

EARLY CHILDHOOD CARE AND EDUCATION IN SINDH: COMPARATIVE ANALYSIS WITH PUNJAB AND KPK

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ABSTRACT

This research has been conducted with a view to investigate the current status of Early Childhood Care and Education in Sindh, its comparative analysis with Punjab and KPK, highlighting, Gaps and Challenges in ECCE, such as Lack of proper legislation, Restrictive Budget for ECCE, In-adequate Infrastructure, Lack of Awareness Regarding ECCE Schooling System, No Standardized ECCE Curriculum, Recruitment of ECCE Teachers, Absence of formal ECCE teaching cadre, No vigilant Monitoring and Evaluation, Poverty Syndrome. Role of Deeni Madrasah, less Enrollment, Quick Dropout of Students, No Female Teacher Availability, Burdening Role of Private Schools in Providing Costly ECCE Schooling. To determine practical solutions for improving and promoting Early Childhood Education. For this purpose of the study, the provincial education managers collected data, and in the three provinces, the research findings and recommendations provide strategic guidance to the stakeholders of Sindh province to sustain Early Childhood Education. All recommendation of implementation of NEP 2009/2017, increasing ECCE budget, recruiting of ECCE cadre teachers on merit, improvement of existing ECCE schooling system by providing basic facilities along with study material of ECCE if complied in letter and spirit ecce schooling will boost and produce educated gentry in fact an educated nation.

Keywords: Early Childhood Care, Education, Sindh, Punjab, KPK, Comparative Analysis.

INTRODUCTION

Education plays an obligatory role and tantamount a gross significance

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in nation building. It is vividly accepted universally that the development of a nation depends upon excellence in education that rather tends to be much eminent among the people. Education, is, therefore, deemed as recognition to curb the menace of poverty, rising production, improving standard of living, and making progressive nation. Education has remained the major concern of government in Pakistan since independence. However, no successful intervention has been made in the field of education though half-hearted endeavors have been made in the past and the present situation has assumed an alarming one.

Officially, first formally documented policy for institutional and integrating *Katchi class* was announced for 1998-2010 where ECCE was included in its 15-year National Plan of action as one of the three priorities to achieve “EDUCATION FOR ALL”.

Subsequently, connecting to National Education Policy 2009, funding was reflected in Education Sector Reform Programs (ESR) where financial resources were provided to the Provinces in the purported areas. The first Curriculum for ECCE was drafted in year 2002, revised in 2006, which included through 12 schemes of studies but unfortunately remained unimplemented at provincial and federal level.

Presently provincial and regional pilot projects have been made where ECCE centers established in the country, which is segment of Education sector plan of Provincial educational departments.

Education Policy 2009 determined age for ECCE as 3 to 4+. As per data of Education for 2015-16, total enrolment (pre-primary class and un-registered children) was 87 lacs, and Gross Enrolment Ratio (GER) 74%. Majority of these enrolled children are above 5 years' age. Out of these, 42lacs are in private sector and remaining in public sector educational institutions. *Katchi class* is an added as primary education. No separate classrooms for ECCE or separate specific teachers for ECCE in public sector schools. Whereas in private school's separate classrooms and dedicated ECCE teachers are employed. (NER) net rate of enrollment of ECCE children in Pakistan is around 36% (rural 61%: urban 42%).

Recent study and surveys indicate that infrastructure and services for ECCE are in-adequate, in the country. In total, 2/3 of public primary schools do not have the basic capacity of separate classroom for '*Katchi*' or ECCE class.

The conditions ECCE schooling of rural areas is more miserable as compared to urban. The survey states that more than 70% primary schools do not have basic ability to teach in “Kachchi” or ECCE classes. ECCE children need separate classrooms, fixed with colorful pictures, audio video learning aids especially intended for this age group. Each ECCE classroom needs dedicated teacher, well trained in methodologies for ECCE.

Global and countrywide obligations of for ECCE (*Katchi*)

Pakistan is signatories of international treaties, covenant and conventions, for ensuring fundamental rights of children, including their healthcare, education, and protection against harassment and violence.

