

# CONFERENCE REPORT

## NATIONAL CONFERENCE ON EARLY CHILDHOOD CARE AND EDUCATION (ECCE) IN PAKISTAN

### Envisioning Holistic Early Childhood Care and Education for Pakistan

*Creating an Equitable, Pluralistic and Sustainable Society*

March 27-28, 2017

Allama Iqbal Open University - Islamabad



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## Executive Summary

The first ever National Conference on Early Childhood Care and Education (ECCE) in Pakistan was organized by the Ministry of Federal Education and Professional Training, in collaboration with Early Childhood Development Network of Pakistan (ECDNP), and key partners including Rupani Foundation, Allama Iqbal Open University, UNICEF, UNESCO, JICA, PLAN International, Foundation Open Society Institute, PARWAAN and POWER 99 Foundation. The two-day Conference was held on March 27-28, 2017 at Academic Complex of Allama Iqbal Open University, Islamabad. The theme of the conference was: '**Envisioning Holistic Early Childhood Care and Education for Pakistan: *Creating an Equitable, Pluralistic and Sustainable Society***'. The Conference brought together ECCE experts and practitioners to a common platform to share experiences and highlight the ECCE need in Pakistan. Another key objective of the Conference was to identify and recommend strategies and actions to consolidate and expand ECCE services in Pakistan.

The President of the Islamic Republic of Pakistan graced the closing session of the Conference at the invitation of the Ministry of Federal Education and Professional Training. Earlier the Minister of State for Federal Education and Professional Training inaugurated the Conference. He also presided over the first plenary session on **ECCE: Initiatives and Practices**. The second plenary was chaired by State Minister for National Health Services, Regulation and Coordination where the topic was **Health and Nutrition Care in Early Childhood**. Professor Manzoor Ahmad, a well-known ECD expert and founder of the Bangladesh ECD Network, delivered the keynote address. In addition to the opening, closing and plenary session, the Conference featured 10 well-attended parallel sessions.

Around 447 registered delegates including senior government officials from federal and provincial governments, ECCE experts, academicians, practitioners, planners, health professionals, teachers and representatives of national and international NGOs participated in the Conference. The Conference sessions listed below kept alive the interest of the participants who attended the jam-packed halls and side rooms set up for the sessions. Over 100 delegates from Pakistan and abroad presented their research and expert views at these sessions and key organizations from around the country presented their work on ECCE. The list of presenters is placed as Annex-1.

# Main Events

## DAY 1

- **Inaugural Session: Presided over by the Minister of State for Federal Education & Professional Training**
- **Plenary 1: ECCE: Initiatives and Practices**
- Session 1: Current Status of ECCE in Pakistan
- Session 2: A holistic early childhood vision for Pakistan
- Session 3: Policy discourses around ECCE
- Session 4: Approaches to a holistic early childhood curriculum
- Session 5: ECCE Funding: Challenges and opportunities

## DAY 2

- **Plenary 2: Health and nutrition care in early childhood – presided by the State Minister for National Health Services, Regulation and Coordination**
- Session 6: Innovations and best practices in teaching, learning and assessment of ECCE
- Poster Presentations
- Session 7: Teacher preparation for ECCE
- Session 8: ECCE: Community-based models and practices
- Session 9: Advocacy, awareness-raising and social mobilization for ECCE
- Session 10: Interactive Workshops on Early Childhood
- Closing Session: Presided over by the President of the Islamic Republic of Pakistan

Every session of the Conference generated engaging discussions on the Conference theme and sub-themes. In addition to local presenters, key speakers from abroad including the WHO Representative, UNICEF, UNESCO, JICA and Deputy Regional Head of PLAN International Asia enlightened the audience with their impressive talk. Another key feature of the Conference was showcasing of ECCE work implemented across various parts of the country. Several organizations such as Rupani Foundation, PARWAAN, Power FM99, Teachers' Resource Center, Right-To-Play and Roots International Schools displayed a variety of materials developed for early childhood classrooms and teacher training. Over the two days, these stalls remained the center of attraction for everyone. Participants gathered around the stalls in large numbers and took keen interest in information on ECCE disseminated from the stalls.

Another attractive piece of the National Conference was poster presentations on ECCE projects and best practices that captured the attention of the participants. The poster presentations made by Beaconhouse School System, Right to Play, Mehnaz Fatima Educational & Welfare Organization and Kitabi Dost were well-received by the participants. The presenters kept the audience engaged in informal discussions to explain the content of their posters encompassing the various ECCE components ranging from the concept of inclusive and holistic ECCE to new instructional approaches.

Interactive sessions, discussions and presentations at the Conference resulted into solid recommendations and actions for the future that were presented before the President of the Islamic Republic of Pakistan who was the chief guest at Conference closing. The Honorable President commended the efforts of organizers to hold such an important Conference and congratulated the organizers and supporters for taking the initiative. The Honorable President lauded the Conference recommendations and expressed his keen interest to see



the progress on the recommendations before the next conference in 2018. He assured his full support to ensure quality ECCE services to all the children of Pakistan. The Conference Recommendations are annexed as Annex-2.

To organize the Conference the Ministry of Federal Education and Professional Training constituted several sub-committees under the Conference Management Committee (CMC). Convener of CMC was the Joint Education Advisor, Ministry of Federal Education & Professional Training. Vice Chancellor of Allama Iqbal Open University co-chaired CMC meetings along with the JEA. These sub-committees included the Academic Committee, Conference Program & Planning Committee, Travel & Accommodation Committee, Food & Catering Committee, Program Execution Committee, Conference Finance Committee, Printing & Publications Committee, Registration & Materials Distribution Committee and Provincial Coordination Committee. These committees played key roles in developing a well-knitted Conference Program (Annex-3) and eye-catching printed materials (Annex-4). The lists of the committees are attached in the Annex-5. All the sponsors and stakeholders lauded the Ministry of Federal Education and Professional Training for the Conference Program Book and materials.

The Ministry led the overall planning and coordination for the Conference with partners that sponsored the Conference including Rupani Foundation, UNICEF, UNESCO, JICA, PLAN International, Foundation Open Society Institute, PARWAAN and POWER 99 Foundation. The ECD Network of Pakistan, Rupani Foundation, UNICEF, PLAN International, Foundation Open Society and UNESCO provided financial support to organize the Conference. Allama Iqbal Open University provided the Conference venue and JICA sponsored printing of conference materials. POWER 99 as media partner played a major role in getting a wide coverage in print and electronic media. PARWAAN's in-kind support was vital in conference planning and execution.

