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District Early Childhood Education (ECE) Plan 2011 - 2015

District Sherani

Developed by:

Education Department, Government of Balochistan

In Collaboration with

PPIU, SCSPEB

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Society for Community Support for Primary Education, Balochistan



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Acronyms

B.Ed	Bachelor Degree in Education
BEMIS	Balochistan Education Management Information System
CBOs	Community Based Organizations
CSO	Civil Society Organization
CT	Certificate of Teaching
DCO	District Coordination Officer
DCR	District Census Report
DFP	District Focal Person
ECE	Early Childhood Education It is operationally defined as both formal/informal and public/private education services for children aged between 4-5 years. (In the context of this Plan, 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).
EDO (E)	Executive District Officer (Education)
EFA	Education for All
ESR (2001-2005)	Education Sector Reforms: Action Plan 2001-2005
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
INGOs	International Non-Government Organizations
Katchi	it is the term used for pre-primary schooling (for children aged 4-5 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).
M.Ed	Masters in Education
MDGs	Millennium Development Goal (MDG)

MICS	Multi-Indicator Cluster Survey
MTDF (2005-10)	Medium Term Development Framework (2005-10)
NEP (2008-10)	National Education Policy (2008-10).
NFBES	Non-formal Basic Education School
NGOs	Non-Government Organisations
NPA	National Plan of Action for Education for All
NER	Net Enrolment Ratio
PCR	Provincial Census Report
PRSP	Poverty Reduction Strategy Paper
PTC	Primary School Teaching Certificate
PEAS	Provincial Education Assessment System
PTSMCs	Parents Teachers School Management Committee
Pre-primary	A stage of education, usually for children aged 4-5 years, before their primary schooling
SNE	Schedule of New Expenditure
ToRs	Terms of Reference
TTP	Teachers Training Programme
UN	United Nations
UNESCO	United Nations Education Science and Cultural organization
UNICEF	United Nations Children Fund
WVECs	Women Village Education Committees

Executive Summary

Pakistan is one of the 155 countries of the world who signed importance to the Education for All agreement during Jometien (Thailand) conference 1990. This conference emphasized on promotion of Early Childhood Education (ECE), Primary Education and Adult Education. It further emphasized that instead of concentrating on literacy the child should be enabled, to express orally, functional normal numeracy and be able to solve his problems, as well as, basic learning contents such as knowledge, skills, values and attitudes. The world education forum, Dakar, 2000 evaluated the progress of implementation of the decision of EFA conference 1990 and decided on a frame work for action and among other things decided that by 2015 ,50 percent children will be admitted to ECE and the signing governments will develop their National Plans of Action focusing on the targets especially ECE.

In pursuance of the Dakar World Education Forum, the Government of Pakistan developed a National Plan of Action 2001-15. This plan aimed at development of education sector as a whole with a special focus on EFA goals. In order to introduce ECE a National curriculum for ECE was developed in the year 2002. Given the important role of ECE and the priority it enjoys among the EFA goals, UNESCO and Government of Balochistan, Education Department jointly supported device a five years plan (2011-15) relating to Early Childhood Education (ECE) for Balochistan and 7 focused districts. The Society for Community Support for Primary Education in Balochistan (SCSPEB) was responsible for the preparation and development of the ECE Provincial/Districts Plan with close consultation of the stakeholders.

The main proposed goal of the ECE plan is “Expanding and improving early childhood education” and the main objectives is to improve the school environment through joyful learning and child friendly mode of instruction and enhance awareness and motivation of ECE among Parents and community at the district level and to identify, document and share knowledge on the achievements as well as key issues faced in early childhood policy development and implementation in the district.

The ECE plan consists of 8 chapters which explain total concept and strategy of ECE implementation. The chapter 1 entails the background and achievements of EFA in Pakistan and especially in province of Balochistan. Chapter 2 describes the importance of ECE and comprehensively covers the ECE situation in Balochistan. It also highlights ECE in the context

of education policy 2009 and ECE curriculum outlines. It also defines the whole methodology of the development of ECE districts Plan. The chapter 3 consists of District profile specifically population, size, growth and economic characteristics of the district.. Chapter 4 defines the situation analysis of the district regarding education and ECE. Chapter 5 covers the ECE quality inputs, teachers training and parents and community involvement and coordination strategy. Chapter 6 describes the implementation strategy and implementation mechanism of the ECE plan. Chapter 7 describes community mobilization strategies and role of different stakeholders. Chapter 8 mentions monitoring and evaluation mechanisms of the proposed plan and cost estimates.

The ECE plan proposes the multi prong strategies to address the ECE age group population in minimal time frame of 5 years i.e. (2011 to 2015). The plan also focuses the long term vision to manage and strengthen the ECE facilities in the district.

The government can request the donors to come forward and support the Government in fulfilling the commitment to universalize ECE in the province.

Chapter 1

Review of Education for All (EFA)

EFA Background

At the World Conference on Education for All (Jomtien, Thailand 1990) some 1,500 participants, comprising delegates from 155 governments, policy – makers and Specialists in education and health, social and economic development from around the World, met to discuss major aspects of EFA. The World Declaration on Education for All and the Framework for Action to meet Basic Learning Needs, adopted at Jomtien, foresaw the need for an end of decade assessment of progress as a basis for a comprehensive review of policies concerning basic education. A number of meetings, conferences and forums were held in 1990's to assess the achievement/progress and revise the targets, goals and policies in EFA. A brief overview of these meetings/conferences is as follows:

Jomtien Conference 1990:

The Jomtien Conference clearly defined the basic learning needs of the child i.e. learning tools (such as literacy, oral expression, numeracy, and problem solving) as well as basic learning contents (such as knowledge, skills, values and attitudes). The framework for action to meet basic learning needs identified six main areas of action:

1. Expansion of early childhood care and development activities;
2. Universal access to and completion of primary education:
3. Improvement in learning achievements:
4. Reduction of adult illiteracy:
5. Expansion of basic education and skills training for youth and adults.
6. Increased acquisition by individuals and families the knowledge, skills and values for better living.

In addition, following five principles for promoting basic education were endorsed:

1. Universalizing access and promoting equity;
2. Focusing on learning,
3. Broadening the learning environment;

4. Improving the learning environment; and
5. Strengthening partnerships.

Goals and targets agreed upon in the Jomtien conference were:

1. Universal access to and 80% completion of primary education by the year 2000.
2. Reduction of adult illiteracy rate to one half of its 1990 level by the year 2000, with sufficient emphasis on female literacy.
3. Improvement in learning achievement so that an agreed percentage of an appropriate age cohort (e.g. 80 percent of 14 years-old) attains or surpasses a defined level of necessary learning achievements.
4. Expansion of early childhood care and developmental activities, including family and community interventions, especially for poor, disadvantaged and disabled children.

The World Education Forum in Dakar (2000):

Ten years after Jomtien, the countries and development agencies gathered in Dakar and reaffirmed their commitment in providing Education For All (EFA). The World Education Forum, convened by UNESCO, UNDP, UNFPA, UNICEF and the World Bank brought together 1,500 participants from 182 countries, as well as major development agencies. It ended with the adoption of the Dakar Framework for Action, wherein ministers of education and other government representatives, heads of United Nation agencies, the donor community and representatives of NGOs, indeed all participants, committed themselves to achieve the EFA goals and targets by the year 2015.

EFA Goals and Targets:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children;
2. Ensuring that by 2015 all children with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality;
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programs;

4. Achieve a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults;
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Dakar EFA Strategies:

In order to achieve the above mentioned EFA goals and targets following strategies, applicable to our situation were outlined in Dakar.

1. Mobilize strong National and International political commitment for Education for All, develop national action plans and enhance significantly investments in basic education.
2. Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty alleviation and development strategies.
3. Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development.
4. Develop responsive, participatory and accountable systems of educational governance and management.
5. Implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices.
6. Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning and clearly defined levels of achievement for all.
7. Enhance the status, morale and professionalism of teachers.
8. Harness new information and communication technologies to help achieve EFA goals.
9. Systematically monitor progress towards EFA goals and strategies at the National, Regional and International levels.
10. Build on existing mechanisms to accelerate progress for Education for All.

Post Dakar Actions and Activities:

As a follow up to Dakar, Pakistan completed number of actions/activities for broad based consultations with principal actors of EFA; preparation of provincial and national plans of action and resource mobilization for EFA planning. An overview of these actions/activities is as follows:-

1. Education Advisory Board suggested strategies and recommendations for EFA Policy and Planning.
2. Census of Private Educational Institutions conducted.
3. Primary and Non-formal Education Wing of Ministry of Education restructured and named as Education For All (EFA) Wing.
4. EFA Unit established in EFA Wing
5. National EFA committee constituted.
6. Political commitment for EFA at the highest level i.e. Cabinet, the President of Pakistan and Chief Executive mobilized.
7. Resource Mobilization Campaign for EFA at Provincial, National and International levels initiated.
8. Education Sector Reforms - Focusing on EFA Goals, Sector wide approaches and Poverty linkage were developed through broad-based consultations with the stakeholders.
9. National Conference on Education For All with the objectives to launch EFA Movement, share Dakar Goals and prepare Framework of EFA Plan held in Islamabad. All concerned i.e. UN Agencies, Donor Agencies, NGOs, Private Sector, Media, Government Departments and Ministries participated.
10. Focal points for EFA in the provinces and federating units identified.
11. TORs of National EFA Forum finalized and representative/member organizations/agencies to the Forum identified.
12. Orientation/planning meetings for EFA plan preparation held in the provinces.
13. Provincial EFA Forums and Technical Groups set up.
14. 2-day meetings of Provincial EFA Forum, Technical Group and Coordinators of Federal Ministry of Education held in the provinces to finalize framework of

- Provincial EFA Plan, collect and analyze data/statistics and initiate the preparation of draft plan.
15. Framework of National Plan of Action (NPA) covering all the three main sectors of EFA i.e. Primary Education, Early Childhood Education and Adult Literacy was prepared and presented to the Director General, UNESCO in Islamabad and South Asia EFA Ministerial Meeting in Kathmandu-Nepal.
 16. UNESCO supported regional workshop on Curriculum Planning and Reforms in Learning Achievement held in Islamabad.
 17. Draft provincial EFA Plans for all the four provinces i.e. Punjab, Sindh, NWFP and Balochistan as well as federating units, i.e. FATA, FANA, and ICT prepared and constituted building blocks for NPA.
 18. National EFA Forum constituted.
 19. 2-day workshop for finalization of provincial/federating units EFA plans held on 6-7 August in Islamabad.
 20. The Draft National Plan of Action (NPA) developed.
 21. NPA was presented in E-9 Ministerial Meeting held in Beijing, China from 21-23 August, 2001.
 22. Subsequently, the plan was shared with other countries during International Conference on Education (ICE) held in Geneva, Switzerland and then presented in EFA High Level Group Meeting held in Paris.
 23. Later on Federal Education Minister presented the plan in a meeting of UN agencies, Bi-lateral and Multi-lateral agencies. INGOs, NGOs, Private Sector Line Ministries and Provincial Education Departments. The plan was strongly supported by all.

National Plan of Action 2001-15

EFA National Plan of Action (NPA) was developed through broad-based consultations with principal actors of EFA and all stakeholders. Education Sector Reforms (2001-02 - 2005-06) aimed at the development of education sector as a whole with a special focus on EFA goals, served as foundation of the NPA. Allocations of Rs.1.574 Billion with additional Rs. 2.00 Billion in the current financial year for ESR implementation over and above the regular budget, despite economic difficulties, was a clear expression of political will and government commitment to Education For All.

The planning framework of National Plan of Action (NPA) was the six EFA goals as stated in the Dakar Framework For Action. The main objectives of NPA were (I) to reach the disadvantaged population groups in rural and urban areas with emphasis on girls and women, (II) to promote community participation and ownership of basic education programs at the grassroots, and (III) to improve relevance and quality of basic education through enhancing learning achievements of the children, youth and adults. The sector-wide orders of priorities of the plan are Primary Education, Adult Literacy and Early Childhood Education.

Separate plan for each EFA sector/area was developed and integrated into a consolidated plan. Each plan covers three main aspects/components of project cycle i.e. planning, implementation and monitoring/ evaluation. The NPA was developed within a sustainable and well-integrated sector framework clearly linked to poverty alleviation and development strategies. It aimed at forging a link between basic education and skills development.

National EFA Plan Goals and Targets

Population projections of the National Institute of Population Studies quoted the population of primary age group (5-9) was 17.9 million. Net participation increase was from the existing 66 % to 100 % by the last year of the plan. UPE target for males would be achieved by the year 2010 and in case of females by 2015. Additional year-wise enrolment target of 0.4; 0.7; 0.9; 0.9 and 0.7 million for the first 5 years of the plan were fixed. 8250 new primary schools were constructed to accommodate the above additional enrolment. Physical facilities of 100,000 primary schools would be upgraded along with introduction of double shifts (2006-2010) and (2011-2015) in existing primary schools and opening of new primary schools in private sector. During the 2nd and 3rd phase of the plan more schools in public sector might not be needed. However up-gradation of primary schools to middle level was regular feature of the plan.

Population of 10 + age group was likely to increase from the existing 101 million to 146 million by the end of the plan (2015). Literacy rate was planned to increase from existing 49% to 86% in next 15 years. Around 81 million population of 10+ age group would become literate during the plan period (2000-15). The innovative approaches and

programs were initiated to meet the targets. Early Childhood Education was the third priority of NPA. The benchmark population of 3-5 year age group was 8.1 million. It might continuously decline due to reduced population growth rate. By the end of the Plan (2015), it might drop to 7.2 million. The plan had to provide ECE to at least half of the said age group population raising the net participation rate from existing 25 % to 50 % by 2015. To accommodate these children, around 2500 ECE centers/classes in the selected primary schools in public sector and 1500 centers in private sector were opened during each year of the Plan (kindly reword this statement as there was no evidence on this in the public sector and anecdotal estimated only in private sector).