International Covenants

a) *Convention on the Rights of the Child (CRC)*

In the year 1990 Pakistan signed this convention. This Convention related to child rights and development of child through inculcating education and providing basic health facilities.

b) *United Nation’s SDGs*

UN presented goals/targets for underdeveloped/developing nations in year 2015. Pakistan being its signatory have to achieve targets including SDG no. 4 which is pertaining to education while. SDG no. 4.2 is especially for ECCE schooling: we have to achieve target of ECCE schooling by 2030.

Federal and Provincial Governments are developing measures to attain SDG’s education goals.

National Obligations

The subsequently policy drafted for ECCE schooling which not only covers international obligations but also fulfils national commitments.

a) *Execution of Article 25-A 1973 Constitution*

To fulfill constitutional requirements every province of Pakistan including federal capital drafted policies and enacted laws for provinces for provision of free of cost education up to age of 16 years especially to pre-primary and early childhood education (up to age of three years’ children).

b) *Provinces Commitments (PESP)*

In line with NEP 2009 requirements, the provinces have formulated long-term educational projects with international partners. In all

these educational projects, the promotion of school education and the quantitative objectives of ECCE are considered in the respective provinces.

Goals/Targets of National & International Commitments

a) *United Nations SDGS*

It is mandatory being signatory to UN SDGs to make all necessary arrangements in providing quality education with special emphasis ECCE schooling by the year 2030

b) *Incheon Declaration 2030*

Pakistan has ratified this declaration where in every signatory country is bound to provide one ECCE schooling for the development of child

c) *Targets of NEP (2017)*

Recently updated NEP 2009 which is known as NEP policy 2017 which also pay especial emphasis on provinces to provide ECCE schooling free of cost and achieve targets by the year.

Significance of the Study

Pakistan being signatory to UN SDGs to make all necessary arrangements in providing quality education with special emphasis ECCE schooling by the year 2030

In addition to international responsibilities and the need for NEP 2009/2017, the governorates have formulated long-term educational projects with international partners. All these educational projects include the promotion of ECCE education in the respective districts and objective objectives are also reviewed e.g. ECCE Policy (2015) in Sindh and the ECCE Policy (2017) in Punjab.

As per ASER 2018, the national enrollment of ECCE in last four years is static between 39 in 2014 to 36% in 2018. While in Sindh it has increased from 37% in 2014 to 44% in 2018. In Punjab ECCE enrollment is also slide to 52% in 2018 as compared to 55% in 2014. In KP, it is 30% in 2018, while in 2014 it was 38 %.

The aim of this study is to build a comprehensive rationale to overcome this gap by making changes in policy, implementation plan and bridging the important gaps.

The findings of this research will be useful for insight development of all stakeholders in understanding the policy and its implementation in Sindh province.

Delimits of the Study

Due to paucity of the time and resource constraints, the research study was surrounded to secondary source of available in the education departments of Sindh, Punjab and KPK and material available on websites searched on Google.

Objective of the Study

The objectives of this study as follows: -

- To examine the current status ECCE in Sindh and its comparative analysis of with provinces Punjab and KPK ECCE systems
- To find gaps and challenges in ECCE in Sindh if any with recommendations of workable solutions
- To formulate recommendations and implementation mechanism for addressing ECCE related issues in Sindh.

LITERATURE REVIEW

This part presents review of the related literature, which include concept of Early Childhood Education (ECCE) Schooling, importance of ECCE, benefits of ECCE, national policies, reports, studies and provincial/ regional scenario of pre-primary schooling (ECCE) in Pakistan.

Concept of Early Childhood Education (ECCE) Schooling

ECCE schooling mainly relates to in the early years schooling of infantile children. ECCE Schooling has perspectives and experiences that aim to effect developmental change before officially entering classrooms, classrooms, or elementary schools. Children do not develop in size; they are developing people, things and their challenges in their environment.

All children benefit from early-time development through the ECCE schooling, however, children's role in structure and quality education learning varies from one to another.

ECCE schooling is important not only to what is happening inside the child, but also what sort of care is needed by child which will boost the development of child for healthy development of child basic health care facility and proper care and interaction is (NEP, 2009/2017).