Based on the momentum created by the National Conference on ECCE in Pakistan and as desired by the Honorable President of the Islamic Republic of Pakistan, it is proposed to initiate the implementation of the following key recommendations of the Conference on priority:

- i. A standard definition of ECCE in Pakistan to focus on early childhood as the age from pre-natal to 8 years.
- ii. National Policy for ECCE needs to be formulated to address the specific needs and set the goals for ECCE (Pre-natal to 8 years).
- iii. Develop an integrated curriculum for holistic ECCE from pre-natal to 3 years of age.
- iv. Review of ECCE curriculum in collaboration with National Curriculum Council
- v. Review and development of teacher and facilitator's training manuals
- vi. National budget and developmental plans to allocate funding for ECCE.
- vii. ECCE Centers of Excellence to be established at universities and the first such center to be established at the Allama Iqbal Open University.
- viii. Social and Cultural Diversity needs to be addressed in the awareness campaigns that should be run to empower the communities in connection with ECCE.
- ix. All the stakeholders at national, provincial, district and local level need to join hands and remain connected through a web portal for sharing information beyond boundaries.



## OPENING SESSION






## DAY - 1

(Monday, 27th March 2017)

## Opening Session

The opening session of the conference was presided over by Engineer Muhammad Baligh Ur Rehman, Minister of State for Federal Education & Professional Training. The session started off with the recitation of the verses from the Holy Quran by Dr. Syed Moinud Din Hashmi that was followed by the welcome note by Mr. Imran Ahmad, Additional Secretary – Ministry of Federal Education & Professional Training. On behalf of the Ministry, **Mr. Imran** welcomed the distinguished guests and the participants of the conference. He said that Pakistan is no different from the rest of the developing countries to witness increasing interventions in ECE over the past few years with significant financial, intellectual and human resource investment done in this field. The efforts of the Government of Pakistan to bring the pre-primary/Katchi component in the main stream education are evident from the fact that the National Education Policies of Pakistan adopted in various times highlight ECE as the primary focus of the national agenda. The Government of Pakistan is committed to integrate ECE into formal education, he said. The development of National ECE Curriculum in 2002, introduction of Degree, Diploma and Certificate Programs in ECE across the country stand out as the examples of the government's commitment in this regard. Mr. Imran hoped that the conference will give a new impetus to the collective efforts of the government in achieving various objectives that include bringing all the stake holders to one forum and instill the sense of networking, reviewing the current status of ECD in Pakistan and to formulate a future direction for the growth of ECE in the country. He expressed his confidence that the participants of the conference will share the best practice and experiences in connection with ECCE that would be instrumental for the government of Pakistan to formulate the future frame work for ECCE in Pakistan.

**Prof. Muhammad Rafique Tahir**, *Joint Educational Advisor*, shared the objectives of the conference with the audience. He said that we are living some of the most important moments of our lives right now as we have gathered here to deliberate upon ECCE that is regarded as the most important sub-sector of education.



He said the first ever conference on ECCE has been organized with three primary objectives. Firstly, to bring all the stakeholders to one forum and instill the sense of networking. Secondly, to review the current status of ECCE in Pakistan and chart the future directions for its growth. Thirdly, to establish a forum to share best practices and to disseminate research on ECCE. Prof. Tahir said that with these three primary objectives, the delegates from the government, academic institutions, the development sector and practitioners of ECD will interact with each other to pave the way for developing the network for collaboration on ECCE at the national level. The plenary and concurrent sessions will address the second objective i.e. reviewing the current status of ECCE in Pakistan and devising the future guidelines in this regard. For this, quality research papers have been selected out of the many entries that had been received. The deliberations during the two days conference, he said, will allow a critical evaluation of the ECCE interventions, curriculum, training and policies. This way, the possibilities of integration of ECCE program in the main stream education across the country will be explored. He announced that this national conference will be made an annual event on regular basis and the next target in this regard is to convert the national event into an international event. In the end he thanked all the guests and participants for becoming part of this first ever national conference.

**Mr. Nasruddin Rupani**, *Chairman Early Childhood Development Network Pakistan (ECDNP) and Rupani Foundation* commended the role played by the government, especially, Mr. Baligh Ur Rehman, in patronizing the efforts of the Network to promote ECCE in Pakistan. He said that it was not possible for ECDNP alone to succeed in materializing the dream of organizing this event without the guidance of the Ministry of Education and the support of its partner organizations. Ensuring the provision of quality ECCE services to all the children across the country, however, requires more concentration and focused support, he added. Increasing intervention with significant financial, intellectual and human resource investment in the area of ECCE in Pakistan in the past one decade is quite heartening. Mr. Rupani mentioned the factors that are responsible for drawing our attention towards increasing the ECCE interventions. These include knowledge and understanding of the child development. He said that the phase from -1 till the age of 8 is the most crucial as regards to child development; as the brain development at its fastest during these years. He said the mother who is going to conceive her child should know the potential of her child even before the conception and she should therefore be aware to nurture the baby in her home optimally. He pleaded the scholars, ECD practitioners, academicians and policy makers to re-define the age of early childhood as starting from conception instead of birth till 8 years. Further, he said that the technological revolution has altered the expectations as well as parameters for success of the individuals in all fields including education. Entering into a decent career is now conditioned with high quality education and this high quality of education is required right from the early childhood stage, he added. Mr. Rupani said that Pakistan is making great efforts in connection with upgrading the standards of ECCE in the country. However, he said, there is a lot more that needs to be done in terms of training of teachers, parents and care givers, curriculum development and financing the ECCE sector. ECDNP, he said, is committed to provide a platform to all the stakeholders to ensure holistic and inclusive services in ECCE in Pakistan. This claim is substantiated with the collaboration done by ECDNP with the Ministry of Federal Education and Professional Training to organize this first ever national conference and hopes are high that the event will turn out to be a great success.