Quality improvement and school effectiveness were the key elements of the Plan. The main quality inputs interalia, include reforms in curricula (focusing on basic learning needs of child, youth, adolescent and adult) textbook development and teachers training literacy curriculum. An improved system of examination/assessment i.e. National Education Assessment System (NEAS) was introduced. Besides, pre-primary education (ECE), Programs were initiated as part of efforts to improve achievement of pupils at primary education level.

Sector-wide estimated cost was Rs. 202 Billion for Primary Education, Rs. 180 Billion for Adult Literacy and Rs. 48 Billion for ECE. The total cost worked out was Rs.430 Billion. Out of it Rs. 178 Billion was estimated to be provided through the country's own resources and the gap of Rs. 252 Billion might be provided by international development partners, bilateral and multilateral agencies as per Dakar commitment.

EFA Planning and Capacity Building:

It was strongly felt that capacity building of provinces and districts is one of the urgent needs for EFA planning, implementation and monitoring/evaluation particularly for district base planning and management under the new system and structure. In order to fulfill this need following measures were taken:

(a) EFA Planning and Capacity Building at Provincial Level:

In order build the capacity of provinces and prepare provincial EFA plans of action following actions were completed.

1. Orientation/awareness workshops/meetings were held in all the four provinces and federating units in the first instance.
2. EFA communication and media campaign launched for awareness creation and mobilization of resources.
3. A national training/capacity building workshop on Education for All was held in Islamabad with an objective to train master trainers for training of EDO Education, EDO Literacy, Nazims and other concerned. The said workshop was held in Islamabad on July 2003. The participants of the workshop were drawn from the provinces and federating units. Group of master trainers from the respective province / federating unit, by applying the skills and competencies imparted during the workshop prepared draft plan in all the three areas of EFA i.e. Primary Education, Adult Literacy and Early Childhood Education for respective province / area. Finally the participants were given training to write/describe the plan. Through this training the master trainers not only learned theoretical concepts and fundamentals of planning but also prepared draft plans and described / wrote the plans. It was termed as one of the most successful and effective workshop on EFA Planning.
4. Master trainers trained in National Capacity Building Workshop were assigned the task of training/capacity building of provincial and district planners, managers and other concerned. Furthermore, to improve the provincial/federating unit draft plans prepared in National Workshop in consultation with Province and districts, a series of training workshops were held at provincial headquarters.
5. All the four provinces i.e. Punjab, Sindh, NWFP and Balochistan prepared the EFA plans in consultation with provincial EFA forums, Provincial Education Department and other concerned.

(b) District EFA Plans:

Subsequently training workshops for preparation of district EFA plans were held in the provinces to train the district officials and other concerned in EFA planning, monitoring and evaluation. This program was started in August 2003 and completed in October 2003.

In N.W.F.P province, two such workshops were conducted at Peshawar covering 12 districts in first workshop and remaining 12 districts in the second workshop. In Punjab province, three different workshops were conducted at Lahore, Rawalpindi/Islamabad and Multan covering all the 34 districts. For Sindh province also three workshops were conducted at Hyderabad, Karachi and Sukkur, whereas for Balochistan province only one workshop was conducted at Quetta. The participants/trainees of these workshops were Executive District Officers Education and Executive District Officers Literacy, nazims, NGOs representatives and other concerned. Draft district EFA plans were prepared by the participants of the respective districts under the guidance of training team. The participants were given the task to finalize the plan in consultation with district EFA forums and other concerned.

At present, 20 districts of Punjab, all the 16 districts of Sindh, all the 24 districts of NWFP, all the 5 districts of FANA, all the 7 districts of AJK and 4 districts of Balochistan have prepared the draft EFA plans. These plans may be discussed and approved by the district assembly and district nazim, for full-scale implementation.

(c) Sub-district / Tehsil Level EFA Planning:

Ministry of Education adopted a different approach i.e. “bottom up EFA planning approach” in district Chakwal (Model District). In the said district after giving orientation and training, data/statistics and other related information on EFA were collected from the households, educational institutions, NGOs and private sector. These statistics pertain to the core indicators of primary education; adult literacy and early childhood education in terms of population, enrolment, out of school children, illiterates, causes and factors of low participation rate and dropout etc. etc. Based on the data/statistics so collected sub-district / tehsil EFA plans of all the three tehsils of district Chakwal i.e. tehsil Chakwal, tehsil Choasaiden Shah and Talagang have been prepared in consultation with tehsil EFA forum, councilors, nazims and other concerned. These plans were discussed and approved by respective tehsil assembly before the same are launched for implementation.

(d) Union Council Level EFA Planning:

As mentioned above successfully completed union council EFA planning exercise, through the bottom up approach. Union council EFA Plans of all the sixty-eight collected from the households and institutions. These union council, tehsil and district Chakwal Model Plans were shared with other districts of the county to be adopted as model district planning approach

(e) EFA Forums and EFA Units Established:

Effective Coordination in EFA planning, implementation and monitoring/evaluation was given vital importance almost at all levels. It emerged from the strong realization that unless and until all principal EFA actors and stakeholders were effectively involved at each stage the achievement of EFA goals and targets might not be possible.

To achieve EFA goals and targets, EFA Forums at national, provincial, district and local levels were established. The EFA Forum was a representative body of the Government, Civil Society, Private Schools, Deeni Madaris, Media, Support Organizations and Communities. The functions of EFA Forum interalia include: Coordination, Awareness Raising, Planning, Collection and Dissemination of Information, Monitoring, Resource Mobilization, Political Support, Capacity Building etc.

Implementation Status:

Primary Education

In EFA Primary Education was assigned top priority. Universalization of Primary Education (UPE) in terms of universal enrolment/access; universal retention/completion and universal achievement latest by 2010 in case of boys and 2015 in case of girls was the avowed goal and target of national, provincial and district EFA plans.

New programs and actions were initiated to achieve the UPE target interalia include; opening of primary schools; both formal and non-formal establishment of community primary schools in FATA, FANA, AJK and ICT; rehabilitation of existing primary schools; provision of missing facilities in existing schools; provision of incentives to deserving children in the form of free text-books, uniform, stipends, food and nutrition etc; enrolment drive launched by provincial education departments, National Commission

for Human Development, International Development Partners, NGOs and INGOs; UPE program launched by UNICEF in twenty selected districts focusing on girls enrolment; and enactment and enforcement of Compulsory Primary Education Act in phased manner.

Punjab Education Department under Punjab ESR Program (PESRP) took a major step towards UPE by initiating a 3-year programme for educational development at a total cost of 21.7 billion rupees with current year allocation of 7.2 billion. Major part of this budget spent on primary education for provision of missing facilities, provision of free text-books, stipends to girls, restructuring of Punjab Education Foundation, teachers training, capacity building and activation of school councils, awareness campaign; and strengthening of EMIS.

The target of 73% net participation rate under ESR/EFA plan of action for primary education was set. Achievement in terms of net participation rate could not be assessed due to non-availability of data/statistics. However, gross enrolment at primary level (I-V) was estimated to be 83%.

Declining population growth rate; high intake rate in grade I; increased enrolment in primary classes (I-V); reduced dropout rate (from 50% to 35%); increased allocations for primary education (more than 50% budget of education sector was allocated for primary education); and adequate infrastructure (around 200,000 institutions including Formal Primary Schools, Masjid Maktab Schools, Primary Sections of Middle and Secondary Schools. Deeni Madaris, Private Sector Schools and Non-formal Basic Education Schools catered the needs of primary age group children) were the achievements and strengths of Primary Education in Pakistan. Whereas, a large number of out of school (more than 6 million) children; gender and area disparities; lack of effective community participation; deteriorating quality of education and shortage of required funds were some of the lackings and weaknesses of the system.

Adult Literacy:

In literacy 10,000 Adult Literacy Centers in public sector and more than 2000 in private sector against the target of 270,000 during the period 2001-3 could be opened. Literacy rate could be enhanced to 51.6% against the target of 56% during this period.

The shortfall was mainly due to non-availability of the required resources by the international Development Partners, Federal, Provincial and District Governments. Secondly, implementation of ESR was delayed for one year and started in the year 2002 instead of 2001. In adult literacy a number of programmes and projects with the main focus on female literacy were initiated both in public and private sectors. These programmes inter alia include; opening of adult literacy centers in public sector; skill development project recently initiated; 10-year United Nations Literacy Decade (UNLD) programme sponsored by UNESCO and JICA; National Commission for Human Development (NCHD) literacy programme launched in the selected districts of the country; literacy campaign started in collaboration with USAID/ESRA; the project on “Addressing Child Labour Through Quality Education for All” sponsored by US department of labour, managed by Save the Children UK and by SUDHAAR/ITA; and programme and projects were implemented by number of other NGOs. Besides that, Punjab literacy and Non-formal Education Department initiated a programme for total literacy in four selected districts of Punjab.

Consequent upon that the targets of adult literacy rate for ESR first phase (upto 2005-06) were revised to 58% (male 69%: female 47%) against 60% previously targeted. The backlog of 264,000 literacy centers were adjusted accordingly during the remaining period of 1st, 2nd and 3rd phases of EFA Plan of Action spread evenly across the period 2004/5 to 2014.

Early Childhood Education (ECE):

Early Childhood Education was one of the priority areas of education for all. Some of the major Programmes on ECE launched in Pakistan are as follows:

- ✓ In the public sector primary schools, especially in rural areas, children below 5 years of age attend the schools informally, and learn basic concepts of literacy and numeracy.
- ✓ In private sector schools, especially schools run on commercial basis, pre-primary education is well organized, being an essential part of primary education. Almost all such schools arrange pre-primary education in the form of Nursery, Pre-nursery or Kindergarten KG-I, KG-II classes.

- ✓ Day Care Centers and Nurseries have also been opened by the Social Welfare Department, for children of working mothers.
- ✓ The Ministry of Education under ESR has promoted ECE as an innovative program in the provinces. Under this initiative 450 ECE classes were set up with a view that these may be mainstreamed by the respective provinces once their efficacy was established. Support for ECE has been mobilized from donors such as US AID, UNICEF, and the Asian Development Bank (ADB).
- ✓ Child friendly School Project has been launched by Federal Directorate of Education in Islamabad, Chakwal and six other districts in Punjab covering 200 schools in collaboration with UNICEF.
- ✓ The Aga Khan Foundation Pakistan with the support from US-AID has initiated a pilot programme of early childhood education (ECE) in the province of Sindh and Balochistan. ECE programme entitled “Releasing Confidence and Creativity: Building Sound Foundations for Early Learning in Pakistan” is being implemented in many government schools in Sindh and Balochistan.
- ✓ Children Resource International (CRI) is also implementing ECE in another 100 schools across public sector and non-elite private sector.
- ✓ The Teachers Resource Center (TRC) which has developed the national ECE curriculum has been engaged to provide support to all partners in various areas especially in teachers’ training and classroom material development and dissemination of ‘taleemi bastas’ of learning kits for ECE and early primary years.

Chapter 2

Importance of Early Childhood Education

There is a need to understand first, some terms related to Early Childhood Education for a better understanding of importance of ECE.

ECE: Early Childhood Education:

In Pakistan, it is operationally defined as both formal/informal and public/private education services for children aged between 4-5 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 4-5 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”.

Pre-primary:

A stage of education, usually for children aged 4-5 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”

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.

Background of ECE

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.

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:

- a) Policy makers, planners, managers/administrators, teachers and parents will be sensitized about the importance and significance of early childhood care and education;
- b) 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;
- c) 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;
- d) 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;
- e) 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;
- f) Statistical data and other related information on core ECE indicators would be regularly collected through EMIS, PIHS and other sources for analysis and dissemination;
- g) Full-time teachers for kachi classes will be recruited and trained;
- h) 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.

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, 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.

Poverty Reduction Strategy Paper (PRSP)

The PRSP recognizes the challenges faced by the education service delivery i.e. lack of infrastructure, severe shortage of trained teachers, less investment in quality education, lack of accountability, shortage of financial resources, and standardized data collection and dissemination

It states that the main responsibility and role of improving social services lies with the provincial and district governments. In pursuance of the goals for Education for All, the government aims at improving the access and quality of primary education. The priorities under EFA Plan of Action include: (i) universal primary education and quality education for all; (ii) adult literacy rate of 86 percent for both males and females; (iii) reducing illiteracy by 50 percent with focus on reducing the gender gap; and (iv) quality education and technical and skill development programs. The governance of education is viewed as extremely important as meager resources call for more effective and efficient management, and delegation of authority to the grass roots level.

The governance reforms in education in the provinces will focus on: (i) transparent criteria for teachers recruitment; (ii) decentralizing the management of local schools to school management committees or school councils which has already been initiated in some of the provinces and reaffirmation of their role in school management and in monitoring and curbing teachers' absenteeism; and (iii) developing transparent approach to targeting districts and students for scholarships for girls or boys; and formal contract between the provincial and district governments for transfer of additional resources for education.

The provincial governments will need to rationalize spending allocation within the suggested increase by enhancing non-salary expenditures for primary and secondary schools improvements; provision of missing facilities in existing infrastructure; provision of quality service such as teachers' training; increasing resources for new infrastructure on need basis; girls incentive programs and demand side interventions such as free textbooks, uniforms, transport, scholarships, and in-kind payments to the families.

