Unit Expenditures of "Katchi" Class in the Public Sector

Although government budgetary documents do not report separate allocations and expenditures for the traditional style katchi classes but nevertheless there are certain "imputed" expenditures which could be estimated in terms of teacher's salary proportionate to his/her time devoted to katchi teaching; salary of non-teaching staff; share of katchi materials in total material costs, etc.

According to estimations quoted in "Financing of Early Childhood Education in Pakistan" (UNESCO, December 2003), the annual recurrent expenditures per student in government katchi classes in urban areas is Rs. 1,286, ranging between Rs 1,880 in Sindh to Rs 852 in NWFP (Table 10a). In rural areas, these expenditures (Rs. 948) are lower than in urban areas, ranging between Rs 1, 233 in Sindh to Rs. 568 in ICT.

Table 10a: Average Total Unit Expenditure (i.e., per Student) Of Traditional Katchi in Government Schools

	Average Total Expenditure/ Student		Punjab		Sindh		NWFP		Balochistan		ICT	
	Urb	Rur	Urb	Rur	Urb	Rur	Urb	Rur	Urb	Rur	Urb	Rur
Katchi (Govt)	1,286	948	996	836	1,880	1,233	852	1,093	1,416	1,009	-	568

* higher rural than urban expenditures, mostly due to very low enrolment in rural katchi, while teachers' salaries expenditures correspond to fixed government pay scales.

** no katchi classes in urban government schools in ICT

Source: Financing of Early Childhood Education in Pakistan; UNESCO; December 2003

Based on the above “imputed” expenditures, given the current urban enrolment in katchi class, estimated katchi class urban expenditure as percentage of the province’s primary education budget ranges from 1.2% in Punjab to 4.6% in Balochistan (Table 10b).

Table 10b: Estimated “Katchi” Expenditures (Rs.) in Urban Areas

	Punjab	Sindh	NWFP	Balochistan
Total Enrolment in katchi Class	375,832	103,973	86306	60681
Average Estimated Unit Expend.* (Rs)	996	1,880	852	1,416
Total Estimated Public Expenditure on Katchi Classes (Rs)	374,328,672	195,469,240	73,532,712	85,924,296
Estimated Katchi Class Expenditure as % of Primary Education Budget**	1.2%	1.8%	0.87%	4.6%

*Total Recurrent Expenditure/ Student
** Primary Education Budget 2005/06

Similarly, for rural areas, the estimated katchi class rural expenditure as percentage of the province’s primary education budget ranges from 4.2% in Sindh to 11.5% in Balochistan (Table 10c).

Table 10c: Estimated “Katchi” Expenditures (Rs.) in Rural Areas

	Punjab	Sindh	NWFP	Balochistan
Total Enrolment in katchi Class	1,962,389	376,850	833672	210900
Average Estimated Unit Expend* (Rs)	836	1,233	1,093	1,009
Total Estimated Public Expenditure on Katchi Classes (Rs)	1,640,557,204	464,656,050	911,203,496	212,798,100
Estimated Katchi Expenditure as % of Primary EducBudget**	5.3%	4.2%	10.9%	11.5%

*Total Recurrent Expenditure/Student
** Primary Education Budget 2005/06

Estimated Costs of ECE Infrastructure/Facilities

In existing public sector primary schools, the student-teacher ratios are very high: 42 in urban schools and 39 in rural schools. This leaves little “space” for accommodating pre-primary school children in these classrooms and hence, the urgent need for separate ECE classroom, trained teacher and specified learning materials.

To ensure the transformation of the traditional katchi services into good quality ECE, some public sector investments are required to establish the infrastructure (e.g., classroom, toilets, etc.), recruit separate ECE trained teachers and a maids; and provide the necessary teaching and learning materials.

Following are some physical and financial estimates of the investments to be made if these inputs are to be provided:

Dimensions of ECE Infrastructure Required

1	One Classroom (20 ft x 20 ft)	= 400 sq feet
2	2 toilets (each 10 ft x ft)	= 100 sq feet
3	1 verandah (10 ft x 20 ft)	= 200 sq feet
		<hr/>
		= 700 sq feet

Costs

Infrastructure (One Classroom)		
Classroom, Toilets & Verandah	700 sq feet x Rs 1,200 per sq feet	Rs 840,000
Land Cost		Rs 100,000
Furniture and fixtures		Rs 60,000
Sub-total		Rs 1,000,000

Annual Cost of One Teacher, One Maid and One-Class Materials		
Teacher (@ Rs 7000 per month x 12 months)		Rs 84,000
Maid @ Rs 3000 per month x 12 months		Rs 36,000
Materials		Rs 10,000
Utilities		Rs 25,000
Sub total		Rs 155,000

Costs of infrastructure, on average, are estimated to be Rs 1 million (though it would vary marginally across provinces) per classroom constructed. Recurrent costs of the transformation from katchi to ECE are estimated, on average, to be around Rs 155,000 per annum per classroom.

PRIVATE SECTOR EXPENDITURES

Early childhood education is well-organized in the private sector- offering playgroup, kindergarten, and Montessori style education with separate teacher, well-equipped classrooms with child-friendly furniture and materials. Although rural areas also have private schools with ECE, most of these schools/centers are located in urban areas.

Total private sector expenditures in urban areas calculated for the provinces/areas show that Rs 98 million is spent in Sindh, followed by Rs 74 million in Punjab and Rs 10 million Balochistan, Rs 7 million each in NWFP and ICT (Table 11a).

Table 11a: Total Expenditures (Rs.) in Urban Private Sector ECE Institutions

	Punjab	Sindh	NWFP	Balochistan	ICT	FATA	FANA
<i>Salaries</i>	38,960,935	64,752,444	4,531,940	0	4,455,600	0	1,173,145
<i>Equip repair</i>	1,062,533	2,052,229	75,320	0	284,790	0	56,000
<i>Building Repair</i>	4,949,915	2,733,880	418,000	0	457,888	0	76,000
<i>Equip Purchase</i>	4,889,225	3,024,148	427,419	0	131,980	0	1,006,295
<i>Transport & POL</i>	325,232	213,292	25,000	0	42,389	0	81,595
<i>Utilities</i>	5,280,446	7,467,301	721,202	3,600	434,059	0	191,388
<i>Rent of Building</i>	9,443,514	13,955,543	900,600	1,500	1,156,000	0	303,600
<i>Others</i>	9,790,435	4,557,761	239,500	5,000	34,300	0	218,000
TOTAL	74,702,235	98,756,598	7,338,981	10,100	6,997,006	0	3,106,023

Source: National Education Census 2006

As expected, total private sector expenditures on ECE are much lower in rural areas, ranging between Rs 6.6 million in Punjab and Rs 0.4 million in ICT (Table 11b)

Table 11b: Total Expenditures (Rs.) in Rural Private Sector ECE Institutions

	Punjab	Sindh	NWFP	Balochistan	ICT	FATA	FANA
Salaries	5,413,930	3,106,000	2,298,640	5,413,930	431,600	906,588	1,868,820
Equip repair	1,700	257,000	3,600	1,700	0	4,200	12,000
Building Repair	252,950	51,165	9,400	252,950	0	6,400	5,500
Equip Purchase	208,120	118,150	71,700	208,120	27,100	3,100	56,600
Transport & POL	10,000	0	2,000	10,000	0	2,100	0
Utilities	139,964	211,420	40,080	139,964	4,190	0	131,400
Rent of Building	239,400	505,200	150,610	239,400	4,800	12,000	98,200
Others	397,050	416,000	12,000	397,050	25,600	2,000	18,000
TOTAL	6,663,114	4,664,935	2,588,030	6,663,114	493,290	936,388	2,190,520

Source: National Education Census 2006

Per child private ECE expenditures are highest in urban Punjab with lowest in urban Balochistan, perhaps due to low enrolment in the centres (Table 11 c).

Table 11c: Total Expenditures (Rs.) per Child in Private Sector ECE Centres

	Punjab	Sindh	NWFP	Balochistan	ICT	FATA	FANA
Urban	7,573	4,374	2,717	235	3,290	-	-
Rural	979	2,504	752	1,147	6,666	-	-
TOTAL	4,882	4,231	1,617	1,076	3,403	-	-

Source: Calculated from the information in National Education Census

Financing of Pre-primary Education / ECE – Summary

- ◆ Despite the policy measure regarding the formalization of “katchi” (pre-primary) education in the National Education Policy (1998-2010), Early Childhood Education (ECE) has not been allocated any specific budget in the annual education budget announced in June each year.
- ◆ For the two years, 2001-03, the financial releases for ECE under ESR amounted to R 73.8 million to the four provinces, ICT, FATA and FANA. The aggregate utilization rate of these funds was 72%, varying between 51.2% in Sindh to 100% in Balochistan, FATA and FANA
- ◆ The ESR/ECE funds were spent by NWFP, Balochistan and FATA on the improvement of the “katchi” class in existing public sector schools. Besides this, there were, however, no financial contributions made for ECE by the provinces, except by Punjab, indicating that provinces/ areas did not consider it as a priority area in education. There were no more allocations made to ECE by the Federal Government.
- ◆ The annual recurrent expenditures per student in government katchi classes estimated for urban areas is Rs. 1,286, ranging between Rs 1,880 in Sindh to Rs 852 in NWFP. In rural areas, these estimated expenditures (Rs. 948) are lower than in urban areas, ranging between Rs 1, 233 in Sindh to Rs. 568 in ICT.
- ◆ Based on the estimated expenditures, given the current urban enrolment in katchi class, estimated katchi class urban expenditure as percentage of the province’s primary education budget ranges from 1.2% in Punjab to 4.6% in Balochistan. Similarly, for rural areas, the estimated katchi class rural expenditure as percentage of the province’s primary education budget ranges from 4.2% in Sindh to 11.5% in Balochistan.
- ◆ Per child private ECE expenditures are highest in urban Punjab with lowest in urban Balochistan.
- ◆ To ensure transformation of katchi services to good quality ECE, costs of infrastructure, on average, are estimated to be Rs 1 million (though it would vary marginally across provinces) per classroom constructed. Recurrent costs of the transformation from katchi to ECE are estimated, on average, to be around Rs 155,000 per annum per classroom.