**Prof. Dr. Shahid Siddiqui**, *Vice Chancellor – AIOU*, while sharing his views said that AIOU is privileged to house the first ever national conference on ECCE. AIOU believes that there has to be a very positive relationship between the educational institution and the society. An educational institution has much more to do rather than just enrolling the students and giving them degrees. AIOU understands its responsibility towards the society in this regard and one example is the initiative where free education is being provided to prisoners in 96 jails of Pakistan. Dropout girls in various areas of Punjab are being provided with grade 8 books free of cost under another project run by AIOU. Another pride of AIOU, he said, is the accessibility center in the library of 40 out of 44 campuses of AIOU which is for the visually impaired students. ECCE is one such area that AIOU sees as its responsibility to take initiative for. In this regard, AIOU is offering diploma in ECCE and intends to start a 4 years bachelor's program soon in ECCE as well. Dr. Shahid emphasized the need for research and development in ECCE as regards to ensure its promotion. In this regard, he announced that AIOU will start publishing an exclusive journal on ECCE and said that the first issue of the journal is expected to be out by the end of year 2017. Dr. Shahid also announced to set up a national center of ECCE



that will serve as the hub of research and a coordinating force for all the initiatives taken in ECCE in Pakistan.

**Ms. Cristian Lorena Munduate**, *Deputy Representative – UNICEF*, expressed that the efforts made by ECDNP, the Ministry of Federal Education and Professional Training and other partners in organizing this historical conference are the evidence of the commitment of Pakistan to promote ECCE in the country. The global development agenda includes specific targets on ECD under the Sustainable development Goals (SDG) that talks of quality education for all. She quoted Mr. Ban Ki Moon about pledge of United Nations to end all the preventable maternal, child and adolescent deaths by the end of 2030. ECD, she said, is crucial in achieving the SDG. Investing in the ECD will contribute towards achieving all the SDG's. Ms. Christian said that the neuroscience today believes that the first years of a child's life are the most critical in healthy development of the brain when almost 1,000 brain cells connect every second. These connections are the building blocks of a child's life. If only one block is missing, the foundation of the child's personality is crumbled by putting irreversible impact on the learning potential of the child. Health, nutrition, protection, nurturing along with education are the attributes that the child must be provided with right from the early days of his/her life and in this regard the responsibility lies not upon the shoulders of the teachers and parents alone but every one of the society needs to play their respective role. In the end she admired the love and commitment shown by the government of Pakistan for ECCE and hoped that the government will bring other sectors on board as well. Ms. Christian reiterated the UNICEF's commitment to stand with hands in hand with Pakistan for the cause.

**Mr. Yasuhiro Tojo**, *Chief Representative - JICA Pakistan* said that JICA is pleased to be working as a developmental partner with Pakistan for more than 16 years. Education is one of the most significant of the sectors that JICA is collaborating with Pakistan in. He said that today we are here to share our knowledge, experiences and ideas to create a broader vision on ECCE in a holistic manner. Mr. Tojo said that pre-primary education is as important as is the primary education in connection with the human development. JICA is currently assisting Pakistan in Non Formal Education (NFE) and Technical/Vocational Education & Training. NFE is being made the alternative running equivalent educational system to the public sector primary education system. This conference, he said, will hopefully contribute towards creating productive dialogue and promoting actions necessary to incorporate ECCE into public education system. This indeed has created opportunity for JICA and the government of Pakistan to work further closely as regards to integrating ECCE in NFE. In the end he congratulated the government of Pakistan and the organizers for organizing such a comprehensive and holistic manner.

**Engineer Muhammad Baligh Ur Rehman**, *Minister of State for Federal Education & Professional Training*, at the end of the opening session delivered his presidential address. Talking of the importance of ECCE he said that the early years of a child's life are referred to as the formative years and the foot prints imprinted on the personality of a child during these years are carried with him/her throughout the life. Experts say that these years are very important for a child in terms of education, nutrition and health as well as character building. The formative years, at international level, are referred to as the time period from 0 – 8 years. However, he suggested to count the pre-birth time-phase into the formative years also and said that the time frame of formative years may be taken as minus one to eight instead of zero to eight. The reason being, the early few weeks of pregnancy are extremely crucial as the human brain is in the formation phase at that time. That is why the pregnant mothers need to have due counseling in that phase. Talking about the importance of nutrition for a child in first 1000 days, he told that according to a research, the children suffering through malnutrition in first 1000 days had 80% of their brain dead. Therefore, it is indispensable to ensure best nutrition facilities to the children at early age to let their brain develop properly. He further said that holistic and inclusive approach toward ECCE does not just include education ministry but also the health ministry as well as other departments responsible for human and character development. Many initiatives as regards to holistic approach towards ECCE in Pakistan have already been taken and many others are being planned. He was positive about this conference to become the land mark in deciding the future policies of ECCE in Pakistan for the fact that the conference has brought together the national and international experts under one roof to deliberate upon the issue. SDGs, Mr. Baligh Ur Rehman maintained, have been adopted by Pakistan as the national development goals at the federal as well as at the provincial level. In this regard he referred to SUN (Scaling Up Nutrition) program that deals with the health and nutrition of pregnant

mothers. This component will stretch to guidance for the early year education also. The Minister shared with the audience the government's plan to set up Montessori in almost all the schools in the Federal Capital in one year time – a component of the Prime Minister's Education Reforms Program. He shared, with pride, the state that in the last three years the decrease in the out of school children has tripled and the enrollment rate has doubled which shows that the of education in Pakistan is becoming better with the passage of time. This is the result of the attention paid towards the education sector with regards to investing, he said. The Minister further said that if we want our children to learn, we need to provide them with conducive environment for learning and that too from the early childhood. Pakistan is rising in the happiness index as regards to students as per the UN report and has left behind India in this which is also a good achievement. However, Pakistan aims to progress further to top the list. In the end, he commended the efforts of his team as well as those put in by the organizers to make this Conference happen.