18th Constitutional Amendment: Implications for Education Sector

After the 18th Amendment, Article 25 (A) Right to Education (New Insertion) now states that “the state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law”. After 18th Amendment the federal government now will manage external affairs, education regarding Pakistani students in foreign countries and foreign students in Pakistan, education standards, and inter-provincial matters and co-ordination. Curriculum,

Syllabus, Planning, Policy, Centers of Excellence, Education Standards and Islamic Education are now provincial subjects. The various challenges that the provinces face include expertise, institutional and capacity issues, forging national cohesion, uniform standards for textbook development, and quality assurance. There is an agreement on institutionalization of Inter-Provincial Education Ministers (IPEM) Forum and a willingness to develop provincial/area education sector plans in line with National Education Policy 2009

Education Policy 2009 in context of ECE

The national Education Policy 2009 has a separate chapter of Early Childhood Education (ECE) in the context of broadening the Base and achieving access, the salient features were mentioned as:

Historically, however, ECE has not been formally recognized by the public sector in Pakistan. The traditional ‘katchi’ class in some public sector schools has predominantly remained a familiarization stage towards formal schooling for un-admitted, young students. A limited part of the Grade I National Curriculum is taught to this group.

Against this background, for the first time in Pakistan’s history, ECE was included as a component in the Education Sector Reforms programme and funding was provided to the provincial and district governments. ECE was also included in the National Plan of Action of Education for All. Pakistan is committed to the Dakar Framework of Action, the first goal of which is to expand and improve comprehensive ECE for all children, especially for the most vulnerable and disadvantaged.

Progress has been achieved over the last few years, but further action is required in three areas to improve provision of ECE across the country: (i) wider participation; (ii) better quality; and (iii) improved governance.

The Policy Actions regarding ECE were mentioned as:

1. Improvements in quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning and rigid achievement standards.

2. ECE age group shall be recognized as comprising 3 to 5 years. At least one year pre-primary education shall be provided by the State and universal access to ECE shall be ensured within the next ten years.
3. Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.
4. For ECE teachers, a two-year specialized training in dealing with young children shall be a necessary requirement.
5. This training shall be on the basis of ECE revised National Curriculum. The curriculum and support material for ECE shall take account of the cultural diversity of particular areas.

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.

The Key elements of National Curriculum for ECE and support for implementation revolve under the supportive school environment, caring competent teacher, supportive policy environment and parental involvement.

The National ECE Curriculum aims to:

- a) Provide for the holistic development of child, which includes physical, social, emotional, cognitive and moral development.
- b) Develop critical thinking skills.
- c) Nurture tolerance and respect for diversity.
- d) Nurture in children, a sense of identity and pride in being Pakistani.

- e) Develop an understanding and respect for beliefs of all other religion and provide knowledge of Islam.
- f) Foster a sense of independence, self reliance and positive self image.
- g) Equip child with lifelong learning skills
- h) Provide opportunities for active learning and decision making.

ECE situation in Balochistan

Pre-primary education services in Baluchistan can be discussed with reference to the two basic types of services:

Public sector Pre-Primary Services; and Private sector ECE services.

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 4-5 years. As such, within the public sector, there are two distinct types of ECE services:

- ✓ 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;
- ✓ 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 in a limited number (less than 5% of all public primary) schools – ECE (in the name of RCC project) 100 schools in 7 districts through SCSPEB with financial support from AKF/RNE as well as through UNICEF in 300 schools of 8 districts, moreover under BEP 105 schools (SC-UK+SCSPEB+IDO) in three districts are being functionalized.

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, cannot be strictly termed as “ECE”.

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

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

Sector	Name of Service	Type/Features of ECE Services	Setting	Tech-Hours (daily)	Responsible Agency
Public Sector Age served(4-5years)	“Katchi” or pre-primary education	Traditional style: part of multi grade teaching with no separate classrooms, teacher or materials/facilities.	In Public schools both urban and rural	3-4 hours daily but share of actual katchi teaching in 30 minutes to one hour daily	Ministry of Education and provincial departments of education are administratively and financially responsible for the service.
		Improved Katchi/ECE: With proper classroom trained teacher and facilities	Recently initiated in selected number of public schools		a) ECE in (in the name of RCC project) 100 schools in 7 districts through SCSPEB with financial support from AKF/RNE b) UNICEF ECE Classes in 300 schools in 8 districts c) Under BEP 105 schools (SC-UK+SCSPEB+IDO) in three districts

Private Sector Age served(2-5years)	Nursery Kindergarten and Montessori section	Proper ECE classroom, trained teacher and teaching materials	Mostly in private school in urban areas	2-5 hours	Private ownership and NGOs functioning on commercial basis.
	Madrassah Education	The religious instructor imparts training in values system (based on religious customs) to pre primary aged (3-5) years old children	Most offer education from pre primary to tertiary levels.	1-2 hours	Most madrassas are privately owned.

Quality of ECE Services

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 Child in the formulation of any other ECE learning material hood Education teachers; in curriculum development, or in the formulation of any other ECE learning material.

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. 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
2. Lack of involvement of parents and community
3. Absence of learning material
4. Absence of trained teachers

Curriculum, Textbooks, and Teaching-Learning Aids

Urban and rural public school teachers have not seen the National ECE Curriculum 2007. 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; 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 number of Black Board, Charts, Teaching Textbooks Teaching Audiovisual Institutes Kits Guides equip and audiovisual equipment. A multi-grade system is in place in the majority of public schools in Balochistan. In rural area schools, Kachi class and Grade I share a teacher and classroom.

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.

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).

a) 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.

b) 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

c) *Private School Systems*

Some private school systems (i.e. The City School, Beacon House School System, The Educators, and Grammar Schools) play a very positive role in fostering quality education in Balochistan 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.

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 2000 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 Balochistan.

Role of Deeni Madaris, the Religious Schools

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. However, the role of the Madaris in early childhood education is almost negligible because the average enrolment age in Madaris is 5 - 8 years.

Need of District Plan

For Balochistan, it can easily be said that majority of children are not ready for school. When entering Kachi Class at age 5, they face novel learning experiences: a language many do not know “Urdu” non-familiar media (print material), an alphabet they have never seen and for some Children it is first contact they have had with peers and authority figures of their families.

It is also true for many schools, if not the all that they are not ready for the children. Most Schools are characterized by a kachi curriculum focused on literacy not readiness, a school Culture which values discipline, obedience and passivity, rather than the activity based and joyful learning, crowded dark classrooms, a teacher who may be inexperienced or untrained and a paucity of hands-on learning material. Kachi is not understood as a preparation for school. It is regarded an extension of first grade. Teaching of Kachi is undervalued, Kachi teacher get little response in multigrade schools and Kachi children are largely ignored. In crowded schools they are assigned the weakest teacher and relegated to the corridors.

The results are alarming repetition and dropout rate for kachi class is about 48%,and only 4 out of 10 children reach grade 2. Participation rate is 58% that is not satisfactory, and almost 70% schools are single room and nearly 50% primary schools are single teacher. As well as quality of ECE is concerned, the situation is very dismal.

It is therefore a special focus should be given to the age group 4&5, which is ignored so far, through Early Childhood Education which prepare the children for school and

develop their contact with the learning material. This will help to reduce the high dropout at primary level and to increase the level of achievements.

In such a grim situation, there arises the need to develop an District ECE plan to provide access and to raise the standard and quality of education in the province, in general and the focused district in specific. There exists strong and reliable success stories in the district whereas; access and quality issues are addressed with success. A significant step of ECE has been made in 100 schools of seven districts of Balochistan through SCSPEB during the last decade.

Here arrives the concept of the 'ECE District Plan', a policy guideline for the policy makers and implementers at the public sector, as well as private development partners to promote and develop ECE education sector in Province. The plan envisages improved governance, expanding access and ensuring quality education. The plan also highlights the issues and challenges, encountered in different scenarios and provides proposed remedial actions to overcome them. The importance of Plan is evident from the fact that it is the plan that encompasses the grass root issues that confront the ECE in district levels and also presents the possible solution, through multi-prong strategy.

Methodology of development of ECE District Plan

UNESCO, through their interventions, has rendered their valuable services for the promotion and development of education in Balochistan. Currently, UNESCO is facilitating and assisting Government of Balochistan, in improving ECE education. The development of EFA ECE District Plan is one of the initiatives of UNESCO, signed with the Education Department, Government of Balochistan.

To undertake the activity, UNESCO has outsourced the services to Society for Community Support Balochistan (SCSPEB).

The methodology of development of ECE Plan was designed in consultation and through active participation of key stakeholders like PPIU, Directorate school, BOC, PITE etc, to ensure vital ownership of the plan. The methodology of developing the ECE Plan is as follows:

- ✓ Coordination with provincial and focused district authorities to seek their support, inputs and develop ownership;
- ✓ Collection, review and analysis of secondary data;
- ✓ Design and sharing of the ECE Plan framework
- ✓ Identification and selection of Focal persons; and
- ✓ Organizing stakeholder workshop at focused districts level.
- ✓ Formation of Women Village Education Committees (WVECs).
- ✓ Issuance of Notification for the formation of WVECs.

Details of the process are described under the following heads:

Coordination with provincial and district authorities to seek their support and develop ownership:

PPIU in collaboration with Education Department, Govt of Balochistan notified Provincial Focal Person and working group for development of Provincial ECE Plan and collaboration with SCSPEB conducted introductory meetings with provincial authorities, including the provincial Secretary Education, GoB, Additional Secretary Education, Director Education (Schools), Director PITE ,Director BOC for sharing and undertaking the activity of ECE Plan . The methodology of developing the plan was also shared with the officials and their valuable inputs in conducting the activity and identification and notification of 4 Resource persons were incorporated. The orientation was given about the activity, its importance, methodology and their role.

Collection, Review and Analysis of Secondary Data:

For development of the ECE Plan, the availability, review and analysis of the secondary data is imperative. Data about the policy context is taken from various national level documents i.e. Vision 2030, Mid Term Development Framework (MTDF 2005-10), Education for All (EFA) Plan of Action, Education Sector Reform (ESR 2001-06). For situation analysis, data was taken from District Census Report (DCR) and District Education Management Information System (DEMIS) report for 2009-10, which is an available official source of educational information in the district.

Certain data was projected based on past trends to analyse the state of population and education from both policy and implementation perspectives. This review was meant to

provide a context for a stronger situational understanding of educational issues in the area and provide stakeholders with a view of current scenario so as to seek optimal inputs from participants.

Through the analysis of secondary data, a comprehensive summary, encompassing educational opportunities, enrolment, completion and achievement; the policy context; gender and geographical disparity in educational opportunities and services of the existing scenario of education at all levels was developed.

Design and sharing of the methodological frame:

A Plan framework for a stakeholder dialogue was developed by SCSPEB. The framework provided the details of the chapters of plan and the templet was developed, which outlined the thematic areas of the plan and guidelines for a participatory, mutually responsive and learning-centred process. This may ensure that relevant and spontaneous inputs may come from stakeholders in order to enrich the plan's development and generate ownership for it. A two days advisory council and Resource Person's workshop was organized at SCSPEB office in such a way that experts may share their understanding on educational issues as well as their causes, consequences, and possible solutions regarding ECE in Balochistan.

Organizing Stakeholders Workshop at District Level:

In consultation with the District authorities, Focal persons were identified and it was planned to organize the Stakeholders' Workshop at focused districts headquarter.

In the Stakeholder Workshop representatives of the government sector, particularly from the Education Department and Local Government, NGOs and CBOs, and the private, academic and media sectors were invited to the stakeholder's dialogues.

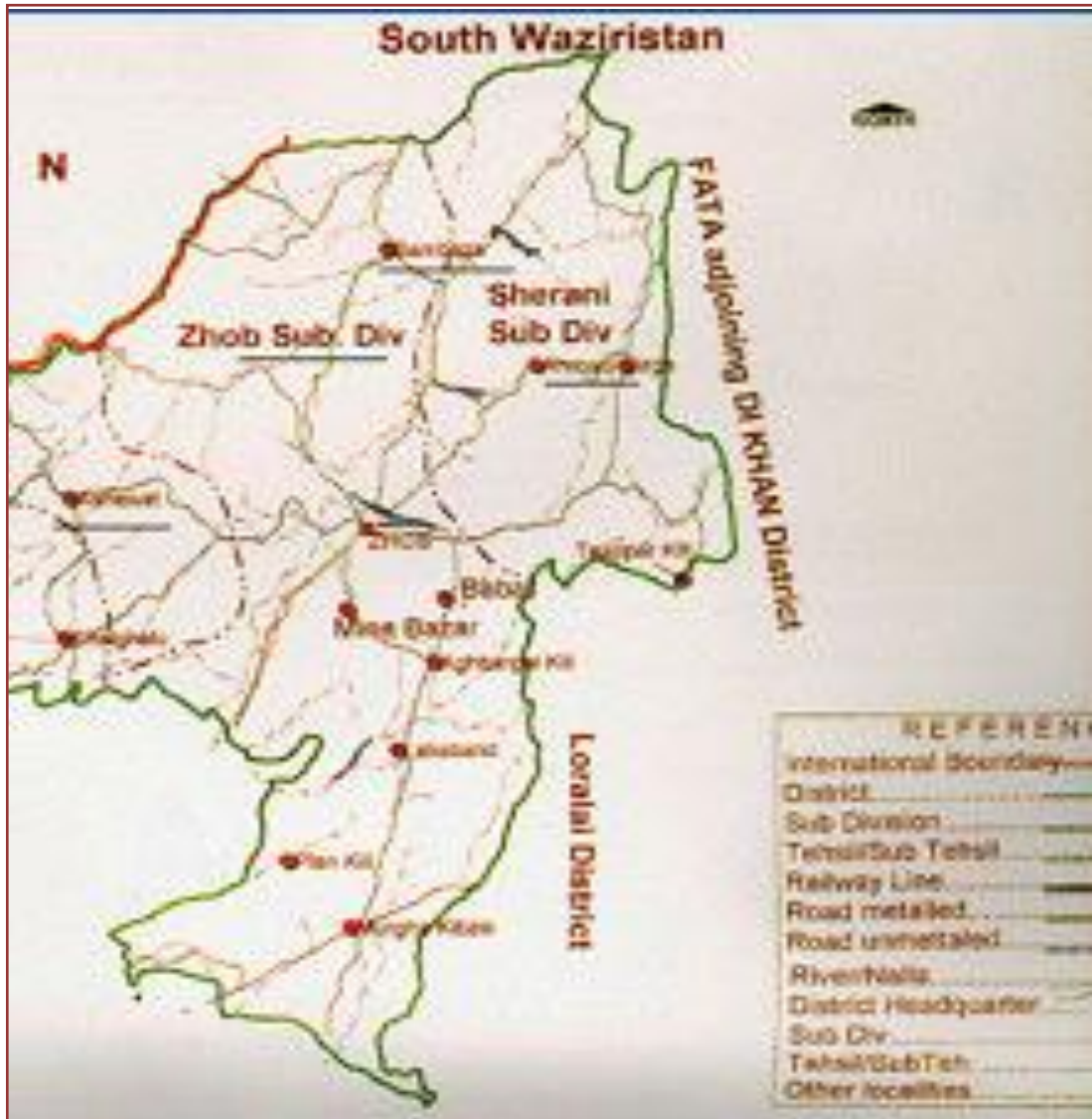
The workshop had two main sessions. First the presentation session in which the importance, objectives, background of the workshop, policy context, situation analysis and framework of the ECE Plan was shared. The second important session of the workshop was the group work. The participants were thoughtful about the plight of ECE in their district when the situation analysis was presented. They pro-actively shared their views, connected issues, and identified underlying reasons. Many important issues were