The Importance of ECCE schooling

Strong foundation /base is necessary for erecting long structure in building house Likewise, before a child comes to primary school, A strong foundation should be laid on the needs of their families, their communities and their cultural values, including their physical, mental, emotional development in young children. The effective ECCE schooling of child lays strong base.

Learning process starts since birth. Researchers and available literature states that almost 80% of the brain of child is developed in the initial years, (birth to age of 8 years).

The significance of ECCE is well-acknowledged fact globally. It is now widely recognized that the effects of initial developments of child through ECCE a lifetime further more as child receive care, education from parents, teachers and caregivers determine how a child learns and relates in school in particular, and life in general.

In the early years, children typically develop emotional intelligence, confidence, inquisitiveness, objectivity, self-discipline, cooperation, competence, and cooperation.

Analysis of data and accessible literature states that of early development support produce positive results not only in instant means for the child and parents, but also in terms of the child's capability to pay to the society, introduction of ECCE Schooling in the primary years of childhood offer remarkable prospect to shun weak learning problems and to bring long-lasting impact to individual and the society.

Status of ECCE Schooling in Pakistan

It is generally accepted now, that first three years of a child life has long life impact due to primary care earned through parents, teachers and caring ones, in school and home. This holistic development defines a child socially physically and emotionally in later years his personality composite.

The primary learning benefits in social and economic concepts of society on human discrimination on wealth and status, and investment in poverty ridden children can make a tangible change through ECCE to discourage abnormal social behaviors and make capable mentally to connect to the outside world.

Policy Framework of ECCE in Pakistan

The ECCE concept was as *Katchi classes* till 1970s in rural areas of Sindh and Punjab to attend schools informally for enrolment in next year where Rota method was practiced.

First National Education Policy was drafted in 2009 wherein Federal Education Department and Provincial Education Departments were directed to prepare educational plans keeping in view of International Obligations mentioned in the policy with special emphasis on early childhood education. Responding this, Firstly Sindh developed policy in 2015 and notified in 2017 focusing on establishment of necessary pre-primary learning methods to improve child outcome. Likewise, Baluchistan created policy in 2015 and Punjab in 2017.

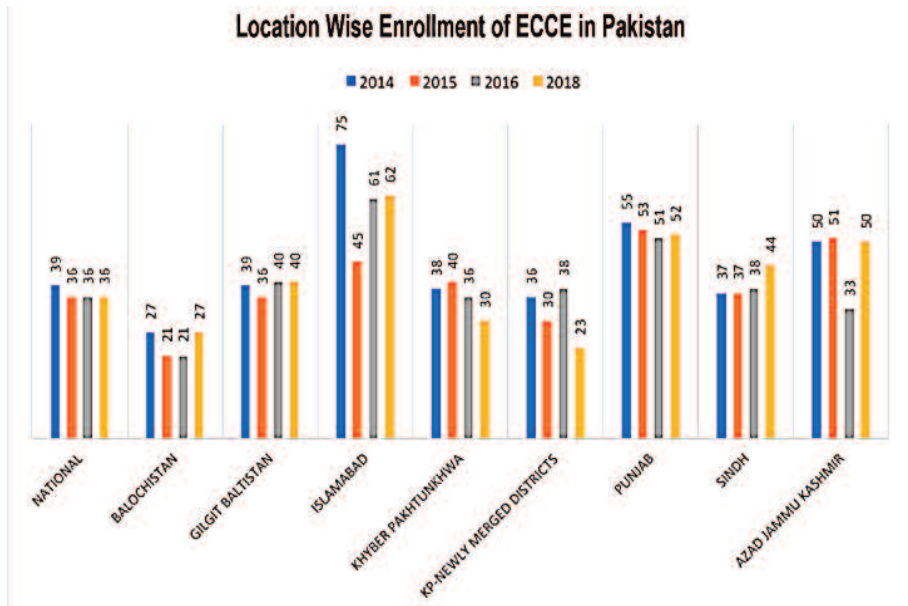


Figure 1. Location wise Enrollment of ECCE in Pakistan¹

Status of ECCE Schooling in Province of Sindh

Sindh is the second largest province with 47.9 m population spreading on area of 14091.4 sq.Km of Pakistan having urban and industries as major component. The increase at the rate of 2.41% annually in population since census 1998 is multiplying due to migration and other factors, affecting density per sq. km from 43 per sq. km to 340 per sq. km in 2017.