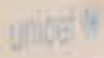
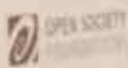


# CONFERENCE ON EARLY CHILDHOOD EDUCATION (ECE) IN PAKISTAN

Quality and Education for Pakistan  
and Sustainable Society

Allama Iqbal Open University - Islamabad

Organized by: Ministry of Federal Education and Professional Training in collaboration with:





## PLENARY - 1





# PLENARY-1



## Early Childhood Care and Education (ECCE): Initiatives and Practices

Venue: W.M. Zaki Auditorium, Academic Complex

Session Chair:	<b>Engineer Muhammad Baligh ur Rehman,</b> Minister of State for Federal Education & Professional Training
Moderator:	<b>Dr. Tanzila Nabeel</b> (AIOU)
Rapporteur:	<b>Dr. Afshan Huma</b>
Presenters:	<b>Dr. Manzoor Ahmed</b> <b>Dr. Allah Bakhsh</b> <b>Mr. Siraj Narsi</b> <b>Dr. Nasir Mehmood</b> <b>Mr. Jan Madad</b> <b>Ms. Khadija Khan</b> <b>Ms. Nargis Sultana</b> <b>Ms. Mehnaz Aziz</b> <b>Mr. Waleed Mushtaq</b>

## Proceedings

As the keynote speaker for plenary-1, **Dr. Manzoor Ahmad**, *Professor Emeritus BRAC University, Bangladesh* made a presentation on ‘**Holistic Early Childhood Development: Narrowing the gap between what we know and what we do**’. He gave an overview of the situation of ECD in the whole region including Pakistan and talked about the need and importance of holistic approach towards ECD. According to the statistics presented by Dr. Manzoor, Bangladesh has lower Under 5 Mortality Rate (U5MR) as compared to Pakistan per 1000 births. The data collected in 2015 has it as 38 Bengali and 81 Pakistani children out of 1000 fail to survive in the first 5 years. The stranger fact he shared about Pakistan with reference to U5MR was that out of those who survive, around 26 million children have impaired early childhood development. Dr. Manzoor

said that child survival had improved substantially, but countries in the region failed to meet the Millennium Development target to cut the U5MR by two-third between 1990 and 2015. High infant mortality — in the first 28 days of life — hampered the MDG target. Then he explained some of the Sustainable Development Goals (SDG) 2030 about ECD including improving the living standards, reduction of malnutrition, reduction of global maternal mortality ratio, ending preventable deaths of the newborn and ensuring equal access to quality ECCE regardless of gender. Dr. Manzoor further said that in every society differences in socioeconomic status (SES) translate into inequalities in child development. He explained the gap between knowledge and actions contribute towards impacting ECD negatively. He said that the parameters are present there in theory but the policies formulated cannot be effective until and unless implemented in the true sense. Explaining the Bangladesh Policy for Coordination of Holistic ECD, Dr. Manzoor said that the Policy adopted in 2013 declares that the issues of health, nutrition, protection, education and development are equally important in the comprehensive and holistic development of the child. The policy proclaims Bangladesh's commitment for intensive coordination, partnership and collaboration in ECCE at national level. The ministries are to play leading role in ensuring the implementation of the policy. The list of roles and responsibilities maybe revised and amended in the light of experiences and requirements subject to the approval of National ECCD Coordination Committee. Concluding his keynote address, Dr. Manzoor maintained that ECDNP is a very important and necessary initiative. In a federal structure with great diversity in ecology, culture, language and ethnicity, creating provincial and district affiliates of the network would be important. Moreover, a common structural and conceptual problem in ECD is that the key actors in government, academia and civil society who have a role in ECD – especially, health and nutrition, education, and social protection – are not on the same page. The network has to try to bring them together. Dr. Manzoor commended the Mission Statement of ECDNP that it will advance the cause of holistic and inclusive ECD program, raise happy and healthy new generations, and will promote pluralism and social equity. He added that pluralism and social equity are not usually taken as a mission of ECD, but it should be. We are all acutely aware, in today's world, of the need for the ethical and moral values of tolerance, respect for differences and multiple identities of all human beings, he said, which can and should begin to be built from the very early age, working closely with parents, family and community.

**Dr. Allah Bakhsh**, *Program Director – Directorate of Staff Development*, made a presentation on '**Status of Early Childhood Education in Punjab**'. He started off saying that ECE is the foundation stone of the whole super-structure of grandeur and amelioration of human race. If the foundations are sound and solid, the superstructure will be ever-lasting which implies that investment in ECE is a commitment to the prosperous and bright future. Talking about ECE, he said that it provides the child with holistic development and foundation for life-long learning besides contributing towards increased enrollment and decreased dropout rate in schools. This is he said, in addition to the advantage of improvement in social and emotional behavior as well as that in nutrition and health status, he said. Having said that, Dr. Allah Bakhsh explained the steps taken by the government of Punjab to promote ECCE in accordance with the National Education Policy 2009 guidelines. He said that 2,125 ECE schools have been established (1,225 by Govt. & 900 with support of UNICEF) till to date. In addition, 2,875 more ECE schools are under construction and likely to be established till June 2017 and 5,000 ECE Class Rooms have been established in government schools where the children are being provided with the ECE in line with the National Education Policy 2009 guidelines. He added to this, saying that 5,000 more ECE Class Rooms to be established till April 2018. Moreover, Dr. Allah Bakhsh said that the Schools Education Department Punjab & DSD intend to establish 10,000 ECE Schools in Punjab till April, 2018. Talking of the future plans of DSD regarding ECE, he told the audience that a comprehensive ECE Policy through a nation-wide consultative process will be formulated soon. ECE will be introduced as an integral component of all professional trainings. Besides, the culture of research with public and private education institutions will be developed for making a strong evidence-based case for ECE. Moreover, collaboration with national and international partners for resource mobilization for ECE will also be done in future.

**Mr. Siraj Narsi**, *Founding Director ECDNP* made his presentation about '**ECD Network of Pakistan**'. He said that ECD is being recognized worldwide through alliances, networks, interest groups and working groups. In Pakistan, ECD has grown considerably over last decade majorly through the initiative taken by NGOs and other stakeholders who have addressed the developmental needs of children in their target area.