raised, both general and specific and recommendations to overcome issues were also analysed.

At the end, two days provincial workshop will be conducted for group presentations and finalization of the draft plans having their ownership and the authorship of the plan.

Chapter 3

District Map



General Description of the District

Geography

Name, Location, Boundary and Area

Sherani District was the second biggest tehsil of [Zhub District](#) until 2005. In 2006, It was officially graded as district with the name of "Sherani" (Sherani is the name of the largest tribe of the area). The main language of the district is pashto. Its borders are attached to District Zhob, Dera Ismail Khan and District Musakhel.

Most of the people living nearer to the mountains pluck the fruit from these trees in a special season and then the poor people of the area sell it to get money to fulfill their household necessities. As with the villagers of the other areas of Pakistan, the main profession of the peoples of Sherani district is to work in their wheat farms. Due to the shortage of water in the area, the soil is not very fertile except in some areas, so most cannot get enough income from their farms. Therefore, a large number of the people of the Sherani tribe have gone to UAE for work purposes. Total area of the district is 2800 square kilometers.

Physical Features / Topography`

Topographically, the district is covered with mountains and hills intersected by the broad valley of Sherani and its tributaries. The Sinh Ghar, Tor Ghar and Sur Ghar ranges are also situated in the eastern side of the district. The two mountainous regions are of different character. The centre of the district is named as "Stano Raaghah". There are high mountains full of precious trees like "chalghoza" (a kind of dry fruit).

Villages

A reasonable population of the Sherani tribe lives in the neighbouring district Zhob. But the big part of the population of the tribe live in Sherani district in some large villages and many small villages. There are the following villages in the district:

LAHAR KALI Is the smallest village of the district.the aera belongs to karmanzai subcaste of sherani caste.It is the coldest village in the summer,it is situated 35(thirty five) kilometers from ZHOB district, The residents of the village work in Dubai and Al'ain in UAE, and some people of the village drive mini coaches on Zhob-D.I. Khan

route, there is also few village of karmanzai subcaste of sherani, The name are (1)Purai kali (2)Khankai Kali (3)Ghurlama (4)Pasta, etc

Kaza Malizei – This area provided several Executive Officers to the government of Balochistan¹

Stano Raaghah is the capital of the district. This area belongs to Muhammad Zai subcaste of Sherani caste. This is the administrative area of the district. All the governmental offices work in this area. It is very near to [Zhub River](#).

Chachobi is the biggest village of the district. It is approximately 10 kilometres (6.2 mi) away from the capital of the district, "Stano Raghah". The residents of the village belong to the branch of Muhammad Zai subcaste of Sherani caste named as Bari Khel. 80% of the men of the village are abroad for business and labour work and some are collbar. Most of them are in Dubai (UAE). There is one middle school in the village but due to lack of awareness of education, it is now the residence of the foreman of the village

Mir Ali Khel is eight kilometers west of the capital of "Stano Raaghah". The residents of the village belong to the branch of Muhammad Zai subcaste and Hazai subcaste of Sherani caste. It is situated on the bank of the Zhub River. The residents of the village work in Dubai and Al'ain in UAE. Mir Ali Khel is the birthplace of the politician, Muhammad Khan Sherani, who was elected five times as a member of the National Assembly of Pakistan and one time as a member of the Senate of Pakistan.

Mani Khwah is one of the three Tehsils of the district. It is situated approximately 25 kilometers from the Zhub district, along Zhub D.I. Khan road. There is a police station, a high school and the only telephone exchange of the district. The residents of the village belong to Kapip and Oba Khel subcastes of Sherani caste and are mostly wheat farmers. They also work in Dubai and other states of UAE.

Sur Lakai The residents of the village belong to Taraki and Shahal branches of Sherani caste. A large number of people of the village drive mini coaches on Zhub-D.I. Khan route. Some of then have their business in Al'ain the state of UAE. There is a primary school in the village. The literacy rate is very poor in the village because there is only one primary school in the village.

Shna Ponga – The residents of the village belong to the Hazai subcaste of Sherani caste. A large number of the people of the village live in Zhob district. There is one primary school in the village. The residents of the village living in Zhob are better educated than those living in the village. The famous scholar Kamal Khan Sherani also belongs to this village but he has lived alone in Silyazi for a long time.

Ahmadi Darga is the village of Oba Khel subcaste of Sherani caste. The residents of the village work in their wheat fields. They also work in Dubai and other states of the UAE.

Lawara is a small village of Oba Khel subcast. It is situated eight kilometers east of Mani Khwah, along the Zhob-D.I. Khan road. The residents of the village are Pashtun revolutionaries. The young generation of the village is better educated than other villages of district Sherani. Muhammad Abbas Khan Shaheed also belongs to this village. He was the first student of International Islamic University Islamabad from Balochistan. He was killed in a road accident several years ago¹.

Mraghbal (also known as Mehrapi) is the village of Manakzai subcaste of Sherani caste. The residents of the village are mostly businessmen. Many of them work in their own shops in Dubai. There are no schools other than one Madarsa for Islamic education.

Tor Ragah is situated five kilometers from Mir Ali khel in the north and five kilometers from Mraghbal in the south. The residents of the village belong to a branch of Muhammad Zai subcaste named Bari Khel. There is only one primary school in the village.

Dab Sheikhan is situated one kilometer from Stano Raaghah, the capital of the district. It is located at the border of Sherani district. The residents of the village work in Dubai and they also have their own fields where they grow wheat and vegetables. The residents of the village belong to the Sheikh branch of Sherani caste.

maghal kot is situated two kilometers from the capital of the district. It is located at the border of sherani district and other border attach with fata [south wazerestan]. the residents of the village work in U.A.E. The residents of the village belong to karmazai.

Sheen Ghar is the most famous village of the district. It is located at the lap of the mountain Sheen Ghar, in the Koh-e-Sulaiman range. It is the coldest village in the summer. The main cause of the popularity of the village is the residences built at the top

of the mountain. These were built by the British during their rule of Hindustan. The residences are called "Banglay" in the local language. It is now the picnic point for people of both Zhob and Sherani.

Climate

The climate of the district is hot and dry in summer and cold in winter. June is the hottest month with mean maximum and minimum temperature of about 37°C and 23°C respectively. January is the coldest month with mean maximum and minimum temperature of about 13°C and -1°C respectively. The dust-storms occur in summer from July to September accompanied by thunderstorms. In winters the wind blows from the west and is very cold. The winds from south-west and east are also common, the latter invariably brings rain. The wind from the north occasionally blows during September to April bring drought and damage standing crops. Rainfall is scanty and varies with the altitude. Most of the rainfall is received during winter season.

Flora and Fauna

A wide variety of mammals like Markhors, "Gad" (wild sheep), wolves, jackals, rabbits, wild cats, wild goats and deers can be found in Sherani. While birds include species of partridge, warblers, shikras, blue rock pigeon, golden eagle, sparrows, hawks, falcons and bearded vultures. For flora of Sherani, one may find hundreds of species of some pretty exotic plants like; pistachios, juniper, wild olives, wild ash and wild almonds. Also found amongst such flora are a wide range of shrubs like; wild fig, barbery, wild cherry, makhi and herbs like; Ephedra intermedia, as well as gerardiana.

Due to the hunting of wild sheep and deer in the past, the population of these species is now touching the red line. Many of species have migrated to other safe meadows

AGRICULTURE AND RELATED SECTORS

Agriculture

Most part the area is hilly and barren with very limited water resources for agriculture purposes. However, during recent years tubewells have become quite abundant with the result that agricultural activity has registered a rise Sowing and harvesting are still largely carried out in traditional manner but the use of agricultural machinery is increasing day

by day. However, there is very little scope for a radical increase in the area under cultivation as the area is mostly "Barani". There are two cropping seasons, kharif and rabi. Rabi crops are sown between October and mid February and harvested in June. Kharif crops are sown from April to July and harvested by the end of October. Major crops in the district are wheat in rabi and maize in kharif.

Irrigation

Majority of the area in the district is irrigated by springs.

Forestry

The district has a big potential for social and natural forestry and vegetation cover in the district is quite extensive. Commercial forestry in the district is for the production of pine-nut and timber. The pine-nut forests are very profitable. Commercial forestry or cutting of timber for commercial purposes exists in Sherani sub-division.

Horticulture

Grapes are grown in abundance on the foothills of the mountains. Other fruits are almond, apricot and apple.

Livestock

Livestock raising is an important source of livelihood for the rural population and this sector has a great potential.

INDUSTRY AND TRADE

Industry

No industry worth the name exists in the district.

Mining

No mineral extraction activity worth mentioning exists in the district.

Communication

Sharani neighbour district Zhob is linked by air with major cities of the country.

A fokker flight operates from Quetta linking Zhob with Multan, Dera Ismail Khan, Peshawar and Islamabad. Zhob is 320 kilometers from Quetta, 225 kilometers from Dera Ismail Khan. However, the road linking Zhob with Dera Ismail Khan is for the most part a dirt track passing through water streams.

The poor condition of the road acts as a deterrent for an increase in inter-provincial transportation and commercial exploitation of the route. The narrow gauge railway linking Quetta with Zhob became moribund in 1984 and the service is no longer available. While it functioned-the railway was a romantic reminder of yester years with the highest railway-station of the country en route namely Kan Mehtarzai (altitude 2800 meters). The total length of the track was 295 kilometers with I I railway stations on the way.

Trade and Trade Centers

Trade and trading activity in the district is largely in the informal sector (Smuggling) because of proximity with Afghanistan. Regular formal trade is relatively limited and mostly confined to consumable items.

HISTORY, ETHNICITY/TRIBES AND CULTURE

History

Sherani as part of Zhob district claims historical significance as being the cradle of Afghan race. Qais Abdul Rashid who is believed to be the progenitor of Pashtoons or Afghans is said to have lived around the vicinity of Suleman mountains near Zhob, where he is said to have born in 575 AD, and died somewhere in 661 AD, the site is known as Takht-e-Suleman or "*Kas-e-Ghar*" (the mountain of Qais). He is buried near Takht-e-Suleman.

The inhabitants of Zhob valley gave tough resistance to Mehmood Ghazni, when he initiated his raids on India. Later, however they joined ranks with him. Subsequently the area came under the rule of Nadir Shah (1736-47 AD) and later Ahmed Shah Abdali (1747-73 AD). Zhob remained under the rule of Durrani and Barakzais till it was captured by the British. Preceding this event was a period of fifty years of anarchy when Zhob was dubbed as

"Yaghistan" or the land of the rebels.

Sir Robert Sandeman, the first Agent to the Governor General in Balochistan occupied Zhob in 1889 extending his forward policy to the region with the subjugation of the tribes inhabiting the Suleman range and occupation and control of the numerous passes through it to the south. He also secured the great Gomal pass and the caravanic routes to Ghazni and Kandhar. Captain I Mac Ivor had been appointed the first Political Agent in Zhob with its formation as the Political Agency in 1890. Zhob district is the second oldest existing district of Balochistan, after Quetta. Sherani District was the second biggest tehsil of [Zhob District](#) until 2005. In 2006, It was officially graded as district with the name of "Sherani" (Sherani is the name of the largest tribe of the area).

Ethnicity and Tribes

. There is a tribal system in the district. The main tribe of Sherai district is named as Sherani (Marani). And another tribe of the district is named Harifal. The Sherani tribe living in Sherani district is divided into two main branches, the Hasan Khel and The Oba Khel, and one small branch, the Kapip. Hasan Khel is further divided into Karmanzai, Muhammad Zai, Haizai, Ranaizai, etc. Muhammad Zai is the biggest clan with respect to population.