SECTION IV: GOVERNANCE & COORDINATION OF ECE

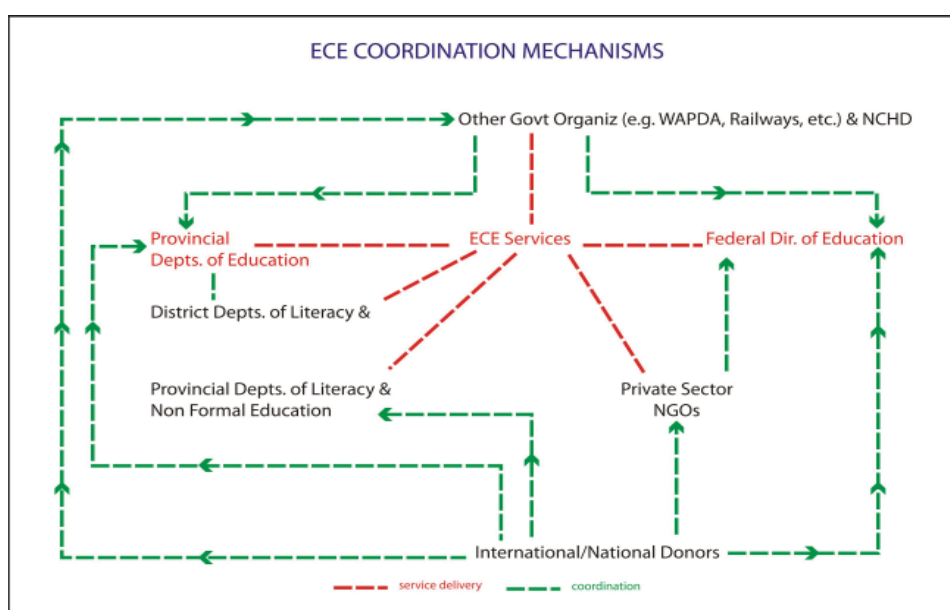
Pre-primary education services are delivered by a set of educational institutions, both public and private and non-governmental organizations. Since the Devolution of powers in 2001, education in the public sector is a district subject, with funds provided by the provincial exchequer- who receive their major finances from the federal pool of resources.

Governance and coordination between the various tiers of government i.e., between federal, provincial and district levels in the delivery of education services in general is well established in the financial context as flow of funds is a regular activity. However, beyond this, very little coordination is present in the fields of reporting, monitoring and evaluation of activities. For example, the provincial government is unaware of the existence of the ECE centers operating in a district, their number, enrolment or their teacher strength.

Though provincial education department maintains a financial record of the funds flowing to districts and, in response, receives budgetary expense reports from the districts, there is no sharing of information/ experiences across districts within a province or the provincial departments across the country, except when a donor-sponsored national level meeting is convened. The Federal Directorate of Education, responsible for education in Islamabad Capital Territory (ICT) schools is, too, not coordinated with any provincial or district department. The “other” public sector organization schools, such as those run by WAPDA, Railways, Army, etc, are not placed under the Ministry of Education but under their respective ministries. Though the National Education Management Information System (NEMIS) regularly collects information on the enrolments and teachers of these schools, but there is little coordination between their organizations and the Ministry of Education.

The private sector and the non-governmental organizations which run pre-primary classes in both urban and rural sector share little information either with the government sector or within themselves. However, donor organizations such as USAID, ADB, UNICEF, UNESCO, GTZ, the Dutch Government and others, sponsoring pre-primary activities in various provinces/areas/districts are coordinated with their respective stakeholders.

Following is a flow diagram, indicating the stakeholders involved in the direct delivery of ECE services and the nature of their coordination.



PART II: QUALITY OF ECE SERVICES**SECTION V: QUALITY OF ECE SERVICES***Situation Analysis*

Just enrolling younger children in school is not Early Childhood Education; rather, it is the overall development of the child. Physical, mental, social, emotional and spiritual growth is crucial in a child's overall development. ECE provides a holistic education, starting from what the child knows and building his self esteem and confidence. Over 20 years of international research shows that high-quality Early Childhood Education must be holistic, nurturing, consistent, hands-on, stimulating, exploratory, and integrate interactive learning across the curriculum. The most important component in quality Early Childhood Education is a caring classroom with a trained teacher and age appropriate learning material.

The effects of quality early intervention are many these include higher intelligence scores, higher and timelier school enrollment, less grade repetition and lower drop out rates, higher school completion rates, higher levels of academic achievement (ECE graduates are better developed), improved nutrition and health status, improved social and emotional behavior and improved parent child relationship. Quality early childhood education helps build confidence, competence and skills in a child.

For the five decades after independence, public policy, commitment and investment in Early Childhood Education in Pakistan has virtually remained non-existent. There have been no attempts to improve the quality of the traditional informal pre-primary sections in public sector school system. No investment was made in the past in recruitment or training of Early Childhood Education teachers; in curriculum development, or in the formulation of any other ECE learning material.

Minimum Standards for Quality ECE

- Trained ECE teacher
- Separate class room
- Age appropriate material
- Activity based learning
- No textual material
- Involvement of parents in classroom
- an Aya

After the commitment to Early Childhood Care and Development activities as one of the six target dimensions of EFA at the World Education Conference (1990), ECE regained prominence among policy makers in Pakistan. Besides other initiatives aimed at qualitative improvements, a national curriculum was designed for Early Childhood Education age group (3-5) in 2002 by the Curriculum Wing of the Ministry of Education. ECE centers were established under PC -1 in selected districts in Punjab and Sindh. Despite all these efforts the quality of Early Childhood Education could not be improved and it remained confined to traditional methods due to following reasons:

- 1 No mechanism to ensure dissemination and implementation of ECE curriculum at national level.
- 2 Lack of involvement of parents and community
- 3 Absence of learning material
- 4 Absence of trained teachers

ECE Curriculum

The government under the recent reforms in the education have formalized katchi class and made it an integral part of the new scheme of studies. ECE curriculum has been revised. According to the new curriculum there is no textual material for this grade only instructional material for the teachers. This instructional material would be prepared by relevant organizations and will be introduced through text book boards and with the approval of Ministry of Education. According to the present national ECE curriculum 2007 the age for ECE has also been revised and is now 4-5 years. The policy to develop learning material has also been revised.

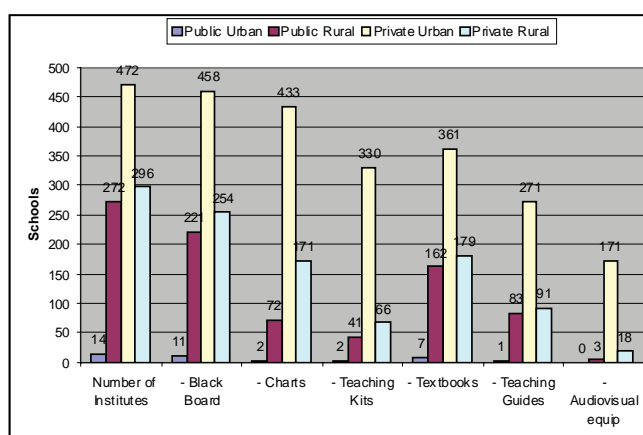
Now the private publishers with expertise are also encouraged to contribute. Following reflects on the status of materials availability in ECE institutions all over Pakistan at the present.

Table 12: Availability of Materials in Public and Private Sector in ECE Institutions in Pakistan

	Public		Private	
	Urban	Rural	Urban	Rural
Number of Institutes	14	272	472	296
- Black Board	11	221	458	254
- Charts	2	72	433	171
- Teaching Kits	2	41	330	66
- Textbooks	7	162	361	179
- Teaching Guides	1	83	271	91
- Audiovisual equip	0	3	171	18

Source: National Education Census 2006

The 1054 ECE centers all over Pakistan do not correspond with the requirement of the approximate seven millions children of age 3-5 years of age. In public sector, the availability of teaching and learning material in urban areas is 27% and in rural areas is 36%. This shows that the condition of ECE centers in public sector is very depressing. The availability of material in urban areas in the private ECE centers is 71% which is quite satisfactory but in rural areas, the material available in these ECE centers is 44% which is not enough to fulfill the learning requirements of the ECE children.



Training of Teachers: At present Primary Teacher Certificate (PTC) and Certificate of Teaching (CT) are the two pre service programs for the teachers. These programs have not been revised for many years. The content of these program do not have an Early Childhood Education component. The only section that gives teacher knowledge of child development is “Educational Psychology through Guidance” and that too is more theoretical and focuses children from 5-11 years. Involvement of parents is an important ingredient of Early Childhood Education which is missing in these programs. In year 2002, Diploma of Education was launched instead of PTC and CT programs. The duration of this program is three years after Matriculation and one and half years for those who have done FA/F.Sc. There is no specific portion about Early Childhood Education (ECE) in the Diploma of Education too. The contents of this course contain growth and development of children up to age13+ years. There is a need to develop a training program exclusively for the ECE teachers. Since the public sector institutions lack the capacities partnership can be developed with private institutions with immense implementation experience.

Assessment System for ECE

There is no proper assessment system for Pre-primary classes in Pakistan. Presently a system of automatic promotion has been introduced in both public and private school regarding pre-primary education. The promotion criterion is based on the teacher’s observation, child’s participation and over all performance during the learning activities in the class.

Side by side with modern education system there is also religious education system i-e Madrasas, which provide Islamic education. These institutions have their own assessment system for the children.

Situation Analysis: Summary

- ◆ *Just enrolling children is not ECE it is the overall development of a child which includes emotional, social, cognitive and spiritual development.*
- ◆ *A National Curriculum for ECE age group (3-5) was developed in 2002.*
- ◆ *ECE centers were established under PC -1 in selected districts in Punjab and Sindh under Education Sector Reforms. Despite all these efforts the Early Childhood Education could not be improve. I t remained confined to traditional methods due to lack of proper mechanism to ensure dissemination and implementation of ECE curriculum at national level, lack of involvement of parents and community, absence of learning material and absence of trained teachers.*
- ◆ *In the pre service trainings the ECE component is missing as a result the teachers are not aware about the learning requirements of this age group.*
- ◆ *There is no assessment system for this age group in the present scenario.*

PROVINCIAL ECE EFFORTS

The over all picture of ECE in the four provinces is not very encouraging in the government sector. A lot needs to be done in the public sector whereas some good practices exist in NGO sector that have made the difference in the areas where they are being implemented.