There is an increasing government involvement but formal networking and mutual support is required in this regard. Explaining the establishment and evolution of ECD Network Pakistan, Mr. Siraj explained that the organization was initiated in the later part of 2012 with the major aim to promote the cause of ECD in Pakistan. Meetings were held in April 2013 that developed a consensus to form ECD Network that was eventually formed in March 2014. Three fundamental mandates of the network included; a national forum of networking amongst ECD organizations, ECD stakeholders (in any role and respect) and professionals, an advocacy forum for promoting ECD issues nationally and a policy forum to promote and influence national discussion on ECD, its benefits and its role in national reform and development. After explaining the vision and mission of the network being the promotion of holistic and inclusive ECD access for every child of Pakistan, Mr. Narsi said that ECD Network has devised long term strategy in this regard. The network is working to achieve consensus on the core definition and practice of holistic ECD besides focusing on the mission statement by developing a consensus on the goals and objectives of the ECD programs from a reform and development perspective. It has encouraged the member organizations to establish one model ECD center in each union council of Pakistan and to create national standards for training curriculum and training programs to be implemented by all ECD training and teaching organizations. In addition, the network looks to have an active dialogue amongst all ECD and family planning stakeholders to seriously consider merging some important concepts of family planning education with the parental programs for ECD. Mr. Narsi concluded saying that if the long term strategy of the ECD Network can be implemented in a very coordinated and mutually supportive manner, it will help Pakistani children achieve and realize their God-given potential and make Pakistan a truly great nation.

**Dr. Nasir Mehmood**, *Chairman ECE & Elementary Teacher Education Department – AIOU* presented on ‘**Early Childhood Care and Education (ECCE) Initiatives by Allama Iqbal Open University**’. He said that Allama Iqbal Open University (AIOU) being the flagship in the mode of distant and online education is keen on training the teachers for ECCE to lay a better foundation for brighter future of Pakistan. Department of ECE & ETED was formed at AIOU in early 2000s in the Faculty of Education. This department is keen to provide quality education and taking new initiatives every day to cater for the need of emerging domain of education, he said. AIOU is also offering Post Graduate Diploma in ECE. The program focuses on training the teachers in pedagogical skills, health and nutritional need of children. Multiple short certificate level courses are ready to be launched in 2017 for less qualified teachers in backward areas, he told. Besides, he also mentioned various ventures of ECCE and inclusive education at AIOU. Resource Center for ECE to facilitate trainings of aspiring pre-school teachers has been set up by AIOU in collaboration with PARWAAN. Department of ECE & ETED provides technical expertise to PARWAAN in quality assurance of an ongoing ECCE entrepreneur project. In close partnership with PARWAAN, department of ECE has developed training courses and study materials for training the teachers for early childhood education. In the end, he talked about some future plans of AIOU in connection with ECCE. AIOU strives to improve itself to be better equipped to face the upcoming challenges. Various fresh degree and certificate programs on ECCE are soon going to be launched by AIOU, Dr. Nasir revealed.

**Mr. Jan Madad**, *Education Specialist – UNICEF* presented on ‘**UNICEF Support to Early Childhood in Pakistan**’. He started with the neuroscience’s explanation maintaining that the developing brain needs Nutrition, Enrichment and Protection. Early stimulation and interaction with the caregivers initiates the journey of a life-time of learning, beginning with strong foundation of early learning. Maintaining that ECD can support the brain development, he said that the relationship between genes and environment is closer than ever before. Toxic stress during early childhood leaves lifelong impact on the child’s brain. The twin thrusts of the latest neuroscience and the global debut of ECD within the SDGs are compelling us to act together and shape the purpose of the matrix and the partnerships around it. Talking about the ECE interventions by UNICEF in Pakistan, Mr. Jan Madad told the audience that UNICEF is supporting the provincial education departments in strengthening the early learning in schools. In this regard, UNICEF has supported an integrated ECCE Model in the province of Punjab in Toba Tek Singh. This is in addition to drafting the policies in Sindh and Balochistan and also offering support for research in ECD. UNICEF can provide adequate resources for capacity building to sectors that matter for ECD. For that there is a need to translate policy into scaling practices using the holistic approach where government, DPs, private-sector, communities and families need to work together to scale-up ECD opportunities, particularly for the most marginalized. The language

used in the ECD programs must be the mother tongue, from there could be an eventual transition to the national and then the international languages. Financial allocation is also one of the key initiatives since investment for early years of life yields highest return.

**Ms. Khadija Khan**, the Vice Chairperson – ECDNPI/ Member BOD – Rupani Foundation, made her presentation on ‘**ECD programs by Rupani Foundation**’. After discussing briefly the establishment and evolution of Rupani Foundation, she discussed various ECD interventions by Rupani Foundation in detail and talked about *Agah-Walidain* (AW – meaning Informed Parents) program that targets parents, families and children from prenatal to 3. She mentioned replication of *Agah-Walidain* through community based centres and, UMEED that provides ECD services to children from 3 to 8. *Agah-Walidain* is a unique program that works for children from pre-natal to 3, supporting newly-wed couples, parents, families and caregivers towards the optimal physical, social, moral and cognitive development of their children. The program components include home visits, center based sessions, parental education, counseling and health & hygiene. In addition, child protection and rights, mass awareness and public advocacy also include in the program components. Monitoring and assessment is done on daily, monthly and yearly basis and is shared with the parents regularly. Further, Ms. Khadija shared that Rupani Foundation initiated community-based AW-IP in Gilgit-Baltistan and Chitral. 9 such centers have been established in GB. A case study of CBS Buber was presented at ARNCE Conference in China and Ms. Khadija shared those findings in her presentation. The findings revealed that the parents, particularly mothers have improved effective practices of parenting and child rearing skills. Some parents have made age-appropriate toys out of the low- cost- no-cost materials and have developed learning corners at home. Besides, the children and parents both have easy access to age relevant books and toys to read and play at the center. The findings further revealed that there is a positive change in the mindset and life style of people in the targeted villages as the parents started sending children to schools at the early age. The communities take the program seriously because their voices are heard and they are included in decision making. This was in addition to the community members and local leadership fully supporting the program. Ms. Khadija told the audience that 45 more *Agah-Walidain* Centers will be established in GBC & in the rest of the country in the next 5 years by Rupani Foundation. Besides, teachers, caregivers and volunteers will be trained in ECCE and they plan to digitalize the ECCE learning materials as well in future. However, poverty, lack of awareness, lack of public-private partnership and lack of purpose-built physical infrastructure for ECD remain to be the challenges to be met in this regard.