The peoples of Sherani tribe have long historical background. They fought against the British army for a long time. Masho Khan Sherani was the leader of these Sherani warriors. He was killed during fighting against British army in the famous area of [Zhob District](#) called "Silyazi".

Food

The most popular and delicious meat cuisine of the district is named as "Landi" in the local language. The way of preparing this cuisine is very interesting. After slaughtering the sheep, the hair of the sheep on its skin are removed by hand or with scissors. Its lungs, intestines, kidneys, heart are also removed. Then the sheep is put on fire for about 20 minutes. Then all the bones of the sheep are removed and only meat is left behind. Then this meat is cut into pieces of about 1 sq ft (0.093 m²) each. These pieces are then salted to protect the meat from germs and other micro organisms. Then these pieces of

meat are hanged by a rope in the cold environment (this process is done only between mid November and mid December). After hanging approximately one month, the meat is then served in the cold days and nights of December and January.

"Kaddi Kabab" is another delicious cuisine. Moreover, rosh, srakaray, sajji, hogra are some other popular dishes of the area. Kaddi kabab is usually served in picnics. Picnics of kaddi kabab are inexpensive

Dress and Ornaments

The majority of the male population wears shalwar kameez and a turban to cover their heads both in summers and winters with a chaddar (piece of cloth) slung across their shoulders. The women wear a wrapper and a long shirt reaching to the knees. Women belonging to the middle and upper classes dress in the manner of other urban women in the province and also wear gold ornaments.

Dwellings

Majority of the houses in the district are constructed using locally available material such as stone, clay and baked bricks with thick mud topping on the roofs which are either supported by wooden beams or iron girders. In rural areas a courtyard may enclose a number of the houses, both for reasons of safety and social affinity.

Occupations

A very small part of the population of the district has government jobs. The majority of the people is poor. The families living along the Zhob River and where they can get water easily do work in their farms. They grow wheat, corn and vegetables in their farms. The families living in Mani Khwah and the neighboring villages do work in their farms as well as in their gardens. They have big gardens full of apple and abrecock trees. A huge part of the population of the district works in UAE especially in Dubai. Some of them have their own business. Some work as servants in their business. Some of them are cobelar. As they are uneducated so they have not government jobs

Culture, Customs and Traditions

The dominating life style is still nomadic with scattered mud huts for seasonal habitation where summer is spent in highlands and winter in lower plains feeding cattle in tribal reserved pastures. The people are deeply religious and their lives are marked by strict adherence to tribal norms and values. Marriage at

puberty is fairly common and neither the groom nor the bride has any say in the selection of their would be mates. All matters are decided by the families of the bride and bridegroom. Exchanging of girls among the tribes is called "Tsarai". Though, a girl is valuable asset in an Afghan family by virtue of the bride price that she fetches yet no joy attends her birth while the birth of a baby boy is celebrated in a joyous manner with the firing of shots in the air.

The system of Vulvar (bride price) is widely practiced in the district. Money is paid by the groom for a proposal to the guardians/parents of the girl. The amount of Vulvar varies from case to case. In case of close family marriages, the amount may be small or waived altogether. A marriage is regarded as a way to strengthen tribal or family relations. Sometime marriages are used to settle tribal or family disputes.

A high order of social cooperation exists among the people both on occasions of happiness and sorrow. In case of the death of a relative neighbour or friend, food is supplied to the deceased's household for two to three days.

Majority of the people living in Zhob district belong to the Sunni sect of Islam with a marginal number of people belonging to the Shia sect of Islam.

There are two major channels for conflict resolution in the district namely the traditional/tribal and the government/ institutional. The traditional/tribal channel however, has proved more effective than the latter. In the past the jirga system operated in the region which was the traditional system whereby tribal elders sat together to settle disputes and mete out justice to offenders. The system stands annulled by a decision of the Supreme Court of Pakistan in 1991. The government however, still forms informal jirgas (comprising notables etc) for conflict resolution, as they have proven to be very effective.

BROAD ANALYSIS OF POPULATING CENSUS. DATA

Population Size, Growth And Distribution

Population Size and Growth: The population of Zhob district is 81,684 in 1998, recording an increase of 29.00 percent over the last 17 years i.e. 1981-98. The increase of 13.50 and 99.36 percents was observed during intercensal period 1972-81 (8.46 years) and 1961-72 (11.67 years) respectively. Overall the population of the district has increased rapidly showing substantial increase of 449.07 percent during the last 37 years i.e. 1961-98 which is five and a half times.

The average annual growth rate of population in the district has declined to 1.51 percent

1981-98 as against 9.38 percent during 1972-81 and 6.09 percent in 1961-72. If the population of the district keeps up growing at an annual growth rate 1.51 percent double in 46 years. I

Household Size

The average household size for the district is 7.7 persons in 1998. The household size varies at 7.7 and 8.9 between rural and urban areas respectively.

Rural/Urban Distribution

The rural population of the district is 81,684 Constituting, 99 percent of the total population. The average annual growth rate of rural population during, 1981-98 is 1.44 percent which was 9.74 and 5.96 percents during 1972-81 and 1961-72 respectively.

Religion

The population of the district is almost Muslim. They constitute 99.43 percent of the total population, with a breakup of 99.67 percent in rural and 98.15 percent in urban areas. There are very few Christian, Hindu, Qadiani/Ahmadi, Scheduled Caste and other communities which are only 0.58 percent of the total population.

Mother Tongue

The mother tongue refers to the language used for communication between parents and their children in -the household. The question was asked about all individuals living in the housing unit that is pushto.

Life Time Migrants

The total life time in-migrants are 3.57 percent of the total population. Out of which the male and female life time in-migrants are 5.66 and 1.08 percent respectively. The persons who have migrated into the district during the last one year after March 1997 are 31.17 percent. Fourteen point thirty eight percent have migrated during the last 5 years i.e. after March. 1993, while 8.51 percent had migrated before 5 years but after 1988. About forty six percent has been reported to have migrated 10 years earlier.

ECONOMIC CHARACTERISTICS

Economically Active Population

The economically active population of the Zhob district among the population aged 10 years and above to the total population is 28.22 percent which is 77.64 thousand souls with 99.02 percent male and 0.78 percent female. The remaining 71.78 percent economically inactive population consists of 37.46 percent children below 10 years, 27.76 percent domestic workers including 59.78 percent female amongst the total females and 0.97 percent male workers amongst total males. The students share is 4.24 percent while all other categories constitute 2.31 percent in the total economically inactive population of the district.

The labour force participation rate as percentage of total labour force to the population aged 10 years and above is computed at 45.12 percent for the district. There is a significant difference in the participation rates between male and female labour force as 79.88 percent for male compared to 0.80 percent for female. The labour force participation rate is higher i.e. 45.12 percent in rural area as compared to 39.09 percent in the urban area.

Un-Employment

The un-employment rate (46.99 percent) as percentage of un-employed labour force i.e. looking for work and laid off) to the total labour force reflects a high degree of un-employment in the district which is much higher for male i.e 47.34 percent compared to female at 2.33 percent.

Health Sector

The break up of Health services in the district is as under:

S.No	Name of the Institutions	No of Institutes
1	Hospitals	1
2	Basic Health Units	5
3	Rural Health Centers	1
4	Dispensaries	11
5	MCH Centers	2

Source: DCR 1998

In District, a District Health Officer is responsible for Primary Health care and related facilities like BHUs etc. Secondary health care is provided at District Headquarters Hospital. A medical Superintendent is responsible for proper functioning of District Headquarters Hospital.

Chapter 4

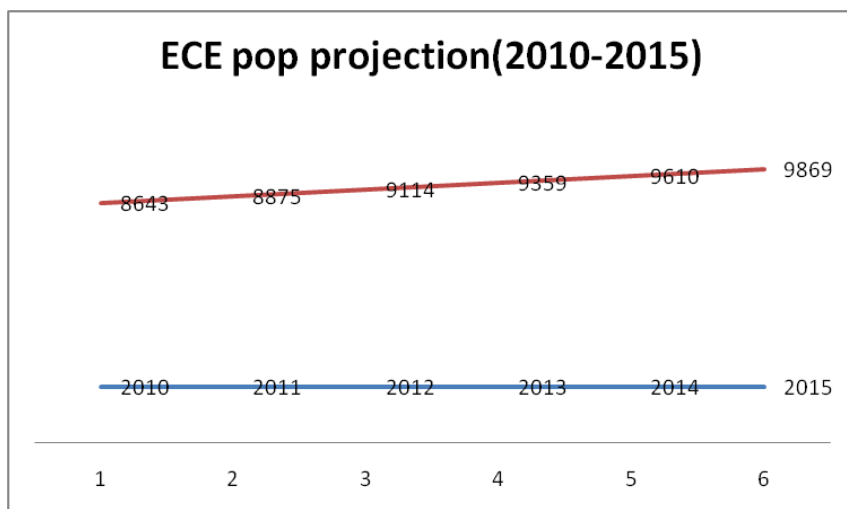
Sherani District Education Profile

According to population projections, the total population of the 4-5 years age group in 2010 is 8643, including 4537 male and 4106 female members. The projected population of district till year 2015 by gender is provided in table 1.

Table 1: Projected District and ECE Population 4-5 Years Disaggregated by Gender

Population			
Years	Description	Total Population	4-5 age group population
Pop 1998	Total	81684	7192
	Male	42878	3274
	Female	38806	3918
Pop 2010	Total	108035	8643
	Male	56710	4537
	Female	51325	4106
Pop 2011	Total	110939	8875
	Male	58235	4659
	Female	52704	4216
Pop 2012	Total	113921	9114
	Male	59800	4784
	Female	54121	4330
Pop 2013	Total	116984	9359
	Male	61408	4913
	Female	55576	4446
Pop 2014	Total	120129	9610
	Male	63059	5045
	Female	57070	4566
Pop 2015	Total	123358	9869
	Male	64754	5180
	Female	58604	4688

Source: NIPS (Growth rate 2.6 per annum and 8% 4-5 population of total population)



Literacy Rate

The overall projected literacy rate of 18% in the district in the year 2010. The low literacy rate is an impediment in increasing participation and retention rates in schools. As majority of the population are illiterate and are not aware of the importance of education, therefore, the number of out of school children is more than fifty percent. The low literacy rate also appears as a challenge in ensuring and enhancing community participation in education activities. The majority of the School Management Committee Members being illiterate find it difficult to demonstrate their due and effective role in improving the learning environment and assessing teacher’s performance and training needs. A mass sensitization and mobilization campaign is required which may lead to better community participation in education.

Children Enrolled and Out of School

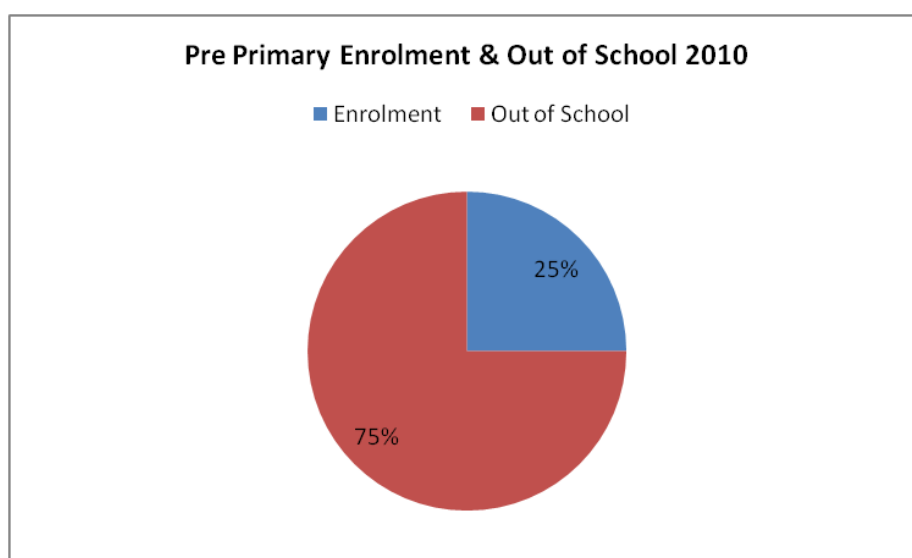
Pre Primary Education

Pre Primary education in the district’s schools commences with katchi grade, which a child enters at four to five years of age. The projected Pre Primary school age (4– 5 years) population in 2010 in the district is estimated at 8643. From the estimated population the Gross Pre primary school enrolment is 2159 which makes up overall 25% of the Pre primary school age population.

Table 2: Pre Primary School (4-5 Years) Age Gross Enrolment and Out of School in 2010, by Gender

Pre Primary Enrollment				
S #	Catagories	Boys	Girls	Total
1	Enrollment	1524	635	2159
2	Population (4&5)	4537	4106	8643
3	Leftout (out of School)	3013	3471	6484
		66%		
4	GER	34%	15%	25%

(Source: Population project from DCR 1998; Enrolment BEMIS 2010)



Enrolment and Dropout Rate (Katchi to Class 1)

Boys	Katchi	1524
	Pakki	826
	Dropout%	46
Girls	Katchi	635
	Pakki	251
	Dropout%	60
Total	Katchi	2159
	Pakki	1077
	Dropout%	50

Primary School

Primary education in the district's schools commences with 1 grade. The projected primary school age population in the district in 2010 is estimated at 19243. From the estimated population the gross primary school enrolment is 2834 (Girls: 505 and boys: 2329 which makes up overall 15% of the primary school age population.