Balochistan

Curriculum, Textbooks, and Teaching-Learning Aids

Urban and rural public school teachers have not seen the National ECE Curriculum 2002. Provincial Institute for Teachers Education, Bureau of Curriculum and Extension Center etc are responsible for organizing teacher training and developing text books. Their efforts in the context of ECE are negligible.

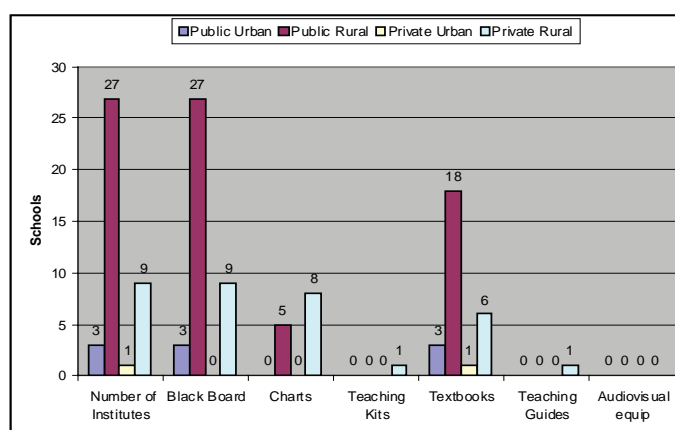
Mechanism to disseminate national curriculum to school teachers and heads that are actually responsible for implementation is lacking. The province has the Kachi class where the children of five years or more are enrolled. The Kachi class textbooks are not age appropriate. Teaching material is not provided by the government; some NGO(s) provide a small amount of material in public schools.

Table 13: Availability of Materials in Public and Private Sector in ECE Institutions in Balochistan

	Public		Private	
	Urban	Rural	Urban	Rural
Number of Institutes	3	27	1	9
- Black Board	3	27	0	9
- Charts	0	5	0	8
- Teaching Kits	0	0	0	1
- Textbooks	3	18	1	6
- Teaching Guides	0	0	0	1
- Audiovisual equip	0	0	0	0

Source: National Education Census 2006

According to the above table only black boards and textbooks are available in urban schools. These items are of limited use to children aged 3-5 because they need a variety of hands-on, tangible materials in order to acquire developmentally appropriate skills. Children aged 3-5 learn naturally through activity, but teachers cannot engage children in activity-based learning without proper materials. Although private sector schools are better equipped than public schools, they too lack teaching kits, teaching guides and audiovisual equipment. A multi-grade system is in place in the majority of public schools in Balochistan. In rural area schools, Katchi class and Grade I share a teacher and classroom. In urban schools, there is a separate Early Childhood Education teacher for approximately 20% of schools due to the large number of children.



Training of Teachers in Child Centered Practices

There is no consistent setup for teacher training or in-service professional assistance by the government for ECE teachers. The Extension Wing is responsible for the pre-service training of teachers at all levels, which includes B.Ed, Technical courses, CT, PTC, DM, MFTTP and PTI courses. The Extension Wing plans in-service and pre-service training, orientation of courses and coordination of training activities. They have not yet conducted any training for ECE teachers.

The Provincial Institute of Teacher's Education (PITE) has been involved in teacher training in the past. There are eighteen subject specialists in PITE who have received foreign training. They are capable of developing training modules but cannot plan ECE training for teachers due to the lack of financial resources, and lack of the government's knowledge of ECE.

The only government initiative taken is 'joyful learning' training program, which took place in 2004 in five districts with the funding support from ESRA-USAID. In these trainings, PITE trained 386 primary school teachers in joyful learning due to the non-availability of ECE teachers.

Summary: ECE initiatives in Balochistan

- ◆ *Situation of ECE in the public sector is very dismal.*
- ◆ *Multi grade system prevalent in Balochistan*
- ◆ *Urban and Rural Teachers in the public sector have not seen the National ECE Curriculum 2007.*
- ◆ *Admission age in katchi class starts at five or more years of age.*
- ◆ *Teaching material not provided by the government*
- ◆ *No consistent set up for teacher training or in service professional assistance by the government for Katchi/ECE teachers.*
- ◆ *PITE Quetta lacks material resources to plan training for ECE.*
- ◆ *Joyful learning only initiative undertaken by the government with the funding support of ESRA USAID. Under this initiative PITE Quetta trained 386 primary school teachers due to the non availability of ECE teachers.*

NWFP/FATA

Curriculum, Textbooks, and Teaching-Learning Aids

The concept of ECE is virtually nonexistent in NWFP/FATA public schools. Kachi class is divided into Awwal Adna and Awwal Ala. The admission age of Awwal Adna starts at a minimum of five years of age. The major hindrances to the implementation of quality ECE in NWFP/FATA schools are a shortage of teaching and learning material and non-availability of a separate ECE/Awwal Addna teacher or classroom. ECE materials like blocks, charts, beads/buttons, pictures and coloring materials are not provided in the schools due to the governments' limited financial resources. Most of the teachers are not familiar with the content of the National ECE Curriculum.

The government has negotiated with the private sector to develop textbooks and enhance the professional capacity of the teacher. In the private sector, GTZ provided technical assistance to the government of NWFP, Education department from 1997-2007. With the joint coordination of the NWFP Textbook Board, GTZ developed an ECE/Awwal Adna Teaching Guide on the concept of activity based learning. Although GTZ is providing technical assistance to the Education Department, the impact on children's learning achievement is not significant without proper teaching/learning material and other physical facilities. Teachers sometimes provide low cost learning material on their own behalf. The NWFP government has now plans to spend more money on the procurement of proper ECE materials in the classroom and on improving of the physical infrastructure of the schools.

Availability of Materials in ECE Institutions in NWFP/FATA

Table 14: Availability of Materials in Public and Private Sector in ECE Institutions in NWFP

NWFP	Public		Private	
	Urban	Rural	Urban	Rural
Number of Institutes	0	54	41	60
- Black Board	0	50	38	53
- Charts	0	26	36	37
- Teaching Kits	0	21	22	13
- Textbooks	0	50	32	37
- Teaching Guides	0	24	24	22
- Audiovisual equip	0	1	17	6

Source: National Education Census 2006

Table 14 indicates, there is not a single ECE public institute in NWFP's urban public schools. This reflects the level of importance given to ECE by the government. In the rural public sector, material is available in 54% of the total institutes. In the urban private sector, material is available in only 51% centers. In the rural private sector, the availability of necessary ECE material is 52%. Of the material available in these ECE centers, only less than 10% is teaching kits, teaching guides and audiovisual equipment.

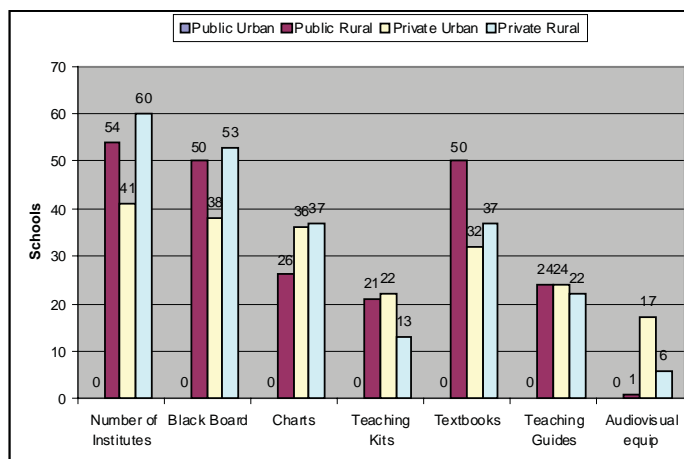
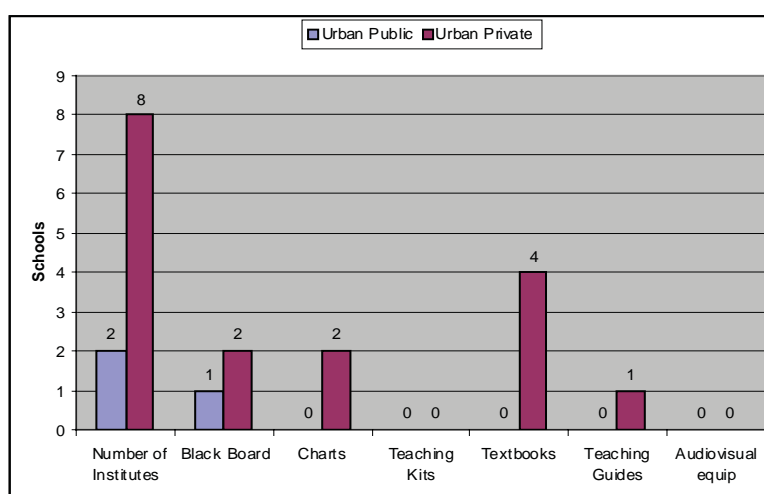


Table 15: Availability of Materials in Public and Private Sector in ECE Institutions in FATA

	Public	Private
Number of Institutes	2	8
- Black Board	1	2
- Charts	0	2
- Teaching Kits	0	0
- Textbooks	0	4
- Teaching Guides	0	1
- Audiovisual equip	0	0

Source: National Education Census 2006

The above table demonstrates the poor condition of ECE in the public and private sector in FATA in terms of availability of material. In public sector ECE centers, essential ECE material including, teaching materials like blackboards and chalk, is not available. In private sector schools, the overall availability of necessary teaching material is 19%, which does not meet children's learning requirements.



Training of Teachers:

GTZ has been playing an important role in the training of public school teachers in NWFP and FATA. Between 2002 and 2005, GTZ assisted the Department of Schools and Literacy in establishing an efficient and cost effective mechanism for in-service teacher education based on the cluster based cascade model. GTZ's teacher training unit helped the governments' Education Departments organize four-day training in which 22000 Kachi class teachers were trained. This included head teachers who were trained in management and school supervision. GTZ has also been providing support to the DCTE and PITE for strengthening teacher training programs.

Another GTZ initiative is to provide assistance to the Education Department in developing and piloting the "Mentor Teacher Program." Under this Program, 357 mentor teachers were trained and the pilot phase was successfully completed.