**Ms. Nargis Sultana** from *Foundation Open Society Institute*, in her brief presentation threw light upon her organization’s support for ECCE. She said that her organization strives for quality education for all. She maintained early childhood is the critical most phase for human development, so ECCE must not be neglected at any cost. ECCE, as perceived by her organization, is based on equal access to quality education as this is the only way we can produce educated generations that could contribute towards the progress and prosperity of the nation. Ms. Nargis also talked about the National Center of Excellence on ECED established by the Foundation Open Society Institute in collaboration with PARWAAN. She emphasized on the importance of critical thinking in education and said that ECE must be based on critical thinking so as to provide the children with a strong academic foundation for their future.

**Ms. Mehnaz Aziz**, *President PARWAAN*, in her presentation said that a lot of excellent work is being done in Pakistan regarding ECCE; however the problem is that it is being done in solos. There is a need for stakeholders to come together and join their efforts in providing marginalized, rural children an access to quality Early Childhood Care and Education. All stakeholders must build on their experiences, learn from each other’s work and be innovative in their approach to tackle the lack of ECCE at grassroots, she said. Ms. Mehnaz, while sharing PARWAAN’s endeavors in connection with ECCE, told the audience that they have been engaged with the Ministry of Federal Education and Professional Training since 2002 when the PARWAAN Centre of National Excellence was set up at the Academy of Educational Planning and Management. Since then PARWAAN has delivered successfully to any request made by the Ministry be it a country report (which has been published) or any other form of support. Ms. Mehnaz added that her organization is committed to providing access to Pakistani children who have been left out from mainstream policy discourse for far too long. PARWAAN has also been engaged with Allama Iqbal Open University and has set up a resource Centre for ECCE at the campus. A diploma on ECCE has also been designed and is being taught at AIOU which was

inspired by BRAC University, she said. Moreover, Ms. Mehnaz said that PARWAAN has recently developed a social entrepreneurship model whereby unemployed youth are engaged and trained in entrepreneurship and ECCE, which enables them to open up and successfully run their own ECCE Centers. PARWAAN's vision is to open up 0.5 million such centers all over the world by 2030, and looks forward to partnerships so the Pakistani child can be delivered to. She concluded by thanking the Minister Engr Baligh ur Rehman, Mr. Nasruddin Rupani chairman ECDNP, Professor Rafique Tahir Joint Education Advisor and Dr. Shahid Siddiqui, VC AIOU for their effort in bringing everyone together for the much needed assimilation of the stakeholders and their interventions.

**Mr. Waleed Mushtaq**, CEO – Roots International Schools, presented a case study of private sector entitled as 'Emerging Inquiries and 21st Century Communicators'. In the first part of his presentation, he talked about the 21st century parameters to be adopted for learning. He said that the world we are living in, the surroundings, the class room and accordingly, the learner has changed. So the learning techniques need to be re-oriented as well. Technology, creativity, innovation, critical thinking and communication skills have become indispensable learning tools in the 21st century. Until and unless these tools are not utilized, the goal of learning today cannot be achieved. In the second half of his presentation, Mr. Waleed shared the experience of Roots International Montessori Program (RIMP) as a success story model in connection with the 21st century learning techniques. RIMP is a Montessori program introduced by Roots which comprises of curriculum that focuses on early years of child development. The idea is to prepare the child to meet the global challenges right from the early years. Through RIMP, they want to bring out the best in the child academically, mentally, intellectually, culturally and physically. The focused subject areas are languages (English and Urdu), Mathematics, Unit of Inquiry (Science and Social studies), Arts and PSPE (Personal, Social and Physical Education). He said that at Roots they are implementing the 21st century skills in the students at the early childhood stage through RIMP. Social media tools and technology are being utilized to the fullest to nurture the sense of wonder among the students that encourage them to think and ask thoughtful questions. He further said that through RIMP, they are working to develop, implement and disseminate innovative pedagogies and strategies that nurture individuals and their place in society. Knowledge, concepts, skills, attitudes and action are the basis of the learning that is structured at Roots through RIMP, he added. Monitoring and evaluation, he said, is ensured to be up to the mark by assessments through monthly observation fact sheets that provides the competent authorities with the regular indicators for the room for improvement.

The session chair, **Engineer Muhammad Baligh ur Rehman**, Minister of State for Federal Education & Professional Training, remarked:

- It was great to have Dr. Manzoor amongst us and to listen to the experiences he has shared with us about the ECCE in Bangladesh.
- The international and national experts on ECCE have enlightened us on the ongoing practices as well as the initiatives being taken at global and domestic level.
- The services rendered by AIOU in connection with ECCE are commendable. They should establish a model ECCE center of excellence with holistic approach that could be showcased to all the provinces.
- Agah Walidain Program by Rupani Foundation is a great effort in improving the ECCE conditions in Pakistan. The importance of parents and community in ECCE is evident from an African saying according to which it takes a whole village to raise a child.
- The non-continuity of policies has been a big hurdle in progress of Pakistan viz a viz ECCCE, however, presently the cause and mission of ECCE is being carried forward by the Ministry and all stakeholders in all regions and provinces across Pakistan. Special task forces at provincial level are doing commendable work in this regard.
- Missing facilities including boundary walls, class rooms, and toilets besides increase in enrollment of students at a fast pace shows the commitment of the government of Pakistan in this regard.
- We still have weaknesses and work has been done in pockets but this conference is first step towards collaborative effort and holistic approach towards ECCE and the future is much better than today.



# SESSION-1



## Current status of ECCE in Pakistan

Venue: Room 104, Academic Complex

Session Chair:	<b>Javed Iqbal</b>
Moderator:	<b>Kishwar Hameed</b>
Rapporteur:	<b>Dr. Muhammad Athar Hussain</b>
Presenters:	<b>Dr. Shaikh Tanveer Ahmed</b> <b>Ms. Naheed Wasi</b> <b>Ms. Shazia Solangi</b> <b>Mr. Aien Shah</b>

## Proceedings

The session started off with a very informative presentation of the paper by **Dr. Shaikh Tanveer Ahmed**, the *Chief Executive* of a leading nonprofit organization named HANDS (Health And Nutrition Development Society). His paper was entitled as '**Current Status of ECD in Pakistan**'. The presentation aimed at understanding the importance of ECD and related issues in Pakistan and to discuss suggestions/recommendations for improving its status in Pakistan. Dr. Tanveer maintained that comprehensive ECCE for all young children builds human capital and lays a strong foundation for lifelong competence and their wellbeing. He said that Pakistan is still facing the challenge of coverage and quality of ECCE services. The lack of policy and operational frameworks for comprehensive ECCE is also one of the key challenges, he added. Dr. Tanveer emphasized on the need to focus on potential benefits of more coordinated approaches encompassing public health, early education, child protection, social welfare and economic development that are guided by well established, evidence based principles. Dr. Tanveer concluded saying that ECCE may be established within a comprehensive framework that embraces relevant components and facilitates service delivery in a coordinated manner.