¹Source: ASER- 2018

Table 1: Demography of Sindh

Area of Sindh	140914 sq.km
Population	47.9 million
Urban Population	52%
Rural population	48%
Districts	29
Talukas	121
Avg. Household Size	6
Avg. Birth per Woman	2

*Source: Population Welfare Department Sindh

Table 2: Students Enrollment Data of Sindh

Level	Enrollment		
	Boys	Girls	Total
Primary	2,016,185	1,386,206	3,402,391
Middle	117,146	111,686	228,832
Secondary	376,766	253,571	630,337
Higher Secondary	146,523	81,126	227,649
Total	2,656,620	1,832,589	4,489,209

Source: SEMIS 2009-10²

This table refers to. Teachers-Student Ratio, Student-school Ratio and Student-Classroom Ratio with comparison to rural urban divide across all levels from pre-primary till higher secondary.

Table 3: Teachers-Student Ratio, Student-School Ratio and Student-Classroom Ratio

Year	Student / Teacher			Student / School			Student / Classroom		
	Urban	Rural	Overall	Urban	Rural	Overall	Urban	Rural	Overall
2006	24	36	30	232	64	148	43	43	43
2007	24	37	30	198	70	134	41	44	43
2008	23	35	29	210	70	140	40	44	42
2009	24	37	30	221	72	147	42	45	44

The ECCE enrolment in public schools in Sindh is 704,570 with 81% rural. The Pakistan Education Task force survey reveals that private schools in urban area have larger enrolment than public schools with 82% as per AEPAM 2008-09 reports.

²Source : SEMIS 2009-10

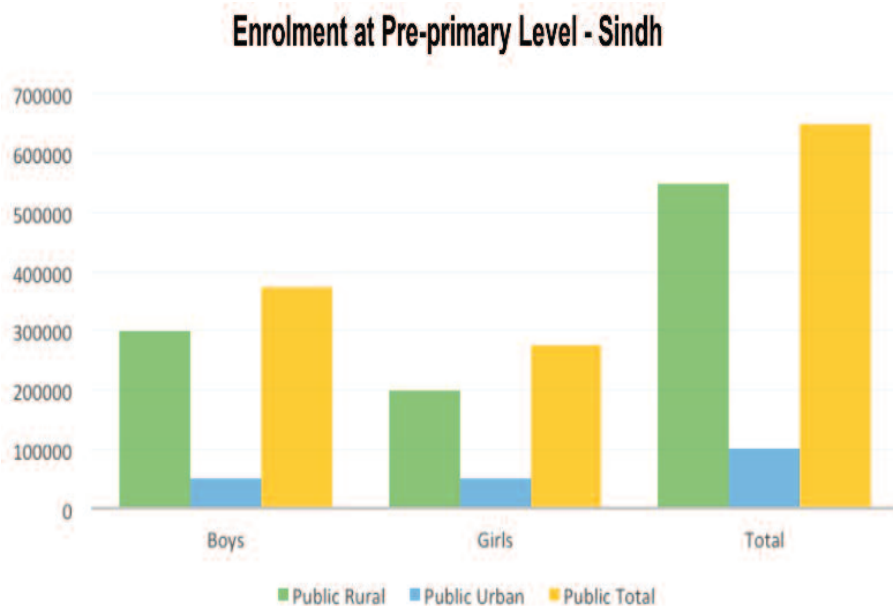


Figure 2: Enrolment at Pre-primary level - Sindh

Role of Private Sector in ECCE Schooling³

Non-Government private institutes are speeding in ECCE to provide Montessori teacher trainings prominently just like:

- I. Institute of Education Resource and Development Centre (ERDC),
- ii. Institute of AKU (Agha Khan)
- iii. Institute of (AKU-IED),
- iv. Institute of Teachers Resource Centre (TRC), Teachers Development Centre (TDC).

There are few institutes which have adopted their own ECCE curriculum such as:

- i New Century Education (NCE),
- ii Association for Academic Quality (AFAQ),
- iii. Oxford University Press (OUP) and Book Group.