Over 300 community model schools have been set up in FATA by the Federal Government. These schools are comparatively better than other government schools because they have better physical infrastructure, separate classroom for each grade, qualified teachers and availability of material relevant to the grade. For the Kachi (Awwal Adna), block beads pictures books, charts and markers are available in the schools. These schools are affiliated with Federal Ministry of Education. The establishment of these community model schools in FATA is a positive step towards the improvement of the quality education in the backward and remote area of the province.

Summary: ECE in NWFP/FATA

- ◆ *The concept of ECE virtually non-existent in NWFP public schools. There is not a single ECE public institute in NWFP's urban public school.*
- ◆ *Lack of proper data on ECE. They do not agree with the data given in NEC.*
- ◆ *Katchi class divided into Anwal Adna and Anwal Ala. Admission in Anwal Adna starts at a minimum of five years.*
- ◆ *There is shortage of teaching and learning material and non-availability of a separate ECE teacher or classroom*
- ◆ *Over three hundred Community Model schools set up in FATA by the Federal Government with better physical infrastructure, separate classrooms for each grade, qualified teachers and availability of material relevant to the grade.*

Punjab**Curriculum, Textbooks, and Teaching-Learning Aids:**

The status of Early Childhood Education in Punjab is far better compare to other provinces mainly because of the provincial government's commitment to bring education with in the access of every person. Several initiatives have been undertaken under the slogan 'Parha Likha' Punjab in this context.

The Punjab Text Book Board developed a Primer for the Kachi class under the Punjab Education Sector Reforms Program (PESRP). The Primer covers the Curriculum's reading, writing and numeracy skills sections, but it does not cover life skills and creative development that play an important role in children's personality development in the early years.

Activity based learning is not implemented in true spirit in Punjab's public schools because supporting material is not available in classrooms. In many rural area public schools multi grade teaching system is prevalent due to none availability of extra rooms or teachers.

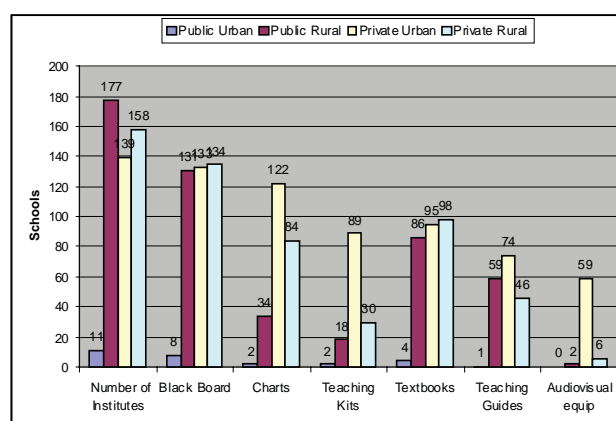
Currently, some private organizations are involved in the process of developing primers for the Early Childhood Education class in accordance with the revised ECE curriculum 2007.

**Table 15: Availability of Materials in Public and Private Sector
in ECE Institutions in Punjab.**

	Public		Private	
	Urban	Rural	Urban	Rural
Number of Institutes	11	177	139	158
- Black Board	8	131	133	134
- Charts	2	34	122	84
- Teaching Kits	2	18	89	30
- Textbooks	4	86	95	98
- Teaching Guides	1	59	74	46
- Audiovisual equip	0	2	59	6

Source: National Education Census 2006

As reflected in the above table in the urban sector, only 26 % of teaching and learning materials are available in the ECE centers in public schools. With the exception of black boards, only 18% of the materials are available, indicating the status of classroom materials. The lack of materials makes quality education and implementation of activity-based learning very difficult. The status of materials in Punjab's rural public schools is better than its urban schools; however, the overall availability of materials in rural schools (31%) does not meet the requirements of the children.



Furthermore, most of the teaching and learning materials are not used in public school classrooms because teachers have not been trained in their proper usage.

The availability of materials in private sector urban areas (68%) is comparatively greater than material availability in public sector schools. Although better than other areas of Punjab, 68% is still insufficient. The presence of materials in rural private schools (41%) is also insufficient. Beyond the material listed in (Table 15), other teaching and learning material in classrooms sometimes include blocks, beads, charts, flash cards; pictures etc. These materials enhance the creative development and learning capability of children, and thus play a significant role in their development.

Training of Teachers:

Although there are departments responsible for in-service and pre-service teacher trainings, ECE specific training has not been imparted to the teachers. Education Extension Center (EEC) re-named Directorate of Staff Development in 1993 is playing a vital role in improving the capacity of the teachers in the Punjab Education Sector Reform Program (PESRP) but all the efforts are directed towards primary level. The only ECE training conducted by DSD was a six-day training course at the end of February 2007 in coordination with the National Commission for Human Development (NCHD). 66 master teacher trainers were trained in 22 districts of Punjab. The main purpose of this training was to familiarize the teachers with the ECE curriculum, and to enhance the professional capacities through interactive group work, activity-based learning and practice using teaching material in the classroom.

Government Initiatives:

In Punjab, Kachi is equivalent to ECE. In actuality, Early Childhood Education programs differ from traditional Kachi classes in that they are better at fostering child development and establishing a learning foundation for further education. In Kachi classrooms, teachers do not use activity-based teaching methods because most have not received training for children of age group 3-5. Also, most Kachi classrooms lack activity-based learning material.

In 2002, the Literacy and Non Formal Basic Education Department (NFBE), Government of Punjab established 104 ECE centers in 8 districts in Punjab (13 each) under the Education Sector Reform. These ECE centers were closed due to discontinuation of funding in 2005. Contrary to Kachi classrooms, these ECE centers had activity-based learning material, such as blocks, shapes, jars, beads, and coloring materials. Teaching skills in these centers focused on improving the language and holistic development of children.

The classroom environment was colorful and appealing to children. ECE training programs emphasized the participatory learning method, joyful experience, visual presentation and use of toys for teaching. An important purpose of opening these centers was to improve the enrollment and decrease the dropout rate up to primary level. These centers also had an Aya, whose main duty was to contact parents and through door to door visits encourage them to send their children to school; besides cleaning the classroom.

District Government Rawalpindi also established 39 ECE centers in all its tehsils. Out of the 39 ECE centers, 26 were initiated by the District Government, and the remaining 13 fell under the provincial government. The Lahore College of Home Economics designed material for these centers and trained ECE teachers on the guidelines of the National ECE Curriculum. The professional qualification of teachers in these ECE centers was also up to the mark. ESR discontinued funding of all ECE centers in 2006, but District Government Rawalpindi on its own initiatives continued the centers through May 2007. These ECE centers did address the issue of dropouts in the community where they were located but could not sustain for long due to non availability of funds.

The National Commission for Human Development (NCHD) have established feeder schools for the easy access of education at the primary level and to catch on those students who are unable to enroll in formal schools due to one reason or the other. NCHD has established a total 18,582 feeder schools in 95 districts of Pakistan in which 3,212,392 students are enrolled. The enrollment age in these schools is 5-7 years which means that Katchi class age group is also taken care of. NCHD has also placed teachers in government schools where there are not sufficient teachers to meet the enrollment rate, and in remote areas where there is no access to education.

Summary: ECE Initiatives in Punjab

- ◆ *Status of ECE in Punjab comparatively better compared to other provinces*
- ◆ *Primer developed for katchi class which covers reading, writing and numeracy skills but not life skills and creative development.*
- ◆ *In 2002 104 ECE centers set up in the public sector in eight districts on pilot basis. These centers were closed down in 2005 due to lack of resources.*
- ◆ *Directorate of Staff Development conducted a six day training course for ECE teachers in coordination with the NCHD at the end of February 2007. 66 master trainers were familiarized with the ECE curriculum content in 22 districts.*

Sindh

Curriculum, Textbooks, and Teaching-Learning Aids

ECE in Sindh is yet to emerge as an important or priority area. The Bureau of Curriculum and Extension Wing and the local government of Karachi among other Departments are working independently on Early Childhood Education. Implementation of ECE programs in public schools is not on the priority list of provincial government.

Sindh Text Book Board responsible for developing text books, with respect to Early Childhood Education, has not developed any teaching/learning materials, text books, or workbooks in the light of National ECE Curriculum.

Table16: Availability of Materials in Public and Private Sector ECE Institutions in Sindh

	Public		Private	
	Urban	Rural	Urban	Rural
Number of Institutes	0	12	261	37
- <i>Black Board</i>	0	12	257	32
- <i>Charts</i>	0	7	245	19
- <i>Teaching Kits</i>	0	2	194	10
- <i>Textbooks</i>	0	8	211	26
- <i>Teaching Guides</i>	0	0	150	8
- <i>Audiovisual equip</i>	0	0	80	4

Source: National Education Census 2006

Table 16 indicates that overall, Sindh's Early Childhood Education component is quite weak. There is not a single ECE center within the urban public schools. The availability of ECE materials in the existing ECE centers is not satisfactory. Private sector ECE initiatives are relatively impressive. The availability of materials, without which ECE cannot be properly implemented, is 90% in urban areas and 61% in rural areas.

Training of Teachers:

The Bureau of Curriculum and Extension Wing, Jamshoro and the local government of Karachi have taken initiatives to implement ECE in public schools through teacher trainings and implementation of the ECE Curriculum. The curriculum was translated in Urdu and Sindhi language for the convenience of the teachers and teachers trained accordingly.

ECE Initiatives:

In 2003, the Bureau of Curriculum and Extension Wing, Jamshoro established 1200 ECE centers in public schools with funding from the Annual Development Program (ADP). The program aimed at enhancing the quality of early childhood education in public schools. Schools were identified on the basis of accessibility, and the availability of extra classrooms and teachers for ECE centers. With the help of education experts, the Bureau of Curriculum developed a comprehensive ECE Teacher's Guide that specifically follows ECE curriculum guide lines. The Extension Wing under the Bureau of Curriculum trained 2000 teachers and over 100 master teacher trainers in 23 districts of Sindh on the Teacher's Guide. The Bureau provided furniture as well as teaching and learning materials (e.g. blocks, toys, flash cards, beads, buttons and pictures) so that children could be introduced to the concept of learning through play.