**Ms. Naheed Wasi**, the founding Director of Institute of Early Childhood Education and Development (IECED), delivered the presentation of her paper entitled as ‘**A Study of existing Early Childhood Education System in Karachi, Pakistan**’. The sample of her study consisted of 50 ECE teachers from Public and Private schools of Karachi and 20 parents of young children. In the light of the data collected from the selected samples, Ms. Naheed identified the gaps of ECCE in Karachi in particular. She established that although a national curriculum on ECCE is available, yet there is a need to fill in the gaps so as to make it comprehensive and to make the teachers all across the country aware of this national curriculum. She highlighted the lack of opportunities for the teachers of the public sector educational institutions in particular and that of the private sector in general to participate in the focused ECCE training programs. Ms. Naheed argued that ECCE needs a conceptual understanding where the teachers get to apprehend that ECCE is much more than decorated black boards or white boards in the class rooms. The children need conducive environment for proper learning and the role of community in producing such an environment is indispensable. The study revealed that the practical use of information technology in ECCE classrooms is missing in both the public and private sector schools due to which the children are not able to get familiar with the present day gadgets at the grass root level properly. Ms. Naheed concluded saying that standards to improve the existing condition of ECE must be established by focusing on professional development of teachers and involving the community specially parents. She added that her study will assist policy makers in developing standards for ECE in Pakistan and also to address the short comings of existing system in order to bring about an effective and meaningful change.

**Ms. Shazia Solangi**, Assistant Director (Research and Publication Unit) at Sindh Education Foundation, presented her paper entitled as ‘**Understanding the Transition of ECE Children into Higher Grades**’. Her paper was aimed at studying the effects of transition (positive or negative) of ECCE children into higher grades, documenting any replication of the ECCE learning strategies in higher grades and preparation of schools for accommodating RCC children in higher grades. She maintained that school and parents have their separate roles in transition planning and actions that need to be played in parallel so as to achieve the success in the transition. For this, Ms. Shazia made some recommendation and emphasized on bridging curricular and pedagogical approach and links between class two and class three. She said that the teachers also need to be well trained and well equipped with the techniques and resources to make the children adapt the changes. Close coordination of the parents with the schools was referred to as the pivot point in this regard.

**Mr. Aien Shah**, the Head of Agha Khan Education Support Program (AKESP), presented on ‘**Early Childhood Development Interventions by AKESP**’. The presentation encompassed the ECD engagement of AKESP and ECD as a strategic framework besides explaining the future course of action of AKESP in this regard. Mr. Shah said that the ECD related activities of AKESP spread over GB, Chitral and south where they have started community based programs, provision of resources and teacher trainings. For this, AKESP has been collaborating with the educational institutions in government as well as the private sector. Discussing the 2016-2030 vision of AKESP, he said that they aim at providing 100% ECD access (pre-natal – 5) to the children offering a range of ECD and pre-primary education models including community-based, home-based; and private entrepreneurial programs. To do this, AKESP is looking to develop financial products to support and facilitate improvement of families’ economic ability and choices for accessing early child development programs. Developing a comprehensive and enriched national curriculum that could achieve the desired learning outcomes is also part of this strategic conceptual framework. AKESP will be developing high standard ECD programs using cluster based approach in addition to designing and conducting ECD Teaching Certificate Courses.

The session chair **Mr. Javed Iqbal**, Managing Director, Khyber Pakhtunkhwa EEF concluded that;

- The policy makers need to raise the level of advocacy for sufficient funding/budgetary allocation for ECCE and an effective mechanism for community involvement should be designed.
- Transition from ECCE to primary education is crucial and requires attention of the stakeholders concerned.
- A ‘National Institute of ECCE’ and training institutes should be established across the country.
- Diversity in ECCE curriculum and pedagogy should be taken into consideration.



# SESSION-2



## A Holistic early childhood vision for Pakistan

Venue: Room 105, Academic Complex

Session Chair:	<b>Siraj Narsi</b>
Moderator:	<b>Juan Enrique Quinonez</b>
Rapporteur:	<b>Dr. Rehmat Ullah Bhatti</b>
Presenters:	<b>Ms. Sana Ziauddin Lakhani</b> <b>Ms. Seema Lasi</b> <b>Ms. Chiho Ohashi</b> <b>Wing Cdr. Shagufta Jabeen</b> <b>Ms. Amina Murad</b>

## Proceedings

**Ms. Sana Zia ud Din Lakhani**, the Head of Department in Nursing Education Services & Faculty in College of Nursing Patel Hospital, Karachi presented her paper entitled as **'Effects of Father's Absence on Child Growth and Development during Early Years'**. She maintained that the physical absence of a father impacts negatively on child's emotional, social, psychological and physical development. Mothers experience stress and depression while handling many responsibilities in everyday lives and in the absence of father, the stress experienced by the mother multiplies many folds that affects the capacity of the mother to look after her child. The study maintained that this suffering of the children due to father's absence is regardless of gender. Ms. Sana concluded that community level activities, opportunities and participation in ECD program provide the children with the opportunity to thrive for and reach their full potential. The perspective of father may provide a different picture of child development so further research is required exploring the causes of father's absence and its effect on child.