The commitment of private NGO in education sector is rather noteworthy, which is in brief given below (Table 4):

³Source: Education for All & Sindh. (December 2009). Directorate of Literacy & Non Formal Basic Education, Department of Education and Literacy. Government of Sindh.

Table 4: Contribution of NGO sector at ECCE level

Organization	Contribution
Teachers Resource Centre (TRC)	Development of National ECE curriculum; Training of teachers in ECE area
Agha Khan Education Services, Pakistan (AKES,P)	Establishment of quality schools with ECE emphasis with thriving ECD classes and Montessori section
Health & Nutrition Development Society (HANDS)	Working in 10,000 villages of 5 districts of Sindh, focusing on ECD
Human Development Programme (HDP) of AKU	Focusing on ECED 0-8 years, target of intervention include teachers, caregivers, lady health workers (LHWs)
Agha Khan University – Institute for Educational Development (AKU-IED)	Teacher training and continuous professional development through certificate and master programme, development of material for ECE classes, research on ECE.
Other Organizations Include: CGN, HOPE, PAVHNA etc.	Provision of ECED and advocacy
Children’s Global Network-Pakistan (Formerly Children’s Resources International (CRI))	Provided technical and financial assistance to a programme titled Child-Friendly School Programme along with UNICEF.

Status of ECCE Schooling in Province of Punjab

To further the National education policy of 2009, Punjab Government through Punjab Education Sector Reforms Program (PERSP) included ECCE schooling with funds transition at provincial and district level out of its own budget.

Following measures have been taken in Punjab for promoting ECCE: -

- a) Free learning materials including storybooks are given to ECCE children.
- b) Parent’s involvement is encouraged and they are motivated to send their children to schools.
- c) International donor agencies and NGOs are encouraged to provide facilities for launching ECCE classes in all public and private sector primary schools.
- d) Government has introduced and institutionalized formal ECCE at primary school level.
- e) Funds have been provided to Parent Teacher Council to construct additional rooms in primary schools. ECCE Rooms have been established in 1225 schools.
- f) Training has been imparted to ECCE teachers and head masters of the concerned ECCE schools, members of school councils and

education managers of districts regarding ECCE. Teacher training sessions for one or two days have been organized for 1225 ECCE schoolteachers.

- g) Caregivers have been hired in children primary schools to facilitate ECCE teachers and to look-after. Punjab government has transferred caregivers' funds for one year in School Management Council (SMC) accounts for 1250 primary schools. Caregivers have been appointed on cash incentive basis. The scholarship of Rs.3800/- per month by School Management Councils (SMCs) has also been allocated.
- h) Atmosphere of the existing classrooms is made more eye-catching through colorful painting on the walls with some themes for learning at initial years.
- i) A day care center is established in Directorate of Staff Development (DSD) to look after children of female teachers and managers who come for training in DSD.
- j) Table 5. Shows that net intake rate in ECCE is currently 76% in Punjab and the target is to reach 100%.⁴

Table 5. Net Intake Rate in ECCE in Punjab

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

⁴Source: National Institute of Population Studies

Projected Additional Children in Punjab:

Table 6: Shows projected additional children in schools in Punjab

Additional Children in Schools						
	2013-14	2014-15	2015-16	2016-17	2017-18	Total
ECE	230472	252197	276086	302356	331246	1392357
Primary	671719	499673	1627006	711070	922942	4432410
Middle	233129	341901	219533	219533	219433	1233529
Secondary	139548	242838	131025	129801	129801	773013
Total	1274868	1336609	2253650	1362760	1603422	7831309

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Table 7: Shows Level Wise Out of School Children in Punjab

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

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Status of ECCE Schooling in Province of Khyber-Pakhtunkhwa

Following National Educational Policy, ECCE was included as major component for educational change by the Government of KPK. In the (Education Sector Plan) 2010 to15, it was decided to **“introduce and institutionalize formal Early Childhood Education (ECCE) at the primary school level”**. Later on, ESP 2015-20 stressed upon urgency of preprimary education for both boys and girls alike.