Table 3: Primary School Age Gross Enrolment and Out of School in 2010, by Gender

Primary				
S #	Catagories	Boys	Girls	Total
1	Enrollment	2329	505	2834
2	Population	10101	9142	19243
3	Leftout (out of School)	7772	8637	16409
4	GER	23%	6%	15%

An analysis of the gross enrolment is evident that only 15.0% of the target population are enrolled while 85.0% are out of school. One of the reasons for low participation in schools may be the non-availability of basic school facilities. No doubt that access to education is a one of the major factors of low participation rates in the district but a deep down analysis of the enrolment and the schooling opportunities available reveals that existing facilities are under utilized and have the capacity to enrol more out of school children. Therefore, in addition to increasing access, efforts shall also be directed towards the optimum utilization of existing facilities.

Middle School

The middle schooling consist of three grades i.e grade sixth to eighth). The total estimated middle school age population of the district in 2010t is 7095. From the estimated population the gross middle enrolment makes only 3% of the total middle school age population.

The table and figure below provides that the overall middle school enrolment in the district depicts a very gloomy picture. The strict cultural taboos are the impediment in allowing girls to continue education. To increase participation rates particularly in the middle schools there is need for strong mobilization and sensitization campaign.

Table 4: Estimated Middle School Age Population, Gross Enrolments in 2010

Middle				
S #	Catagories	Boys	Girls	Total
1	Enrollment	216	11	227
2	Population	3724	3371	7095
3	Leftout (out of School)	3508	3360	6868
4	GER	6%	0%	3%

High School

The High school consist of two grades i.e grade ninth and tenth). The total estimated high school age population of the district is 4105. From the estimated population the gross high school enrolment is only 52 which makes only 1% of the total high school age population.

Table 5: Estimated High School Age Population, Gross Enrolments in 2010

High				
S #	Catagories	Boys	Girls	Total
1	Enrollment	52	0	52
2	Population	2155	1950	4105
3	Leftout (out of School)	2103	1950	4053
4	GER	2%	0%	1%

Educational Facilities

Educational institutions in District include primary, middle and high schools for boys and girls. On one hand the number of schools in the district does not provide equitable educational opportunities to all children; on the other, the available opportunities have not been fully utilized.

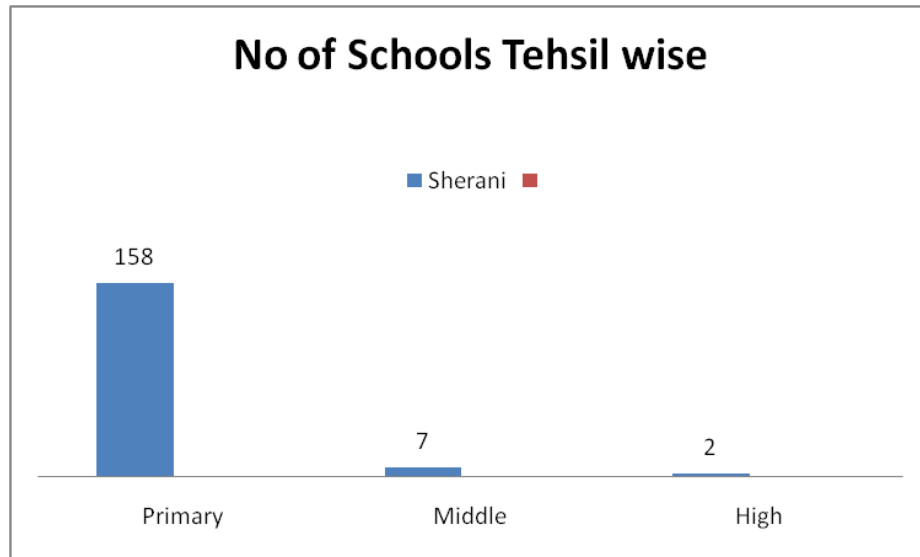
Primary Middle and High Schools

There are 167 total Schools in distict that is in Sherani tehsil.

The limited access to high schooling is one of the leading factors in low enrolments and high dropouts at primary and middle level

Table 6: Tehsil and Gender-wise Public Schools in the District

Total Schools					
S #	Tehsils	Primary	Middle	High	Total
1	Sherani	156	8	4	168
Total		156	8	4	168



School Teachers

According to BEMIS data for 2009-10, total 369 teaching positions are sanctioned in all schools of the district. From these, only 26 are female while other male. The gender disparity in number of school is subsequently reflected in the numbers of teachers as well. In primary schools on average there are two teachers per schools. However, while comparing it with the enrolment the student teacher ratio is high particularly for girls at primary level, which means that majority of the primary schools are single teacher school. In case of middle and high schools the situation is quite different and student teacher ratio is lower than the standard norm which doesn't mean that schools are overstaffed but it shows that schools are under enrolled and existing facilities are under utilized. The under utilization of the existing facilities become more pronounced at high level for girls and at middle level in boy's school.

A teacher who is trained and motivated can play a singularly important role in the promotion of education, particularly in rural areas. The professional qualification of the

teachers shows that 253 of the teachers are PTC. . Analyses of teachers professional qualification reveals that majority of the teachers are just PTC. Thus in the existing scenario where teaching techniques are changing very rapidly and to cope up with the challenges of quality education it becomes imperative for the district to equip and upgrade the knowledge of the teachers to meet standards of quality education.

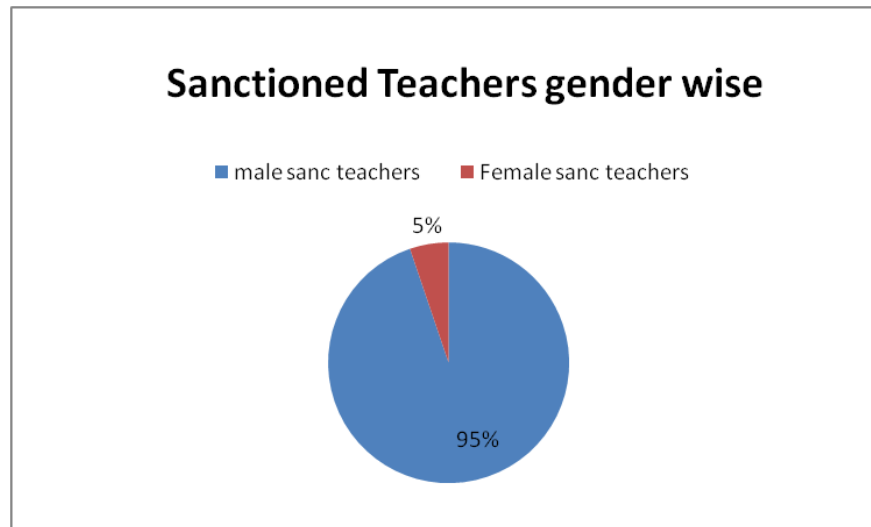


Table 7: Staffing Status in the District

Total Sanctioned Teachers by Designation and Gender				
S.NO	Designation	Male	Female	Total
1	MQ	11	0	11
2	PTC	227	26	253
3	JAT	13	1	14
4	JET Tec	2	0	2
5	JET Gen	28	20	29
6	BM	0	0	0
7	C Ins	0	0	0
8	PTI	13	1	14
9	DM	12	1	13
10	SAT	0	0	0
11	SDM	0	0	0
12	SST Tech	0	0	0
13	SST Sci	13	0	13
14	SST Gen	15	0	15
15	SS	0	0	0
16	Head Master	4	0	4
17	Vice Principle	0	0	0
18	Principle	0	0	0
	Grand Total	343	26	369

Teacher-Student Ratio

The student teacher ratio at primary level is high especially in girl's schools. 84% of the primary schools are single teacher schools. While the situation in middle and high school shows very low student teacher ratio. A keen analysis of ratio indicates that the available educational facilities and resources are not being utilized effectively at middle and high levels.

Girls' schools are relatively short of teachers, particularly at the primary level. Many schools are reported as being heavily overcrowded with students, while many more are heavily staffed with comparatively less enrolment, particularly middle and high schools, where the average ratio is quite imbalanced. Clearly, there is a need to critically consider the proportion of students' population and the growth trend in enrolment in the posting of teachers. Considering the enrolment of each school the District Education Department needs to re-allocate teachers on basis of enrolment

Basic School Facilities

A number of global and regional studies suggest that, in the development of children, the physical environment plays a role as important as classroom learning. Past experiences indicate that there has never been a conscious effort to balance the physical environment with teaching and learning processes. Although heavy investments from education sector funds are meted out for school buildings, a child-friendly physical environment in schools remains elusive.

As in other parts of the province, many schools in District are in need of major, minor repairs, toilets, safe drinking water, and boundary walls. The BEMIS 2009-10 data provides an overview of basic facilities at schools in the district. It is important to note that above 83% of schools have no electricity, 35% without water, 50% without toilets and 45% without boundary walls. Table 9 reveals that there are 439 single rooms, primary schools exist in the district.

Table 8: Percentage of Schools without Basic Physical Facilities

Physical Facilities in School (Public Sector)		
1	Schools Without electricity	83%
2	Schools without Boundary Walls	45%
3	Schools without Toilets	50%
4	Schools without Drinking water	35%

Table 9: schools as having rooms in the district

Schools having rooms				
Districts	Total School	More than 2 rooms(3-10)	Rationalizati on/2 rooms	Single room school
Sherani	167	39	52	76

Private Sector and Other Interventions

The private sector has some contribution at of education in the district. There are 5 private schools functioning in the district. The private schools in the district though registered with the District Education Department but are functioning in isolation. The District authorities have a minimal regulatory role in assessing their curriculum, fee structure, teacher’s salaries, enrolment and physical facilities. To narrow down this public private divide the District Education Department needs to take into account the contribution made by these private institutes, assess their performance and provide them support to enhance their capacity.

Religious schools (*Madrassas*) are playing a vital role in the promotion of religious education in the district. A significant number of school age children are enrolled in maddrassas there are above 5 maddrassas in the district,

Table 10: No of Private Schools and other interventions
Private and other interventions

1	No of Private Schools	5
2	No of Madrassas	5
3	SCSPEB / UNICEF ECE Classes	
4	BEF	8
5	Feeder Schools	
6	Non Formal Centers	
7	Others	

Chapter 5

ECE Quality Inputs

Teacher Training

The role of teachers remains central to the success of any effort made to improve the quality of Education. The teacher Education is mainly undertaken in Government collages of teachers Education. Presently 11 such institutions are working in the province and they offer PTC and CT courses of nine months duration. The PTC is meant for primary school teachers and it is a pre service program for metric pass candidates. The curriculum of PTC was devised during early 1980s. This curriculum didn't cater the needs of elementary Education. It is highly theoretical in nature. The staffs engaged for Education of primary school teachers have little experience of teaching at primary level and are naive of requirements of ECE. The in service training of the teachers is subjected to the provisions in various projects were donors dictate the program. The Bureau of Curriculum and extension center which is responsible for teachers in service training has never assessed the teachers training needs. Therefore the programs don't fulfill the teacher's professional needs.

The federal Government has recently and for the first time published National Teachers Professional Standers for Teachers. These describe what a teacher should know, be like and be able to do. These standers will be used by all the teachers Education institutions. However, to achieve the objective the competence of these institutions needs enhancement.

Since ECE is going to be introduced in all the schools at primary level, through a phased program, therefore the teachers need intensive training in ECE techniques. For this purpose the Government needs to launch a well thought of, needs oriented and effective training program which may ensure capacitating the ECE teachers at the earliest. It means that some ten thousand primary school teachers will need training in ECE teaching techniques.

Provision of Teaching and Learning Materials

Teaching and learning material is a hub of the game in the teaching learning process. It is much more needed at early childhood Education level because the children at this level drop if they find the environment alien to their nature. They are playing stuff therefore they need a lot of activities involving variety of Educational toys. The children learn playing with these toys and they come to school for playing and the teacher capitalizes on the nature children. In case the teacher doesn't get the Educational toys he/she resort to rote memorization which is very difficult of the child and this also leads the teacher to corporal punishment which result in children's drop out from school. Therefore the Educational program in the province must provide teaching and learning material in the school and it should not be a onetime supply but the broken and lost items must be replenished and more added every year. The National Education Policy and the ECE curriculum have aptly stated that there will be no text book for the children at ECE level it further enhances the need of teaching learning materials

It also commendable that the teachers may be imparted training in preparing and using the indigenous material for children's use.

Supervision and Monitoring

Supervision and monitoring are crucial to sustenance and implementation of teachers' performances. Monitoring mechanism to evaluate teachers' performance is a very important source of feedback administrators and teachers Educators. They can build upon the feed back to improve their own performance. Presently the Learning Coordinators and the Assistant District Officers are responsible for monitoring and supervision. They are very small in number (ADEO 65, Learning Coordinators 305) this small number of the supervisors and monitors is not capable of taking care of ten thousand teachers. Further they are trained for the job. Instead of supporting teachers simply collect data.

Therefore monitoring and supervision system needs revisiting and reorganization. The Learning Coordinators and ADEOs need training in their task. Their bossy attitude also needs to be transformed in to a mentor. The effective and proper monitoring and supervision system will help teachers improving their performance.

Parent and Community Involvement

The experiment of PTSMC has proved that involvement of parents and communities in the Education system produce good results. It not only reduces the burden of the Government but also makes the system efficient. The PTSMCs where used skillfully have helped increasing enrollment reducing dropout and improving the quality of Education in the school. The introduction of ECE demands a lot of motivation of parents and mobilization of communities to convince the parents to enroll their young children in the school and pursue them ensure their punctuality and regularity. If the communities accept the ECE concept there is possibility of greater success. Therefore it is felt necessary that communities may closely involved and capacitated to manage their schools. This will be possible if the PTSMc are properly formed imparted training and are empowered to manage their schools.