Overall, teaching and learning materials could only be provided in 184 out of 1200 schools. In reality, the ECE program was implemented in full in 15% of the identified public schools. These centers due to limited financial resources, and lack of monitoring and evaluation mechanisms could not significantly bring a change in the overall ECE situation in Sindh .

The District Government Karachi initiated the establishment of 56 ECE centers in different areas of Karachi city in 2002. Under this initiative, a separate ECE teacher was assigned to each classroom for the effective implementation. Teacher Resource Center (TRC) an Ngo trained these ECE teachers in accordance with the National ECE Curriculum. Teaching and learning material in these centers was provided by the City District Government Karachi. A positive result of this program has been a decreased dropout rate and increased enrollment - certainly a valid reason to continue with the program. The District Government

is willing to continue the program with the partnership of NGO(s) working on ECE. For the effective monitoring and implementation of quality education, the provincial Education Department has set up a Standing Committee on Literacy and Non Formal Education. The role of this Committee is to identify the problems and weak areas of Sindh's education sector.

The Literacy & Non Formal Education Department Sindh responsible for improving and expanding ECE at the provincial level has developed a PC-1 to initiate proper implementation of ECE in government schools through a project titled "Establishment of 322 ECE centers in the Existing primary Schools in Sindh." EDOs will identify the schools in their respective districts. Under this project, separate ECE classrooms will be set up, and teachers will be appointed to meet the specific needs of ECE children. Teaching and learning materials for the ECE classrooms includes blocks, beads, story books, puzzles, mirrors etc. The Education Department will arrange 15-day ECE teacher trainings to enhance the professional qualifications of the teachers. The project if approved would help enhance the status of Early Childhood Education in Pakistan in general and Sindh in particular.

Summary: ECE initiatives in Sindh

- ◆ *ECE yet to emerge as a priority area in Sindh.*
- ◆ *In 2003 the Bureau of Curriculum and Extension Wing, Jamsboro established 1200 ECE centers in public schools with the support from the Annual Development Program.*
- ◆ *Curriculum Bureau developed a teaching guide for ECE teachers in accordance with the National Curriculum 2002.*
- ◆ *National Curriculum was translated in Urdu and Sindhi language for the teachers.*
- ◆ *2000 teachers and over 100 master teachers trained in Early Childhood Education in 23 districts of Sindh.*
- ◆ *Curriculum Bureau also provided teaching and learning material to the ECE class rooms.*
- ◆ *The impact of these centers could not be monitored due to lack of monitoring and evaluation mechanism as well as insufficient resources.*
- ◆ *56 ECE centers set up in different areas of Karachi city in 2002.*
- ◆ *PC-1 developed to initiate 322 ECE centers in existing Primary schools in Sindh. It includes teacher training package as well as provision of teaching and learning materials to class rooms*

ISLAMABAD CAPITAL TERRITORY (ICT)

Curriculum, Textbooks, and Teaching-Learning Aids

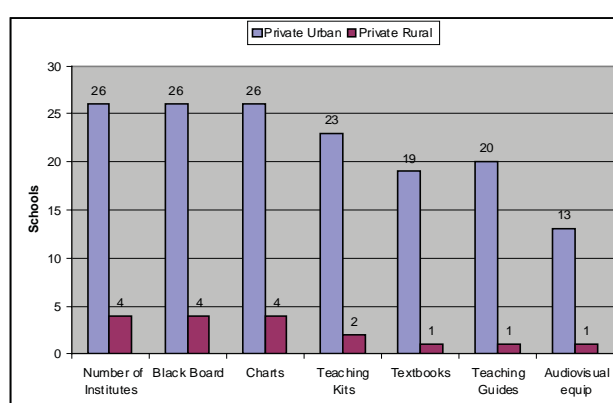
Federal Directorate of Education (FDE) Islamabad established as an attached department of Ministry of Education in 1967 has taken several initiatives to improve the standard and quality of early childhood education specifically, helping teachers to meet the new curriculum standards and to implement activity based learning. The FDE coordinates with international and local NGOs to conduct teacher trainings on compatible methods of child-centered teaching, provide age appropriate materials in classrooms, and offer regular technical assistance to teachers. Recently Kindergarten classes have been re-introduced in selected schools and more than 170 teachers have been trained by CRI Pakistan in accordance with the national curriculum. With respect to physical and teaching facilities; the FDE provides a trained teacher and separate classroom for Kachi/ECE class.

Table18: Availability of Materials in Private Sector ECE Institutions in Islamabad

	Urban	Rural
Number of Institutes	26	4
- Black Board	26	4
- Charts	26	4
- Teaching Kits	23	2
- Textbooks	19	1
- Teaching Guides	20	1
- Audiovisual equip	13	1

Source: National Education Census 2006

Regarding ECE teaching and learning material in private sector, the above table shows that 81% material is available in urban area ECE centers where as availability of material in rural area ECE centers is 56%. Another main concern is there are very limited ECE centers in both rural and urban areas do not meet the qualitative educational requirements of the children at early age. There is no ECE center in public schools, which shows that there is no importance for the improvement and expansion of ECE.



Training of Teachers:

The FDE organizes training workshops or refresher courses for teachers of all the grades during the summer session to improve their teaching skills. The training components include interactive teaching/ learning methodologies, effective communication with the young children, improving children's reading and writing skills, and fostering family involvement in schools.

ECE Initiatives

The official age for KG class in all Islamabad schools is 4-5, which is consistent with the new National ECE Curriculum 2007. The concept of improved Kachi or ECE was introduced in the federal capital in 2002 with the initiation of two projects by the FDE to institutionalize the Kachi class in Islamabad's public schools.

The aim of the first project, entitled "Kachi Class Project," was to strengthen the learning base of children at an early age. An improved Kachi class was introduced in 100 urban and rural public schools along with a full-fledged six-day training program that covered developmental domains of children and a Teaching Guide and Primer developed by foreign qualified ECE experts. A very comprehensive ECE kit called "Early Word of Child" containing cards, beads, buttons, pictures, blocks, story books, paints and colors was also provided in school. An ECE teacher and separate classroom were also provided to schools for the effective and valuable implementation of the project. A proper monitoring mechanism was also established through Area Education officers (AEOs) in order to ensure the quality of the project. Master teacher Trainers (MTT) provided methodological support to improve the efficiency of the project. These initiatives resulted in positive outcomes for children in term of increased confidence, sharp and critical thinking, active participation in classroom activities and self reliance.

The second project, “Child Friendly School Project,” was initiated in 30 rural area public schools in Islamabad with the funding support of UNICEF. The main objective of the project was to improve school enrollment through the implementation of friendly teaching methodologies. Trainings were organized under this project: three-day training programs for head teachers; twelve-day trainings for all grade teachers including the Kachi class teacher; and three-day training for the members of the Parent Teacher Association (PTA) in order to increase the role and responsibilities of the community. Colorful and innovative material was also provided in classroom to attract the children towards classroom. Training was also organized for non-teaching staff on how to best deal with parents and children.

In recognition of the importance of pre-primary schooling, the FDE introduced preprimary classes in 12 Model Colleges with the aim of expanding the initiative to the all public schools in Islamabad. The program draws on the valuable experience of previous Kachi class Projects; it is an amalgam of projects that have already been in other public schools in Islamabad. Under the Program, twelve-day training was organized for teachers. ECE appropriate teaching and learning material was also provided by the FDE to implement activity based learning and introduced interactive teaching methodologies in classrooms. Proper physical and learning facilities including a trained teacher and separate classroom were provided in schools.

Summary: ECE initiative in Islamabad Capital Territory

- ◆ *Official age for Katchi class is 4-5.*
- ◆ *FDE has taken several steps to improve the quality of Early Childhood Education. These include Child Friendly project of UNICEF and Child-centered class rooms by Children’s Resources International Pakistan*
- ◆ *The ECE program implemented in 2002 in 35 schools by Children’s Resources International has shown that the learning out comes of Children in CRI school is far better than the non CRI schools in Islamabad capital Territory.*
- ◆ *ECE teachers are trained in accordance with the national Curriculum.*
- ◆ *Class rooms are equipped with active learning material*

FANA

Curriculum, Textbooks, and Teaching-Learning Aids

There is no concept of improved Kachi in FANA. The official admission age for Kachi is more than five years. Teachers in the northern areas are unaware of the content of the National ECE Curriculum, but 70% to 75% meet the learning outcomes of the Curriculum’s listening, speaking, reading, writing, numeracy and life skills; only 25% of teachers’ teaching methods focus on the creative development of children. In the traditional Kachi class, a multi-grade system is in place in public schools due to limited facilities. No specific ECE material has been developed for the Kachi class in accordance with the National ECE Curriculum.

Table 18 : Availability of Materials in Private Sector ECE Institutions in FANA:

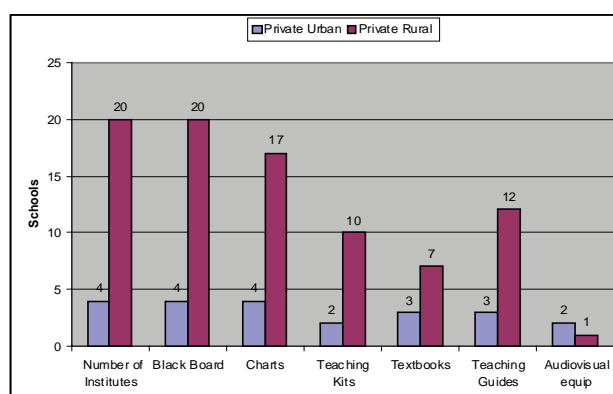
	Urban	Rural
Number of Institutes	4	20
- Black Board	4	20
- Charts	4	17
- Teaching Kits	2	10
- Textbooks	3	7
- Teaching Guides	3	12
- Audiovisual equip	2	1

Source: National Education Census 2006

Table 18 shows that there is very small number of ECE centers in private sector. The overall availability of material in these centers is 75% in urban area and 56% in rural area. But in public sector, no ECE center was established in FANA.

Training of Teachers:

No training program has been initiated for teachers in Early Childhood Education and no ECE innovative material has been provided in the classrooms.