Khyber Pakhtunkhwa issued notifications to admit four plus age group children in all public sector primary schools. The early-childhood and *Katchi classes* are included in primary education. Consequently, primary cycle consists of seven grades instead of five grades. Apart from this, there is a class of un-enrolled students which exists in almost every public sector primary schools. These kids usually come to school along with their siblings. The parents send them to schools to make acquainted them with school atmosphere. Khyber-Pakhtunkhwa government is facing the

⁵Source: National Institute of Population Studies

⁶Source: National Institute of Population Studies

challenge of million out of schoolchildren; therefore, government is taking all possible steps to bring these children in schools.

Following steps have been taken in Khyber Pakhtunkhwa for promoting ECCE: -

- i. Corporal punishment for ECCE students has been completely banned.
- ii. Free text books, reading materials and story books are provided to children enrolled in ECCE.
- iii. Parents' involvement is promoted and they are motivated to send their children to schools.
- iv. International donor agencies and NGOs are encouraged to provide facilities for launching ECCE classes in all public and private sector primary schools.
- v. More than 400 ECCE rooms were supposed to be constructed in 2015.

METHODOLOGY

This study was qualitative in nature. Data was collected from all the relevant Education Departments of Federal and Three Provincial Governments (Sindh, Punjab and KPK) and those concerned who are working Early Childhood care and Education across Sindh, Punjab, and KPK. Document Analysis was conducted which includes reports and studies on Early Childhood Care and Education in Sindh, Punjab and KPK. Data collected from the recorded facts in form of documentation available on early childhood care and education. Comparative analysis has done based on reports, assessments, facts and figures obtained from Sindh, Punjab, and KPK.

RESULTS

ECCE which is pre-primary (*Katchi*) education system in Sindh, Punjab and KPK province of Pakistan having almost same issues with reference to not attaining international and national commitment goals/targets.

These are the gaps /issues in non-provision of ECCE to the children of Sindh, Punjab and KPK provinces of Pakistan.

Lack of proper legislation by Federal/Provincial legislative assemblies in the line of international commitments and set targets:

Proper legislation has not been done by federal government except

national education policy (2009/2017) which should cater the needs of international standards of early child hood education, provincial governments of Sindh, Punjab and KPK has also not shown any seriousness in legislation for giving legal cover to foundation education system.

Restrictive Budget for Education department by Federal and Provincial budget ECCE is negligible:

Very meager budget just 2.2 % GDP is reserved for education for the financial year 2017/2018 which is low as compared to previous year budget allocation (2.3% of GDP in Financial Year 2016), which is the lowest in the South Asia. Federal govt. allocated Rs 10.12 billion for ECCE and primary education affairs in budget Financial Year2018/19 which is meager.