Additional Class Rooms and Basic Facilities

Presently more than five thousand primary schools are functioning in single or two class rooms. Multi grade teaching is in practice. The ECE needs a separate class room and a teacher. The young children also need toilet and clean drinking water therefore the Government will have to provide a separate class room and teacher in the school where ECE is introduced. The Class rooms will need specially prepared furniture for the children and the building should also be build in a manner that it doesn't pose any unsafe for the children.

Health and Nutrition

Nutrition is extremely important for children and is directly related to their performance in the school. The ECE environment caters to the nutritional needs of a child and monitors his/her growth unfortunately our children are pray to the mal nutrition. They are deficient of iodine, vitamin A and iron. This is due to the food deficiency generally because the children don't get balanced food. Therefore the Government may think of providing lunch the children in the school and educating the parents to provide the children balanced diet. The mortality rate among the children up to year's age is very high about 73 per 1000 infant live births. Disease like mal nutrition, polio, low ammonization rates, diarrhea, pneumonia and respiratory are common to the children.

Obviously a child with poor health cannot do better in the school. Therefore there should be a close liaison between the health department parents and the school for these purpose committees may be constituted which may run Campaign against child diseases and parents awareness

Coordination between Stakeholders

ECE is cannot be made a successful intervention unless all the stake holders (parents, health department, local government, Education, Social welfare department...etc) join hands. The child is in the heart of all the stake holders who should realize their responsibilities the child and make joint efforts for the cause of the children. It may include sitting together for thinking generating required resources, creating awareness among the communities, monitoring and supervision to sustain the ECE.

Private Sector Coordination

The Government cannot alone take the responsibility of ECE intervention. The private sector has to come forth to help the Government in the introduction of ECE. All the private schools will be expected to introduce ECE class in their system, build the capacity of the teachers to create child friendly atmosphere in the class and ensure that dropout is minimized. The philanthropy the commercial enterprise all are expected to pool their resources to full fill the requirements of ECE class

Child Rights

The children are the most venerable as for rights are concern. The gender disparities have made the situation even worse. The constitution of Pakistan and in spite of being signatory of various International declarations on child rights, little have been done to save guard the children right. The daughters are discriminated against sons, the children are beaten up both at home and schools they are ill clad deprived of balanced food and no care is paid to their Education the children have very low liberty to play, ask questions and use their will. The ECE intervention will propagate child rights and will run a campaign for their safe guard.

Chapter 6

Community Mobilization

Role of Community

The Government cannot introduce, successfully early childhood Education in the schools independent of community involvement. In tribal society where Education particularly female Education doesn't enjoy priority in the life importance of ECE is not appreciated fully. Therefore it is essential that communities may be mobilized through group discussion, debates on Education use of electronic media and provision of incentives. Awareness campaigns can help convincing the communities to play their role in the introduction of ECE enrolling the children of relevant age and keeping vigilance on regularity and punctuality of children in the school.

Role of Parents

The parents have a pivotal role in the intervention. The mother has to play an important role. Unless she is convinced that her child should go to school, it is very hard to bring the tender child to school. The mothers should have confidence in the school environment. She should be confident that her child will not undergo any adverse experience at school. She should know that the child learns attitudes and skills in the school in a pleasant environment. This is possible if the school and the parents work in close collaboration and cooperation and both enjoy mutual confidence. Once parents are involved the objective can be easily achieved. Therefore the school may demonstrate a sympathetic and democratic attitude and treat the parents not only as their customers but also as their helpers.

Role of Aya

It is quite difficult for teachers to take care of the children needs at school. They need going toilet and washing. They get may get bored and need care. The teacher cannot do all this single handedly. Therefore there is a need of care givers. The Government may employ elderly women who may help the teachers in taking care of the needy children. Some elderly women can also volunteer their services in taking care of the

children at school. In some communities such experiences and practices have proved very useful.

Role of PTSMCs

The Government has established PTSMCs in about 4000 schools. The prime objective of these committees to help school in management they are supposed to collect and maintain data of the school aged children, convince the parents to send their children to school, ensure regularity and punctuality of enrolled children and thus help in reducing drop out and improving compilation rate. The services of these committees have not been adequately utilized so far. However where ever the PTSMCs have been empowered they have demonstrated their capacity and competence to reduce absenteeism among the teachers and children improving school environment and serving as bridge between school and the district educational management. These committees can play an important and effective role in making the ECE intervention in the school, a success.

Governance

Good governance is hub of intervention made in social and developmental sector. Good governing practices result in success. The role of some key players in the introduction and success of ECE is very significant:

Role of Teacher and Head Teacher

The teacher has a direct and important role in the ECE his/her attitude towards children and her skills to facilitate the children in school she can attract the children through her sympathetic, democratic and child friendly attitude. Simultaneously she can create a hatred for school in the child through her wrong behavior. Therefore the teachers should be properly trained in handling the young children. They may be provided an environment where they can learn how to be patient towards the child. The head teacher's role is equally important. He should be well versed in the ECE techniques and should know how to monitor the work of teacher and mentor when the teacher need. The head teacher should demonstrate a democratic and facilitative role in his relations with the teacher, parents and the children. He should be a visionary and

conceive the innovative techniques for physical, social physiological and cognitive needs of the children.

Role of Learning Coordinators

The learning coordinators are very important player in the ECE intervention. They are appointed on seniority bases and have a long experience of teaching at a primary level. They are supposed to be cognizant of all the teachers and children needs. They can provide monitoring and mentoring services to the teacher and can thus facilitate the young children who have come for learning. Practically the learning coordinators have rarely been exposed to training ECE techniques. They generally represent the orthodox disciplinarian. Who doesn't tolerate any noise or movement of children in the classroom, Therefore in the present form they are least helpful. There is a need to create an awareness regarding the psychology of the children and training them properly so the nay play the role expected from them.

Role of PTSMCs

As mentioned above the PTSMCs can play very significant role in the implementation of early childhood education. Since they are parents of the school going children and cherish the confidence of the community therefore they can help managing the school properly. The government has very clearly defined the responsibilities of PTSMCs and they have demonstrated their worth where ever empowered the government should reconstitute PTSMCs their capacity to manage, value their opinion and develop school improvement plan with their coordination. This role of the PTSMC will help improving the governance in the school resulting in success of ECE.

Role of Directorate and Education Secretariat

All the leader ship and policies emerge at Directorate and Education Secretariat level. They develop and decide on future plans. The district Education Officer, Head teachers and PTSMCs are the implementers of the decisions taken and policies formulated by the director and secretary Education. There for it's but imperative that these quarters prepare policies and develop plans very carefully on the basis of data collected in consultation with the actors at implementation level. They should provide all kinds or resources required for introduction of ECE or take appropriate measure to register the

cooperation of the stake holders in implementation of their policies and program. Efficiency efficacy and vision is very important at this level.

Role of BEMIS/PEAC

The importance of data in any planning exercises need not be over emphasized. Any appropriate healthy and need based planning depend on the availability of appropriate and dependable credible data. The Balochistan Educational management information system (BEMIS) has very important role in helping the planner developing good planning. Therefore the BEMIS is expected to show their capacity to collect reliable and need oriented data and timely update it. The BEMIS should translate the crude data in to information which the planners may use for their guidance. The BEMIS should conduct the census of all the school age children including kachi/ECE class and the children who are expected to join ECE in the next two years. It may have document all information on physical facilities so that the government may be able to decide and plan the future needs

The Provincial Education Assessment Center is also very important because it asses the learning achievements of the children against the curriculum objectives. The peace must conduct the tests in a manner that the planers may use them as basses for management of learning at school level. The results of test will help in assessing the teachers training needs, improvement in the teaching techniques and text books and creating a link between the classroom teaching and the learning assessment mechanism.

Chapter 7

Goals and Objectives of ECE Plan

The goal of the ECE plan is proposed:

“Expand and Improve comprehensive early childhood Education”

The following objectives are set to achieve the goal:

- To improve the school environment through joyful learning and child friendly mode of instruction
- To strengthen the base for primary education
- To enhance the awareness and motivation of ECE among parents and community.
- To reduce gender disparity
- To improve the teacher performance
- To reduce drop out and improve completion rate at primary level

Implementation Strategy

On the basis of the projections of year 2010 as per the NIPS formula (2.68 gr) the projected population of proposed target group (4-5 years) @ 8% is 8643 (boys 4537 and girls 4106) of total projected population of the district of 108035.

The ECE district plan proposed the following multi prong strategies to address the ECE age group population in minimal time frame of 5 years i.e. (2011 to 2015). The plan will also focus the long term vision to manage and strengthen the ECE facilities in the province.

Strategies for Immediate interventions:

Whereas the introduction of ECE needs some time yet there are quite a few opportunities which can be capitalized on immediately for introduction of ECE they are as under:

ECE in existing public schools:

ECE classes may be introduced, initially, in all such schools where at least three teachers and 3 class rooms are available. One of the class rooms and a teacher may be ear marked for ECE class, exclusively. At present, according to BEMIS school census

2009-10, there are 39 schools with more than 2 class rooms and 2 teachers offering primary level education out of which 168 schools. All these schools should be marked for the establishment of ECE as an opportunity. All these schools will enroll approximately 7% of target age group population, if teachers will be trained on ECE strategies.

Introduction of ECE in the above schools will require three initiatives

- a. Nomination of ECE teachers by the concerned EDEO
- b. Training of teachers
- c. Provision of ECE material

The training of teachers is primary requirement because unless the teachers are oriented in the ECE techniques, it will not be possible to gain the results of the intervention. The PITE & Staff of the colleges of elementary education and the BOC can be assigned the responsibility of the training of the teachers. However in view of huge task the government will not be able to impart training to all teachers in time. Therefore it will be appropriate if the experienced & competent private sector is also involved in the training of the teachers.

Private schools

Presently approximately 5 private schools are working in district and they are well spread incidentally all these schools enrolled children of 4-5 year age group and use Montessori method of teaching these children, which is very close to ECE teaching techniques. However since the teachers have never been exposed to latest teaching techniques therefore they work in a quack fashion, the teachers of these schools may be imparted training and all these schools may be bound to introduce ECE in their system. The Government can cater the training needs of teachers by including them its own teachers training program.

Denni Maddaras

About 5 registered Denni Maddaris are taking responsibility of teaching children of 4+ age group. These institutions can be involved in ECE intervention by registering their cooperation. Presently they use very crude methods of teaching because the teachers have never been imparted any training in teaching. The government may train their teachers and will provide necessary material for ECE.

NCHD support

The NCHD is running 5 feeder schools in the district, these schools is a support for the nearby primary school in enhancing enrolment. The teachers of these schools can be imparted training and thus the institution can be converted in to ECE schools without any additional cost. The expenditure on teachers training may be borne by the NCHD.

Non formal/ Literacy Centers

The non formal education/literacy centers are being taking care of by the NCHD, NEF and the social welfare department. The teachers engaged are part timers and work generally in the evening. They can be engaged in ECE operation allowing them an equal salary which they are being paid for non formal education. This strategy can take responsibility of many children of the focused age group and can contribute towards promotion of ECE

BEF schools:

With the financial support of the World Bank the Balochistan Education Foundation has established 8 Primary schools in the rural areas of district where the children have no access to education. The teachers of these schools may be imparted trainings in ECE teaching techniques and thus the needs of children can be catered. The expenditure may be the responsibility of the BEF.

Day Care Centers:

Day Care Centers where working women leave their children for about 6-7 hours, could be used for ECE by imparting training to the staff of these centers and children can be imparted ECE curriculum. It could cover approximately (1%) of the ECE age group children.

Future Strategies

a) Addition of facility in deficit schools:

At present 76 schools are working with one teacher and 1 room or with out any shelter. Obviously these schools will also engaged 4+ children in ECE. The government will have to provide rooms and an additional teacher to make ECE

possible in such schools. The biggest cost will be on construction of room and recurrent cost on the salary of the teacher.

b) Opening of New schools

The government is planning to open 10000 new primary schools in the province in next five years. It is suggested that at least 156 schools to be opened in the district. All these schools may provide for ECE with all its requirements. Estimated this intervention will enroll 31% children in ECE up to 2015.

c) Provision of Additional facilities in the existing Government Schools:

All the schools which have only 2 class rooms and 2-3 teachers may be provided additional class room to start ECE in 52 schools which will enroll 10% ECE population.

d) Engaging corporate Sector:

The corporate sector is deeply involved in the mining, agriculture, industries and banking. This sector is raising exuberant benefits out of their ventures but so far they have made little contribution to benefit the social sector including education. This sector may be assigned to introduce ECE class in deprived schools and bear all the cost on teachers' salaries, training and supply of material plus construction of rooms.

Support Structure

a) Government training institutes:

Teachers are seen as the primary catalyst for delivering quality education. They are large work force in Balochistan, as well as in districts. Teacher training is the crucial element in the achievement of the International commitments of "Education for All" and "Millennium Development Goals".

The colleges of elementary education, PITE and BOC are responsible for pre-service and in service training of teachers. The colleges of elementary education have a capacity to train 1200 teachers per annum. Simultaneously they can be assigned in service teachers training in ECE teaching techniques. The Government has decided to replace the existing PTC and CT training by 2 years Associate degree in education in a phase way. Obviously it will reduce the turn out by 50%. The resultantly the existing system of the Government will not suffice the training requirements.

Therefore it is suggested that the assistance of private sector may also be tapped. The NGOs like SCSPEB who have experience in ECE may be engaged in training of the teachers.

b) Training of managers and supervisors

Since ECE is a new concept and needs expertise in supervising and supporting the teachers therefore it is essential that all the education officers and heads of institutions may be oriented in ECE teaching techniques and support mechanism.