Government Initiatives:

The only ECE initiative by the FANA government was the establishment of two ECE centers under ESR in 2002. The ECE teachers of these centers were trained by the Aga Khan University Institute for Educational Development (AKU-IED). They received material developed by TRC. There was also a separate classroom and ECE teacher. These centers closed in 2005 after three years due to the termination of funds by the government.

Summary: ECE initiatives in FANA

- ◆ *No concept of improved katchi. Official admission age for katchi is more than five years*
- ◆ *Teachers not aware of the contents of National ECE Curriculum.*
- ◆ *Only two ECE centers set up under ESR in 2002 which were closed down after three years.*
- ◆ *Multi grade teaching system*
- ◆ *Number of ECE centers very small*
- ◆ *No training program initiated for the teachers in Early Childhood Education*

ROLE OF NGOS/ PRIVATE SECTOR:

There are several initiatives in the ECE Sector being implemented and tested by NGOs and the private sector. Many are confined to a small number of schools and limited geographic area, although there are experiences with larger number of schools spread over a wider target area. Following is the description of some of the larger recent initiatives in the ECE sector.

The Aga Khan University –Institute for Educational Development (AKU-IED) plays an important role in education reforms that enhance the overall efficiency and effectiveness of education programs/institutions in Pakistan. AKU-IED's efforts focus primarily on enhancing the professional knowledge and skills of teachers and others responsible for implementing educational reforms. AKU-IED has developed an ECED Certification Course for kachi class teachers. The course is aimed at helping teachers gain an understanding of early childhood education and development, enabling them to build a wide range of effective instructional strategies within an indigenous cultural and social context. The course is based on active learning and hands on activities. It enhances teacher's subject content knowledge within an ECE curriculum framework and develops their understanding of young children's learning process and difficulties. By the end of the course, teachers are able to demonstrate a holistic understanding of the development of

young children. The Aga Khan Foundation (AKF) is also providing technical support to the “Releasing Confidence and Creativity” (RCC) project.

Children’s Resources International, Pakistan is a not for profit education institution implementing a comprehensive interactive teaching and learning program in more than 400 public schools. These schools are located in the entire school district of Islamabad besides Rawalpindi and Karachi City District. They are implementing their program in public schools since 2002 with the funding support of USAID. CRI Pakistan’s program has a strong ECE foundation, starting from kindergarten to grade VIII. CRI Pakistan works in collaboration with the government and has signed Memorandum of Understanding with the Federal Directorate of Education, City District Governments Rawalpindi and Karachi City District Governments in this regard. CRI Pakistan is helping teachers to meet the new curriculum standards while implementing activity based learning by holding trainings on compatible methods of child-centered teaching. To date CRI Pakistan has trained more than 5,000 teachers and heads (KG to Grade V) in public schools in accordance with the national curriculum and equipped over 2,000 classrooms with active learning material. They have translated best seller publications on child-centered classrooms in Urdu and distributed them among teachers. CRI Pakistan has also developed a guide for ECE teachers in accordance with the national ECE curriculum. CRI also provides regular technical assistance to partner school teachers. The teaching methodology has helped improve the performance of children in partner schools and has increased attendance in class room. Corporal punishments have decreased. Parental involvement an important ingredient of quality Early Childhood Education is an integral part of this program. The family literacy component of CRI program teaches basic literacy and math skills to non literate parents predominantly “mothers” by tying their learning with that of their children. This has helped bring the children and parents more close to each other making children confident and improving their academic performance. CRI Pakistan plans to give these mothers ECE kits so that the mothers can open ECE centers in their homes. CRI has strong linkages with the government and they inform and advise the government on education policy matters. CRI Pakistan has successfully conducted two policy seminars one in Punjab and the other in NWFP with the respective provincial education departments with the collaboration of UNESCO and UNICEF.

The Society for Community Support for Primary Education (SCSPEB) in Balochistan has taken the initiative to implement an ECE Program entitled “Releasing Confidence and Creativity” (RCC). RCC received financial assistance from USAID and technical support from Aga Khan Foundation. The Program was tested in five districts of Balochistan—Mastung, Chaghi, Pishin, Ziarat and Killa Abdullah—through a cluster-based approach, focusing on six clusters and targeting 50 government girls schools. The encouraging results of the first phase resulted in an expansion of the program into the second phase to 30 more schools (including boys’ schools) in two additional districts, Lasbela and Loralai.

SCSPEB partner schools have separate ECE rooms, with a proper ECE environment and Goshas (learning corners) where children can freely learn through games. The community and Parent Teacher School Management Committees (PTSMCs) have taken on a significant role in constructing rooms and are extending tremendous financial and technical assistance. Each school has been provided with a “Taleemi Basta” kit that includes story books, toys, colors, beads, buttons, flash cards, pictures and other reading and writing materials for activity-based learning.

Other Programs

GTZ in NWFP provides support to the Department of Curriculum and Teachers’ Education (DCTE) and PITE for strengthening teacher training programs. The Plan Pakistan is another IINGO working in Punjab and NWFP/FATA. The organization is more focused on a holistic approach to ECD. Through the establishment of ECD centers, Plan Pakistan aims to foster quality education at an early age and to improve the health of the children. The admission age in these centers is 2-5 years. The Society for the Advancement

of Education (SAHE) and Idara-e-Taleem-o-Aagahi (ITA) have played a significant role in promoting Early Childhood Education in Punjab although in focused districts. Sindh Education Foundation (SEF) has developed a proper monitoring mechanism at village schools in each district of Sindh and Balochistan for the RCC Project. They have also developed different types of ECD materials like an ECD resource book/CDs, two books by the name of “Nature” and “Parwarish,” and the first ECD informational website. All these attempts aim at promoting ECD concepts, research and best practices in Pakistan.

Teachers Resource Center (TRC) is another NGO developing material and Training teachers in Early Childhood Education based in Karachi. TRC has developed National ECE Curriculum 2002 and 2006. TRC has organized almost 11 workshops for ECE teachers in which teachers were guided about both general teaching skills and core subject teaching. TRC has designed different material resources that they have provided to schools working with them and to other organizations these include Pehla Taleemi Basta, Poetry Booklet Nazmon Ki Dilchasp Kitab and Video CD’s.

HANDS another not for profit institution has one RCC project funded by Netherlands Embassy/AKF. It is an Early Childhood Development and Education project phase III in district Matiari and Hyderabad. The Professional Development Center North (PDCN) in FANA offers programs aimed at improving the quality of teaching and learning through professional development. They offer many programs that are helpful for Kachi/ECE teachers.

Role of the Private Sector in ECE

Early Childhood Education is very well systematized in the private sector. ECE is an indispensable part of primary education in private schools. In the private sector, ECE comprised of Prep, Nursery, Kindergarten, Playgroup or Montessori style of education taking care of the holistic development of the children. The prep class enrollment age in all of the schools is 3-5 years. Private sector schools can be categorized into four types: rural area private schools, urban area private schools, private school systems and non-government schools (i.e. schools under an autonomous body).

1) Rural Area Private Schools

The situation of ECE in rural area private schools is not as satisfactory because the schools are not aware of the content of the National ECE Curriculum. As such, their ECE courses are not age appropriate. The fee in these schools varies from 100 to 300 rupees per month, which is affordable to only 5% of the total population present in rural areas. ECE material (i.e. blocks, colors, pictures books, beads and buttons, charts etc.) is not provided in the classroom because purchasing such materials for each classroom would not be economical for the owners of the schools since village school fees are relatively low. Teachers are not trained in activity based learning and are not well knowledgeable on the learning needs of young children. Teachers’ salaries are very low, which undoubtedly adds to the difficulty in improving the standard of education in these schools.

Another area of concern in these schools is the misplaced focus on institutional and infrastructure improvements. The focus on physical improvements not only creates competition between schools in terms of physical facilities but also detracts from a focus on professional development of teachers and other meaningful indicators of a quality school. The façade of a high quality school is especially a dilemma in rural areas since parents are not likely to be knowledgeable on the learning needs of their children.

There are certainly positive points to these schools as well. For one, there are separate classrooms and teachers. The schools also provide a clean and friendly environment for children, helping to

attract them towards the classroom and increase enrollment.

2) *Urban Area Private Schools*

The urban area private schools are comparatively better than rural area private schools because their teachers are more professionally qualified. However, like rural area teachers, they have no idea about the National ECE Curriculum and their courses are not age appropriate. The teachers follow the market syllabus book of some private publishers. Most of the teachers have not received specific ECE training but they understand the concept of activity based learning. ECE material is provided in the classrooms. School fees, ranging from 500 to 1000 rupees depending upon the location of the school, are high compared to rural area private schools. Urban private schools attract children and their parents through a friendly environment, clean classroom, colorful learning material and appropriate physical facilities. In some urban area private schools a separate 'Aya' is also provided to fulfill the requirements of the child's essential daily needs but not trained.

3) *Private School Systems*

Some private school systems (i.e. The City School, Beacon House School System, The Educators, Roots, SLS Montessori & High School, Frobel's International Schools, Head Start Schools and Grammar Schools) play a very positive role in fostering quality education in Pakistan in general, and quality ECE in particular. The pre-primary enrollment age in these schools is 2-5 years. The objective of these schools systems is to establish a foundation for academic excellence and character building, and to develop a sense of independence in children from an early age. Students are encouraged to be active participants in their education and to develop creativity and self expression in writing, art, speech, music etc. Students are kept busy through numerous activities such as indoor and outdoor social and creative play; and organized and directed individual and group learning experiences. These schools system provide children the opportunity to feel challenged, happy and secure, and to develop a positive attitude towards themselves, their environment and the learning process.

ECE in Private systems

- *Separate classroom*
- *Highly qualified trained teachers*
- *Activity Based learning*
- *presence of learning material*
- *involvement of parents*
- *well placed monitoring system*

The schools' academic sections are aware of the National ECE Curriculum. The nursery/ECE course content in these schools is divided into the following areas: listening/speaking/writing skills, numeracy, life skills and creative development. Parent involvement is a central component; the school administrations believe that parent cooperation and involvement plays a vital role in enhancing and improving the learning achievement of the children. Their teachers are highly qualified and able to meet the needs of the children. The schools also have a thorough monitoring mechanism in place and a precise setup for grade-specific teacher training. Trainings are based on the concept of activity based learning and hands-on experience. Some school systems have a specific teacher certification course to enhance the professional capacity of teachers. Learning material is also provided according to the child's age and learning needs.