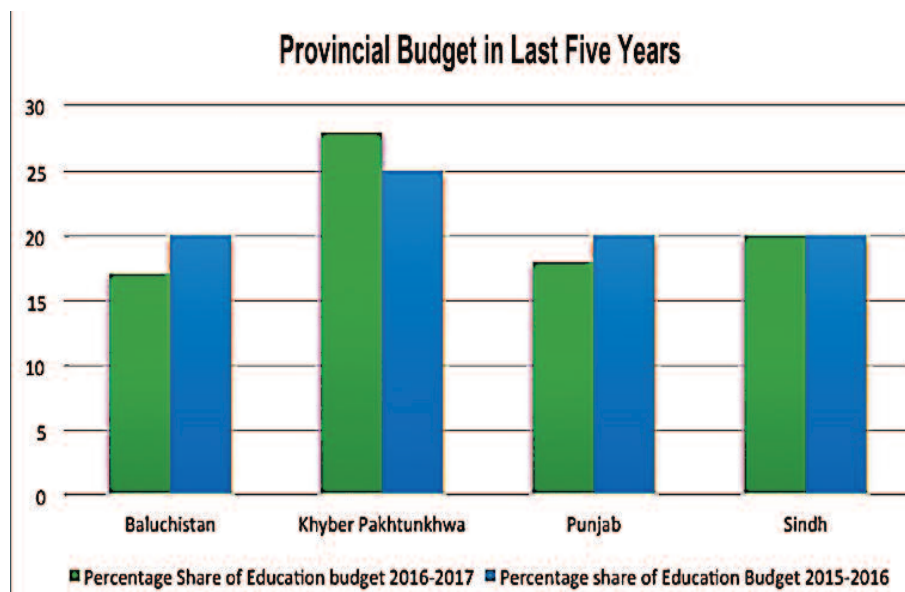


Fig. 3: Status of provincial budget in last five years

In-adequate Infrastructure for ECCE Schooling

There are many public schools' buildings, which are devoid of ECCE schooling system such as no any separate classroom for ECCE system, conditions of public schools mostly in rural areas of Sindh Punjab, and KPK are devoid of basic facilities of life such as drinking water, electricity and toilet facility.

Lack of Awareness Regarding ECCE Schooling System

Early child hood education previously known as *Katchi* or pre-primary with leased facilities now renamed as ECCE with most sophisticated tools

for children aged 3 to 5 years. Most of people in rural areas of Sindh, Baluchistan, and Punjab are not aware of ECCE system of schooling and its importance.

No Standardized ECCE Curriculum

Since independence, ECCE schooling was not paid proper heed. After formation of national education policy in 2009 and subsequently in 2017. The National ECCE Curriculum 2017 formulated with covering international obligations but still lag behind in being implemented.

Recruitment of ECCE Teachers

Recruitment in federal and provincial education department mostly done by political influences and no any meritocracy is adopted in the process.

Absence of formal ECCE teaching cadre, Special Training to ECCE Teachers

Mostly teachers given additional assignment of ECCE schooling who are already appointed on political references and need special training which is also mandatory in national education policy 2009/2017.

No any specialized ECCE curriculum related training is given.

System of vigilant Monitoring and Evaluation

National educational policy at federal and provincial plans lacks proper system of vigilant monitoring and evaluation of ECCE schooling.

Poverty Syndrome

Country is inflicted with plethora of social, political and economic problems, among the economic problems the most glaring being that of poverty which is eating our social fabric like termite. poverty is also cause of not sending children to schools rather child labor is produced.

Role of *Deeni Madrasah*

As mentioned above that poverty is cause of most of the ills in the society so to avoid this syndrome most of the poor parents send their children to free of cost *Deeni Madrasha* which also cater the religious needs and also feed their children along with religious education. This trend keeps children away from ECCE schooling.

Lack of Awareness regarding ECCE schooling system

Due to dearth of ECCE schooling know how in general public. Parents

are unwilling to send their kids to schools and prefer to keep them with their grand parents.

Issue of Enrollment

ECCE schooling just recently has momentum so percentage of its enrollment is also low at federal and provincial level especially very low in Baluchistan KPK and Sindh.

Dropout Students

The meager enrolled ECCE children are dropping out slowly due to less facility of so young children which needs special care/baby care, especial toilets/diaper etc.

At Coeducation ECCE schooling No female teacher available

Keeping in view the early aged children aging from 3 to 5 years female ECCE teachers are required which can handle the kids properly but unfortunately there is dearth of female teachers at federal and provincial level.

Role of Private Schools in Providing Costly ECCE Schooling

System of ECCE schooling with most sophisticated methods equipped the modern furniture for audiovisual learning for ECCE children is adopted but with high cost which few families living in urban areas can opt for.

CONCLUSION

The provisions of education policy (2009/2017) regarding ECE have not been implemented in letter and spirit in all three provinces/region. Hence, provincial/regions Education Departments have started ECE classes in public schools in accordance with their own consideration.

Other reasons include lack of financial resources with department is an aspect and distance of school from training institution is one of the important reasons of not getting appropriate ECE Training.

The implementation of NEP 2009/2017, increasing ecce budget, recruiting of ECCE cadre teachers on merit, improvement of existing ECCE schooling system by proving basic facilities along with study material of ECCE if complied in letter and spirit ecce schooling will boost and produce educated gentry in fact an educated nation.