In this kind of training besides government system the support of private sector / NGOs will be required so that the stake holders may be capacitated well before the ECE is introduced.

c) Material Development and Supply:

The ECE material will be required on mass scale. Presently material development activity in the province and district is negligent. Therefore while it is a challenge simultaneously it provides an opportunity for the local market to explore this sector. The supply of material from centrally located places to destination will give boost to transport business in the district; all this will generate economic activity and job opportunities in the district. However publicity and advocacy will be required.

d) Construction:

Construction of additional rooms for ECE will require the expertise of architects who may design rooms in the context of weather, soil structure, culture of the area and cost effectiveness. Presently quite a few firms are engaged in such activities and they can be selected on competitive basis for developing multiple designs.

The construction will also need bricks, cement, sand, crush stone beside masons and labor force. Some of these components are locally available while others will be acquired from outside the province. It will also generate economic activity in the district as well as in province.

Potential Funding Sources

Since the Government is the biggest provider of Education in Balochistan therefore it will be expected that the Government will develop a phased program of implementation of ECE class in the schools. In order to achieve the objective the Government will be expected to allocate sufficient funds for implementation of the program. The funds can be raised through involving various donors supporting Balochistan in promotion of Education and other social service sectors. Though there is very small number of industries in the province still they can be associated in the intervention. The labor department, social welfare department and the mining departments collect levy in their spheres of work a part of which can be ear marked for introduction of ECE in the schools where they work.

a) Responsibilities actors of Implementation (DE Office, PITE, BOC, Health

The Director of Education will devise a plan of implementation of the ECE program in the school and will carry it out through Divisional Directors of Schools and the Districts Education Officers. He will also monitor the implementation of the program and will hold meetings of the implementers regularly and will take measures to do away with the gaps identified.

The Bureau of curriculum and PITE will help in training of teachers in the ECE teaching techniques. They will keep a close liaison with the Directors of Education, Divisional Directors and the District Officers Education to strategies the Training activities.

Since the health of children is very important therefore cooperation and coordination of health department will be required. The basic health units can play a vital role in this respect. They can examine the children and suggest measures of improvement of their health and orientate the parents on the means and ways through which child health is improved. They can also orientate the teachers with regard to the eye sight and hearing capacity of the children.

b) Deptt, Social Welfare Department, , Community participation, PTSMCs and Private/NGO sector)

The social welfare department can also play a vital role. They can include their plans, awareness of the parents on importance of ECE and motivating them to send their children to school and keep them regular and punctual. They can also give awareness regarding the rights of children and obligation of parents towards their children.

The communities are always at the heart of all the intervention made in education sector. The PTSMCs who are the representative group of communities working for the school can be involved in school improvement planning, motivating the parents to send their children to ECE class, keep them regular and punctual. They can develop a strong bridge between the school and the Government. They can also register the cooperation of various organization/ departments working for the welfare of the community

The Government cannot achieve the objective all alone. It needs the help o private sector and NGOs. The private sector working in the education can help by introducing of ECE in their system and deputing the teachers for training on ECE teaching techniques. The NGOs can also join hands with the Government by advocating the cause of ECE while working on their own interventions.

Implementation mechanism

The ECE needs a very strong and implementation mechanism. Which is suggested as under?

- ✓ A phased program initially for five years and a long term program up to 2020 may be devised.
- ✓ Initially the ECE classes may be introduced in all such schools where at least three teachers and 3 class rooms are available. 1 teacher and 1 class room may be allocated to ECE
- ✓ The schools having 2 rooms and 3 teachers may be provided an additional class room or a teacher for ECE.
- ✓ The teachers may be imparted training in the ECE teaching techniques before embarking on the program.
- ✓ A strong monitoring and support system may be devised to ensure that ECE is implemented effectively and the required outcomes are achieved.

- ✓ All the stake holders including DE, DEO, SDEO, ADEO,LCs and Head teachers may be given orientation on the concepts and requirements of ECE.
- ✓ The single teacher school with one or shelter less class rooms may be included in the program after 2014 when the requirement has been met out.

Summary of Proposed Strategies

ECE PLAN PROPOSED STRATEGY										
S.No	Proposed Actions	Numbers	Chidren Coverage	Coverage(%)	2011	2012	2013	2014	2015	Total
			(25 per School)	4-5 Yrs ECE Population						
1	ECE in Existing Public Schools (having more than two rooms)	167		8643						
		39	1014	12%	8	8	8	8	8	40
2	Re appropriation of teachers in ext Schools	52	1352	16%	10	10	10	10	10	50
3	Addition of ECE Single Teacher/Room School	76	1900	22%	15	15	15	15	15	75
4	Private Schools	5	125	1%	1	1	1	1	1	5
5	BEF Schools	8	200	2%	2	2	2	2	2	10
6	Deeni Madaris	5	125	1%	1	1	1	1	1	5
7	Day Care Centers	10	250		2	2	2	2	2	10
8	Feeder Schools (NCHD)	0	0	0%	0	0	0	0	0	0
9	Introduction of ECE in Non Formal & literacy centers (NEF,SWD,NCHD)	0	0	0%	0	0	0	0	0	0
10	New Schools expected	156	3900	45%	31	31	31	31	31	155
	Total ECE Centers	351	8866	100%	70	70	70	70	70	155
11	ECE data of Private as well as Public sector shall be mapped and incorporated in BEMIS through School Census.				Incorporation of data	Incorporation of data	Incorporation of data	Incorporation of data	Incorporation of data	Incorporation of data
12	Provision of Medical care linkages with Schools for ECE Children				BHUs and School linkage	BHUs and School linkage	BHUs and School linkage	BHUs and School linkage	BHUs and School linkage	BHUs and School linkage
13	PTSMCs formation and strenghtening in all schools/two days training	323		65	65 PTSMCs	65 PTSMCs	65 PTSMCs	65 PTSMCs	65 PTSMCs	323 PTSMCs
14	ECE Awareness campaigns at school level to sensitize communities about their role	323		65	Advocacy and sensitization of communities	Advocacy and sensitization of communities	Advocacy and sensitization of communities	Advocacy and sensitization of communities	Advocacy and sensitization of communities	Advocacy and sensitization of communities

Chapter 8

Monitoring and Evaluation

Monitoring Indicators:

Monitoring and Evaluation plays a very important role in keeping the programs in proper directions and achieving the objectives and targets. The implementation of ECE will also require very strong monitoring & Evaluation system in place, so that the objectives are achieved to the maximum and in time. The following indicators will be used for monitoring and evaluation of the program

- 1) Number of schools where ECE has been introduced
- 2) Separate class rooms for ECE provided
- 3) Separate teacher for the class appointed
- 4) Number of teachers of ECE schools imparted training in ECE teaching techniques
- 5) Reading writing materials provided in the class rooms
- 6) Teachers support system provided
- 7) Awareness among the parents created
- 8) Orientation on monitoring and evaluation of ECE given to the education officers
- 9) Level of Learning achievement of the children
- 10) Coordination between health and education department

Who & How it will be monitored

The monitoring of ECE will rest at 4 levels

- 1) Head teacher of the school who will carry out day to day monitoring of the ECE class and will help the teacher where ever required
- 2) Learning coordinator. he/she will visit the class off and on and will discuss the issues with the teacher and see that he / she is proceeding with the class room in accordance with the training techniques imparted during training. He /she will also share with the teacher any good practices used by other teacher to improve the pace of learning of the children.

- 3) Assistant District Officer Education. He/she will monitor the level of learning of the children and will give feed back to the district Education Officer and will suggest the measures for improvement.
- 4) The PTSMCs will also monitor that the ECE age level children have been admitted in the school, they will help in keeping the children regular and punctual and will conduct meeting with the parents to motivate them to take care of their children education.

All the above stake holders will be imparted training in monitoring and evaluation of the ECE class and strategies for monitoring and evaluation will be devised, whereby the real picture of ECE will come forth.

How it will be evaluated

The implementation of ECE will be evaluated with the help of information collected through the indicators and monitoring reports. The evaluation will be shared with the education department at provincial & district levels.

Proposed follow up actions

The following action may be taken for improvement of the ECE program.

- 1) Development of strategy to meet the deficiencies
- 2) Provision of funds where lacking
- 3) Teachers capacity building measures
- 4) Sharing the best practices with the teachers
- 5) Provision of incentives for the teachers demonstrating best performance
- 6) Encouraging the PTSMCs to involve themselves in the school affairs

Budget

District Sherani ECE Plan											
Cost Estimates											
For the period 2011 to 2015											
S.No	ECE Budget	Total Units	Unit Cost	Per year units	2011	2012	2013	2014	2015	Total Cost	
			Pak Rs.		Cost in Pak Rs. in Million						
A	ECE in Existing Public Schools (having more than two rooms)	39		7.8							
a.1	Teachers Training		20000		0.16	0.16	0.16	0.16	0.16	0.78	
a.2	Learning Material		50000		0.39	0.39	0.39	0.39	0.39	1.95	
a.3	Aya Salary		84000		0.66	1.38	2.17	3.04	4.00	11.24	
	Sub Total A				1.20	1.92	2.71	3.59	4.55	13.97	
B	Re appropriation of teachers in existing Schools	52		10.4							
b.1	Room Construction		700000		7.28	7.28	7.28	7.28	7.28	36.40	
b.2	Learning Material		50000		0.52	0.52	0.52	0.52	0.52	2.60	
b.3	Aya Salary		84000		0.87	1.83	2.89	4.05	5.33	14.99	
b.4	Teachers Training		20000		0.21	0.21	0.21	0.21	0.21	1.04	
	Sub Total B				8.88	9.84	10.90	12.06	13.34	55.03	
C	Addition of ECE in Deficit Schools (Single Room Primary School)	76		15.2							
c.1	Construction of Room		700000		10.64	10.64	10.64	10.64	10.64	53.20	
c.2	Teacher Salary		120000		1.82	3.83	6.04	8.47	11.14	31.29	
c.3	Aya Salary		84000		1.28	2.68	4.23	5.93	7.79	21.90	
c.4	Learning Material		50000		0.76	0.76	0.76	0.76	0.76	3.80	
c.5	Teachers Training		20000		0.30	0.30	0.30	0.30	0.30	1.52	
	Sub Total C				14.80	18.22	21.97	26.09	30.63	111.72	
D	Community Participation through PTSMCs	323		64.6							
d.1	Formation/Strengthening of PTSMCs and Community awareness raising		22000		1.42	1.42	1.42	1.42	1.42	7.11	
	Sub Total D				1.42	1.42	1.42	1.42	1.42	7.11	
E	Existing Private Schools/Madrassas	5		1							
e.1	Teachers Training		20000		0.02	0.02	0.02	0.02	0.02	0.10	
F	BEF Schools	8		1.6							
F.1	Teachers Training		20000		0.03	0.03	0.03	0.03	0.03	0.16	
G	NCHD Feeder Schools	5		1							
g.1	Teachers Training		20000		0.02	0.02	0.02	0.02	0.02	0.10	
H	New Expected Schools	156		31.2							
h.1	Construction of rooms		700000		21.84	21.84	21.84	21.84	21.84	109.2	
h.1	Teacher Salary		120000		3.74	7.86	12.39	17.38	22.86	64.23	
h.3	Aya Salary		84000		2.62	5.50	8.67	12.16	16.00	44.96	
h.4	Learning Material		50000		1.56	1.56	1.56	1.56	1.56	7.80	
h.5	Teachers Training		20000		0.62	0.62	0.62	0.62	0.62	3.12	
	Sub Total H				30.39	37.39	45.09	53.56	62.88	229.32	
I	LCs Monitoring Support @25sch/1Lc	13		3							
i.1	LCs Salary/POL		300000		0.78	0.85	0.94	1.03	1.13	4.73	
	Sub Total J				0.78	0.85	0.94	1.03	1.13	4.73	
	Grand Total (Rs in million)				57.47	69.64	83.03	97.76	113.96	421.87	

Cost Estimates (2011-15)

	2011	2012	2013	2014	2015	Total Cost
Recurring Cost	11.77	23.94	37.33	52.06	68.26	193.35
Development Cost	45.78	45.78	45.78	45.78	45.78	228.88
10% acc at Dev Cost	50.35	55.39	60.93	67.02	73.72	307.41
Total Budget	62.12	79.33	98.26	119.08	141.98	500.76

The year-wise and total budget for the ECE interventions during 2011-15 is summarized in this section

The Annual Budget for each ECE Center is worked out on the following basis:

- Learning Material Rs. 50,000
- Room Construction (16*22) Rs. 7,000,00
- Teacher Salary Rs. 1,20,000
- Teacher Training (10 Days Training) Rs. 20,000
- Aya Salary Rs. 84,000
- LC Salary and POL Rs. 3,000,00

The total estimated budget for providing ECE coverage in District Sherani comes out to Rs. 500.76

Million during 2011-2015

References:

Policy Context

- National Education Policy 2009
- The EFA National Plan of Action (2001–2015)
- Devolution Plan/ Local Government Ordinance 2001
- Education Sector Reform (ESR) 2001 -06
- Mid-Term Development Framework (MTDF) 2005- 10
- Millennium Development Goals
- Economic Survey 2010
- Poverty Reduction Strategy Paper II

Situation Analysis

- BEMIS 2009-10
- Provincial Census Report/Districts Census Report 1998
- Multiple Indicators Cluster Survey 2004
- Election Commission of Pakistan
- National Institute of Population Studies. Islamabad
- EFA Global Monitoring Report 2009,
- PIHS /PSLM 2010, etc

**District
Early Childhood Education (ECE) Plan
2011 - 2015**

District Sherani