These private school systems clearly provide quality and comprehensive ECE to their students. However, private school systems fees are highly unaffordable for the common man. The fees range from 3000 to 4000 rupees. Approximately seventy percent of the population lives in rural areas and cannot afford to pay such high fees. High quality ECE is thus inaccessible to the majority of the population of Pakistan.

Role of Deeni Madaris, the Religious Schools

Pakistan's Deeni Madaris are also playing an important role in the inception and promotion of basic education and in the academic coaching of Islamic education, including the teaching of moral values, Qirrat and Sunnah. In 2005/06, there were 1,512,445 students enrolled in 12,153 Deeni Madaris in Pakistan. Of these Deeni Madaris, 11,799 are privately managed, while only 354 are in the public sector. However, the role of the Madaris in early childhood education is almost negligible because the average enrolment age in Madaris is 5 - 8 years.

Pakistan's Madaris are affiliated with five Deeni Madaris Boards: Wafaq-ul-Madaris for the Deobandi school of thought; Tanzeem-ul-Madaris for the Baraelvi school of thought; Rabita-ul-Madaris for Ahl-e-Hadees; Jamat-e-Islami Madaris; and one for the Shia Sect

Some Madaris, where local children exclusively learn Qur'an recitation, are not affiliated with any board. In Board-affiliated Deeni Madaris, the admission age is 8-12 years, and in mosque Madaris, the admission age is 4-8 years. Some Deeni Madaris, most of which are Board-affiliated, provide formal education along with the religious education to children; their admission age however is also more than five years. Thus there are a large percentage of the children (aged 3-5) who join Madaris without receiving any formal education. Most students studying in residential Deeni Madaris are poor—an indication that they may be starting their education there because they do not have an alternative option.

In some urban areas, parents have arranged for their children to get a religious and Qur'anic education ("Qarri") at an early age. According to a research paper "Religious School Enrollment in Pakistan", less than 1% of enrolled students attend Madaris full time. While full-time Madaris enrollment is relatively low on average, there is geographical variation within Pakistan. The Madaris enrollment falls between 0.02 and 1 percent of total enrollment. The districts with the highest Madaris enrollments are in the Pashto-speaking belt—either in Balochistan or in the NWFP. There are 13 districts where the Madrassah market share is between 2 and 5 % and in Pishin, the madrassah market share is 7%.

PART III: KEY ISSUES & RECOMMENDATIONS FOR IMPROVING ECE IN PAKISTAN

SECTION VI: KEY ISSUES & RECOMMENDATIONS FOR IMPROVING EFFECTIVENESS OF ECE POLICIES AND PROGRAMMES IN PAKISTAN

KEY ISSUES IN EARLY CHILDHOOD EDUCATION

Major issues in Pakistan's early childhood education sector are as follows:

Access to ECE

- 1 Lack of realization and awareness among community and parents regarding importance of ECE.
- 2 Due to poverty and lack of access to basic social services, a majority of children under five years of age are suffering from malnutrition, poor health and lack of access to safe drinking water and adequate sanitation. This is adversely affecting attendance and learning outcomes in pre-primary and higher levels of education.

Quality of ECE

- 3 Quality of pre-primary services is lacking. In the public sector, there is no separate classroom for ECE, the teachers are not trained; and there is a dearth of teaching and learning materials in classrooms.

Financing of ECE

- 4 ECE is the lowest priority of the federal and provincial governments. Budgetary allocations to ECE are virtually non-existent. Funds allocated for ECE under Education Sector Reforms are inadequate to cater the needs of around 7 million children of the pre-primary age group.
- 5 Adequate investments are required for physical infrastructure, teaching and non-teaching staff; and learning and teaching materials to transform the public sector pre-primary katchi classes into good quality ECE.

Coordination of ECE

- 6 Lack of coordination amongst different service providers for ECE is a serious issue which is resulted in duplication and wastage of resources. There is no mechanism to share the experiences. Spatial planning needs to be replaced by integrated planning.

Governance of ECE

- 7 There is a lack of clear-cut policy, laws and rules for ECE.
- 8 Although pre-primary education (katchi class) has been recognized in the current National Education Policy as part of formal system extending elementary education from katchi to Grade VIII, yet practically no considerable measures have been undertaken to implement the policy provision with the exception of development of ECE curricula. Neither separate classroom and

teacher nor other essential facilities and services have been provided.

- 9 Despite the provision of establishment of ECE centres and recruitment and training of ECE teachers in the National Plan of Action (2001-15) for EFA, no steps have been taken to implement these measures.
- 10 Provinces, districts communities and schools lack the capacity to plan, implement and monitor ECE programs. Training facilities neither for teachers nor for managers/administrators are available.
- 11 Data/ statistics and facts and figures related to ECE are almost neither regular nor comprehensive. Research in ECE is another most neglected area.

RECOMMENDATIONS

Access to ECE

Transformation of Traditional Katchi Class into ECE

In the context of implementation strategy, all children in katchi classes must be registered. Katchi classes should begin in a phased manner i.e., priority should be given to schools with extra space and teacher; enrolment should be for children aged above three years and below five years; and a pupil within this age bracket should be allowed to complete his/her katchi class by age 5 years.

As improving the physical environment is a basic pre-requisite for student retention, despite the shortage of space, an effort should be made to make available the basic facilities (e.g., electricity and water) and to make the classroom attractive e.g. with colourful charts and pictures. Improved teacher quality through training and provision of curriculum/teacher guides in each katchi classroom is also important.

There is need for improved monitoring and supervision of katchi classes; the involvement of teachers, head teachers and parents through Parent Teacher School Management Committees (PTSMCs) and School Management Committees (SMCs) as well as resource mobilization with community involvement. This would also help retention of students in higher grades.

Advocacy for ECE

Role of national and international development partners is important, especially in advocacy (sensitizing politicians, bureaucrats and education department personnel on the importance of ECE and awareness campaigns for the parents and community) and in institutional capacity building (such as training of district ECE staff, teacher training, development of teaching and learning materials).

Quality

Proper dissemination of ECE curriculum

At present there is absence of proper mechanism to disseminate National Curriculum to the real implementers that is teachers and heads of education institution. Most of the provinces visited during the review exercise had not seen the National Curriculum of 2002. Now that there is a new national curriculum 2007 in place, the same should be distributed among the teachers and the heads in the four provinces through a proper mechanism so that the mistakes of past are not repeated.

Teacher Training

There is dearth of trained ECE teachers in Pakistan. The pre-service and in-service training do not match the global requirements. The teachers are not aware about the goals and the objectives of the national curriculum. There is a need to develop a proper ECE training program for the teachers which should be in line with the national curriculum. If the government training institutions do not have the capacities to update teachers with advanced methodology NGOs/private sector with rich implementation experience could be approached.

Availability of learning material

Availability of age appropriate learning material in ECE class room is a requirement for quality activity based learning. It is recommended that provision of age appropriate indigenous learning material be made in the national budget for the ECE classes. Private sector can play a role in providing technical input for the development of material, new methodologies and monitoring and mentoring system. Organizations such as CRI Pakistan, AKF and TRC are already providing models of improved ECE practice that offer lessons to the public sector.

Parents and community Involvement:

With out parental and community awareness, ECE programming cannot be a success. Parents and community members not only play a key motivational role in helping to increase enrollments at the pre primary level but also academic performance. They are also an untapped resource for filling in many gaps. Through increased community motivation and awareness raising, the community could possibly be mobilized to provide support for a Young women to facilitate their young children's early learning experience. Similarly class room space could also be provided with in the community-provided premises, not necessarily in a formal school setting.

Financing of ECE

Adequate Allocation of Resources for ECE

ECE should be a part of overall primary education, with a separate budget line specified for ECE. It is recommended that the share of education in national budget should be increased from 2.1% to 4% of GDP, with the share of primary education in the total education budget comprising 50%; and with 15%-20% of the primary education budget allocated to ECE in line with EFA projections.

It further recommended that the provinces and district governments should enhance allocation for primary education and ECE; donors should provide technical assistance and bear all costs of Teachers' Training for ECE; and the possibilities of private sector funding should be explored e.g., introduction of the concept of "Adopt-a-School" program. Adult literacy centers should begin ECE for children under 4 years. Madrassahs (religious schools) should also include ECE in their system.

Coordination of ECE

Coordination between Stakeholders needs to be strengthened

At present, there is weak coordination between the stakeholders in ECE which needs to be strengthened. Education services are delivered at the district level and as such it is recommended that provinces should facilitate coordination between districts in matters of education. This will allow for sharing of information and "lessons learnt" at various levels of education, including ECE.

There is also a need for strengthening coordination between public and private sectors as well as the civil society. As private sector is also operating pre-primary classes, with better facilities and equipment, the public sector can gain from sharing their experience, teacher training and ECE materials.

Involvement of parents through Parent Teacher School Management Committees (PTSMCs) and School Management Committees (SMCs) as well as of the community members will yield positive impact on managers, teachers and students of ECE. ECE students, in particular, would benefit immensely and it

would have a positive impact on children's academic performance.

Governance of ECE

Governance needs to be improved

Undoubtedly, the key issue is lack of good governance, not only in ECE but in the education sector as a whole. Enforcement of laws, policies, rules and regulations is a basic pre-requisite for development in any sector. Besides the federal government, provincial and district governments should play their roles in delivering good quality ECE. Education planners and managers at all levels should be sensitized and trained to implement and monitor the ECE programs. It is important to arrange regular follow-up and monitoring/evaluation of ECE programs and the organization of orientation and awareness seminars/workshops/conferences at provincial/district/union council levels for education officials and other stakeholders.

Early Childhood Education (ECE) is an important sub-sector of the overall education system in Pakistan. By providing basic learning and social skills in a child, ECE lays the foundation for learning in higher classes and more importantly, retention in school. It is therefore important for policy makers and planners to divert adequate technical and financial resources to this important area and give due importance to both access and quality aspects of early childhood education.