RECOMMENDATIONS

- i) Federal and provincial governments should develop strategy for**

implementation of provisions of National Education Policy 2009/2017 on ECCE - Quality & Access in letter and spirit

- a. Holistic development via Play
- b. Age Group 3 to 5 years
- c. Universal Access by 2019
- d. ECE Classes attached to Primary Schools
- e. ECE Teachers undergo 2 years training

ii) Increase in Budget share for Education department by Federal and Provincial budget for ECCE schooling

Increase in budget share at least 5% of GDP. Currently low budget of just 2.2 % GDP is reserved for education for the financial year 2017/2018 Federal govt. owed Rs 1012 million for ECCE and primary education affairs in budget for Financial Year 2018/19 which is meager should be increased.

iii) Building classes/ Infrastructure for ECCE Schooling

There are many public school buildings, which are devoid of ECCE schooling system such as no any separate classroom for ECCE system. Establishment of at least one classroom for ECCE in every primary school with all facilities.

iv) Creating Awareness among masses regarding ECCE Schooling System

Massive Community Mobilization regarding Early child hood education (*Katchi* or pre-primary) in the entire country and Utilize health centers/hospitals to conduct awareness sessions and its holistic development benefits on child's personality development and its importance of ECCE system of schooling.

v) Unified Standardized ECCE Curriculum,

As Since 1947, ECCE schooling was not paid proper heed. After formation of national education policy even in 2009 and subsequently in 2017. The unified National ECCE Curriculum 2017 formulated with covering international obligations this be implemented unified in all provinces.

vi) Meritocracy in Recruitment of ECCE Teachers

Recruitment in federal and provincial education department must be done on meritocracy in ECCE Schooling. Third party testing &

recruitment guide lines must be established.

vii) Formation of ECCE teaching cadre / Capacity building, / Imparting of Special Training to ECCE Teachers

Especial cadre teachers (Caregiver) ECCE schooling be appointed and special training which is also mandatory in national education policy 2009/2017 be imparted Qualification criteria for ECE teachers in the initial implementation be required, Diploma& Certificate in ECE/Montessori/Nursery.

viii) Effective Monitoring and Evaluation mechanism

Effective mechanism of monitoring and evaluation at federal and provincial level be adopted in ECCE schooling.

ix) Make more effective social protection mechanisms to alleviate Poverty Syndrome

Pakistan is inflicted with plethora of social, political and economic problems, among the economic problems the most glaring being that of poverty which is eating our social fabric like termite. poverty is also cause of not sending children to schools rather child labor is produced so social protection mechanism be made effective to alleviate poverty by doing needful in the following departments/projects.

- a. Zakat (cash transfer, private contribution)
- b. Pakistan Bait ul Maal (cash/in-kind support, fed budget)
- c. Workers' Welfare Fund (cash/in-kind support, housing, employee's contribution)
- d. EOBI (pension, grants, employee's contribution)
- e. Public Works Program (Federal budget)
- f. Microcredit (small loans, credit line by donors)
- g. Provincial Social Security (health services, cash support, employee's contribution)
- h. BISP (cash transfers, federal budget)

x) Role of Deeni Madrasah be limited to religious education

As mentioned above that poverty is cause of most of the ills in the

society so to avoid this syndrome most of the poor parents send their children to free of cost *Deeni Madrasha*, which should be limited to the religious needs and trend of ECCE schooling be enhanced.

xi) Efforts to increase ECCE students Enrollment

ECCE schooling just recently has momentum so percentage of its enrollment is also low at federal and provincial level especially very low in Baluchistan KPK and Sindh.

xii) Efforts to stop Dropout Students at ECCE

The meager enrolled ECCE children are dropping out slowly due to less facility of so young children which needs special care/baby care, especial toilets/diaper etc.so maximum efforts be made to provide basic facilities and provide learning materials.

xiii) Recruiting female teacher Coeducation ECCE schooling

Keeping in view the early aged children aging from 3 to 5 years female ECCE teachers be appointed who can handle the kids properly.

xiv) Check on Private Schools in fees structure in providing ECCE Schooling

System of ECCE schooling with most sophisticated methods equipped the modern furniture for audiovisual learning for ECCE children is adopted but with high cost which few families living in urban areas can opt for.

xv) Role of NGOs in promoting ECCE schooling

Local and international NGOs be encouraged and contacted for promoting ECCE schooling.

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