ROLE OF PARTNERS IN ECE POLICY REVIEW

UNICEF and UNESCO will extend technical and financial support for the preparation, refinement, and finalization of the report on ECE Policy Review. In particular, UNESCO will support the Ministry of Education in the overall coordination of the review process besides undertaking the quantitative analysis i.e., issues related to the access to, and the financial aspects, of ECE. UNICEF will sponsor Children's Resource International (CRI), a leading international NGO

More specifically, the role of partners will be divided for the following activities:

Ministry of Education:

Projects Wing, Ministry of Education, will be responsible for the following tasks:

1. To convene meetings of the Coordination Committee for providing a platform for harmonization and coordination of efforts to all national level stakeholders of ECE and partners of ECE Policy Review exercise.
2. To prepare/oversee report of quantitative dimensions of the policy review report covering following aspects:
 - i. **Access to ECE:** Data on population of ECE age group, enrolment (figures) in various categories of ECE services, including;
 - a) Enrolment at Katchi or pre-primary classes in the public sector
 - b) Enrolment of model ECE Centres in the public sector
 - c) Enrolment of private sector commercial schools (based on Education Census or estimation etc.)
 - d) Participation Rate (Net) of ECE (pre-primary/Katchi) in public sector
 - e) Overall Net participation rate (public and private sectors combined)
 - ii. **Facilities of ECE**
 - a) No of posts of ECE teachers (if any) in the public sector (or findings to be derived from average per school teacher ratio)
 - b) Number of separate rooms for ECE classes or average of per school rooms in public sector (particularly in rural areas)
 - iii. **Budget allocations and expenditure on ECE**
 - a) Budget releases by Federal Government to the provinces for ECE component under ESR
 - b) Budget allocations (if any) by the provinces for ECE
 - c) Support and financial assistance by the international community for ECE related projects, including data on number of ECE centers established or supported, number of new ECE teachers sponsored, number of Govt. teachers trained in ECE methodologies, enrolment etc.
 - d) Per head or per ECE pupil cost
 - iv. **Assessment of Progress achieved (2001-2006)**
 - a) Rate of growth of ECE facilities in public sector, private sector etc. (if available)
 - b) Rate of growth of budget allocations for ECE in the public sector (if available)

- c) Rate of growth of enrolment figures at ECE level
 - d) Rate of growth of Net Participation Rate at ECE level in the public sector
 - e) Comparison of progress in ECE with respect to targets of Pakistan's National Plan of Action for EFA (budget, number of new ECE Centers, teachers appointed, rooms built etc.)
- v. **Coordination and governance issues**
- a) Inter-ministerial coordination
 - b) Intra-ministerial coordination
 - c) Inter-provincial coordination
 - d) Coordination between public sector, private sector, and NGOs
- vi. **Any other quantitative aspects**
3. To organize national level seminars and/ or forums, in collaboration with CRI, UNESCO, and UNICEF, to present draft report (both Quantitative and Qualitative parts) and seek inputs from other stakeholders
 4. To work with CRI for synthesization of part reports on quantitative and qualitative dimensions to form a consolidated report in accordance with the outlines agreed between the stakeholders.
 5. To finalize national report in collaboration with CRI, UNICEF, and UNESCO, in the light of comments and feedback from the stakeholders.

Children Resource International, Pakistan (CRIP)

Children Resource International Pakistan (CRIP), an international NGO, significantly contributing in the field of ECE in Pakistan, was initially designated by UNESCO Islamabad as the lead researcher for the ECE Policy Review. Its representatives had participated in a meeting in Bangkok, held during February 2007, to plan the review process. CRI will be the main partner of the Ministry of Education for the policy review. CRIP will be entrusted to the following responsibilities.

1. To liaison with the Ministry of Education (Projects Wing, EFA Section/ECE Unit), UNICEF and UNESCO for jointly planning the modus operandi for preparation of qualitative and quantitative parts of the report on policy review of ECE in Pakistan, with a view to avoid overlapping. CRIP will mainly cover qualitative dimension of the review, especially focusing on following aspects and issues of ECE in Pakistan:
 - i. ***Curriculum, textbooks, and teaching-learning aids:*** An analysis of the suitability of curriculum for ECE prepared by the Ministry of Education, status of its implementation in the public sector schools at provincial and national level, and gaps, if any.
 - ii. ***Training:*** Prevailing practices and mechanisms for the training of teachers in special methodologies of ECE, and scope of their coverage. A review of the training material available in the public sector and state of its dissemination etc. will also be undertaken by the CRIP.
 - iii. ***Physical facilities:*** Extent of availability of physical facilities needed for ECE and their suitability in terms of space, learning environment, teaching-learning/play material etc.
 - iv. ***Effectiveness of policies:*** A critical and objective assessment of the status of implementation of various policy decisions pertaining to ECE in Pakistan, preparation of annual action plans and their implementation, bottlenecks and hindrances towards implementation and achievement of ECE goals in the country.
 - v. ***Private sector:*** A full section on the role and contribution of private sector commercial schools, suitability of their curriculum, training systems, coverage, fee structure, affordability or access by urban and rural poor, linkages with public sector curriculum, strengths and gaps etc.
 - vi. ***NGOs sector:*** Qualitative aspects of various ECE programmes supported by NGOs/INGOs or international community, their coverage, and impact on public sector policies and practices, if any. Case studies of selected innovative programmes may also be included in this section by highlighting their distinguishing features etc.
2. To undertake consultations and discussions with NGOs and private sector working for ECE in the country

- to solicit information and data about their on going and future initiatives in this area.
3. To revise and finalize report (qualitative part) on ECE Policy Review in consultation with UNESCO, UNICEF, and Ministry of Education (Projects Wing, ECE Unit/EFA Section) and feedback from other important stakeholders.
 4. To participate and contribute in the meetings of the Coordination Committee/Technical Committee formed for planning and finalization of Report on policy review of ECE.

Table A.1: Pre-Primary Enrolments by Provinces 2005/06

	Public Sector			Private Sector			Both Public and Private Sectors		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<i>Punjab</i>	1230432	1107789	2338221	892862	807674	1700536	2123294	1915463	4038757
<i>Sindh</i>	274069	206754	480823	283767	236126	519893	557836	442880	1000716
<i>NWFP</i>	544957	375021	919978	206092	112495	318587	751049	487516	1238565
<i>Baloch</i>	175479	114176	289655	33000	17588	50588	208479	131764	340243
<i>ICT</i>	3263	3452	6715	12240	10026	22266	15503	13478	28981
<i>FATA</i>	131252	68869	200121	22798	5056	27854	154050	73925	227975
<i>FANA</i>	18010	14240	32250	16405	13098	29503	34415	27338	61753
<i>AJ&K</i>	63376	60015	123391	41479	33587	75066	104855	93602	198457
PAKISTAN	2440838	1950316	4391154	1508643	1235650	2744293	3949481	3185966	7135447

Sources: *Pakistan Education Statistics; AEPAM*; 2007Table A.2 Official Pre-primary Age (3 & 4 yrs)
Group Population 2005/06

	Male	Female	Total
<i>Punjab</i>	2115661	1944385	4060046
<i>Sindh</i>	892206	804482	1696688
<i>NWFP</i>	559979	530640	1090619
<i>Baloch</i>	227073	201257	428330
<i>ICT</i>	25765	24573	50338
<i>FATA</i>	101668	96990	198658
<i>FANA</i>	34127	32669	66796
<i>AJ&K</i>	111161	106809	217970
PAKISTAN	4067640	3741805	7809445

Sources: *AEPAM & for Populations Statistics (NIPS)*

ANNEX III

ECCD Activities of NGOs and Private Organizations in Pakistan

Table B: Nature of ECCD Activities* undertaken by NGOs and Private Organizations

Province/Institution	Source of Funding	Location	ECCD Activities									
			Day Care	ECCD Ctr/Pre-school	Curriculum Develop.	Material Develop	Teacher/Staff Training	Monit. & Superv.	Health care	Parental / Awareness		
BALUCHISTAN												
Society for Community Support for Primary Education in Balochistan (SCSPEB)	Several foreign donors	Rural		X				X				
Save the Children, USA	DFID	Rural						X				
Gehwara Baby Day Care Centre	Social Welfare Deptt.; GoB.	Urban	X									
Beaconhouse School System	Self	Urban		X								
City School	Self	Urban		X				X				
NWFP												
Strengthening Participatory Organization (SPO)	UNICEF & Self	Urban & Rural		X								
Save the Children (Pak)	Self	Urban & Rural									X	
Khyber Welfare Association	Self	Urban	X	X								
College of Home Economics, Peshawar	Self	Urban		X								
Tiny Tots Nursery	Self	Urban		X								

Province/Institution	Source of Funding	Location	ECCD Activities									
			Day Care	ECCD Ctr/Pre-school	Curriculum Develop.	Material Develop	Teacher/Staff Training	Monit. & Superv.	Health care	Parental Awareness		
PUNJAB												
CCRC, College of Home Economics, Lahore	UNICEF	Urban & Rural			X	X		X				
SOS Children Villages of Pakistan	Corporate and Private Sector	Urban		X								
APWA (Punjab Branch)	Fees/Private donations	Urban	X									
Pak. Girl Guides Assoc.	Self	Rural & Urban	X					X		X		
Alfalah Organization SINDH	Self	Rural	X									
Anjuman-e-Kashan-e-Atfaal-o-Nauehal	Private Sector	Urban	X									
Behbud Association	Corporate Donors and Philanthp.	Urban		X						X		X

Province/Institution	Source of Funding	Location	ECCD Activities										
			Day Care	ECCD Ctr/Pre-school	Curriculum Develop.	Material Develop	Teacher/Staff Training	Monit. & Superv.	Health care	Parental Awareness			
APWA (Karachi)	Self and Bhaiamian Foundat.	Peri Urban & Urban Slums		X								X	
Teachers' Resource Centre	AKF; CIDA.	Urban & Rural			X	X	X		X				X
Montessori Child Develop. Centre	Self	Urban		X									

Note: The above activity profile is based on a limited-sample survey conducted in the provinces mainly to indicate the nature and direction of approaches adopted by the non-government and private sector in ECS. The sample is, certainly, not statistically representative.

Source: A National Case Study on the Delivery of EARLY CHILDHOOD SERVICES (ECS) IN PAKISTAN; Review of Coordination Mechanisms in the Public Sector; UNESCO, February 2003.