**Ms. Seema Zainul Abidin Lasi**, faculty member at Aga Khan University – Human Development Program, presented her paper entitled as ‘**Peace Building in the Minds of Young Children, Parents and Teachers**’. The study revealed that the peace-building initiatives from early years of life may result in preventing conflict and violence among the peers, at home and in the community. Ultimately, it plays a vital role in ensuring social cohesion, creating peaceful society and promoting sustainable economic and social development of a country. Ms. Seema maintained that there is not a single definition of peace for children. Children in Bangladesh, Bhutan, Malaysia, Nepal and Pakistan are found practicing both violent and non-violent approaches in facing conflicts. Parents and teachers have interpreted peace as establishing social harmony between people with different backgrounds and beliefs, and also with nature. They also describe peace as absence of discrimination. Most of the parents and teachers also describe peace as absence of violence and threats. Some teachers describe peace as the internal state of mind. Parents and teachers in all five countries are found helping the children to learn about peace and adopt non-violent approaches to solve problems and conflict. Ms. Lasi concluded saying that a three pronged approach; taking in to consideration home, school and community is required. Only the ECD projects and programs focusing on all three would be able to bring change. She emphasized on the need to use media as an effective tool in peace building. Saying no to corporal punishment and discouraging bullying is the key to reducing violence, she added.

**Ms. Chiho Ohashi, Chief Advisor, JICA-AQAL**, presented on the topic of ‘**Non Formal Education (NFE) and Early Childhood Care and Education (ECCE)**’. She said that JICA’s need based learning model stands on 4 A’s; Available, Accessible, Acceptable, Adaptable. The learning carved through this model stands on four pillars; i.e. To Know, To Do, To Live Together and To Be. Talking of the 2016-2030 Sustainable Development Goals of JICA in connection with the NFE and ECCE, she said that basic education is the foundation of all goals. Ohashi maintained that if family members are literate, there are more chances that children can learn at early stage. JICA has introduced life skill curriculum in Adult Literacy Mother & Childcare and Balochistan government approved it. Further, Ohashi drew a comparative analysis between NFE and ECCE to identify the similarities between the two. She said that both involve flexibility, need-based approach to learn, community-based learning and collaboration mechanism and networking. She concluded saying that Pakistan has a fair experience of NFE approach which can be applicable to ECCE.

**Wing Commander Shagufta Jabeen**, presented on ‘**Rethinking and Revamping the Concept of Early Childhood Development and Education**’. She connected ECCE with the socio economic development. Community and parental involvement plays vital role in academic growth as well as the personality grooming of the children, she added. To substantiate her statement, she presented the case study of Fazaia Schools and Colleges. She said that a three pronged revision has shown positive results at the Fazaia Schools and Colleges; i.e. Syllabus Modification, Revamping the Teaching Methodology and Revamping of Assessment & Evaluation System. Parental involvement in education through parent-teacher meetings, inviting parents as guest speakers and forming parents’ council and committee has shown remarkable positive results. Personality grooming has been ensured by focusing on co-curricular and extra-curricular activities in parallel with the curricular activities. This has led the children excel more in educational sphere as compared to previous times, Ms. Shagufta said. Besides, monitoring and evaluation has been revisited and given prime importance to ensure better results. Ms. Shagufta maintained that every tier discussed above has its own importance and must be given proper attention if better results are required.

**Ms. Amina Murad**, research scholar at IoBM, presented her paper entitled as ‘**Ego-Its Maintenance & Development in Early Childhood Education**’. She carried out her research in connection with Allama Iqbal’s poetry and argued that Iqbal’s concept of Khudi (Ego) should be developed in ECE. According to Iqbal, the role of education is to expose the child to an environment conducive to take his ego to new heights; whereby grooming it in ways that help him define his creative individuality as vicegerent on earth, instills self-responsibility to play his role. Iqbal stresses upon nurturing and maintenance of this individuality. Ms. Amina maintained that the early childhood education in Pakistan requires immediate attention to reverse the damage being done by the current education system. Developing an early childhood education model based on Iqbal’s dynamic and positive psychology of human nature is the only way out to bring this desired

change. However, the author viewed it as a challenge for the policy makers to re-orient the ECE education in line with Iqbal's philosophy. Ms. Amina, on the basis of her study proposed an ECE Model. She said that home can well be the best Early Childhood Education Centre. She advocated Community Learning Centers (CLCs) depicting home environment, instead of schools, to be the best mechanism in this regard, where a non-threatening environment to the children could provide them with the conducive environment for learning. This conducive environment, she said, could be developed by hiring parents/mothers as natural facilitators who let the children choose the activity they like to do for learning. Such CLCs, Ms. Amina maintained, could be instrumental in developing strong ego – the ego of Iqbal - amongst the children who will not be snubbed but encouraged to learn and expand their horizons.

In the light of these deliberations, the session chair, **Mr. Siraj Narsi** remarked;

- The role of both the father as well as the mother is equally important in the upbringing of a child especially in connection with ECCE.
- Literate parents can ensure proper and effective ECE for the children.
- The importance of Community and Parental involvement in ECCE cannot be ignored.
- An ECE model based on Iqbal's philosophy can prove to be a great success in connection with inculcating the lust for education.



# SESSION-3



## Policy discourses around ECCE

Venue: Room 106, Academic Complex

Session Chair: **Dr. Shamsa**

Moderator: **Mr. Jan Madad**

Rapporteur: **Ms. Mubeshera Tufail**

Presenters:  
**Dr. Shahida Mohiuddin**  
**Dr. Ghazala Rafique**  
**Advocate Tahir Iqbal**  
**Mr. Abdul Tawwab Khan**  
**Dr. Zaigham Janjua**

## Proceedings

**Dr. Shahida Mohiuddin**, Assistant Professor – IoBM, related early childhood education with the Qura’anic teachings in her presentation on ‘**ECE in Light of the Holy Quran**’. The aim of her study was to explore the nature of early childhood and to establish the importance of education of young children in the light of the Qur’an. She said that the description of child and the guidelines to nurture the child have been articulated clearly in the Holy Quran. Dr. Shahida said that just as foundation is the most important component of a building, in a similar fashion, the childhood phase is the most significant period of man’s life. So, this phase of the life of a child must be managed with ultra-care and the Holy Quran has given all the guiding principles in this regard. Dr. Shahida said that the Holy Quran defines the childhood as the time span from birth till the child hits the age of puberty. Referring to the Qura’anic Verses, she said that the mother has been directed to pray for her offspring right from the time she conceives the baby. Prophet Muhammad (pbuh) exhorted Muslims to educate themselves from the cradle to the grave. In real sense, actual processes of education begin before birth. The Qura’anic notion of education emphasizes that meaningful education must take in to

consideration the early childhood education. Dr. Shahida concluded saying that there is a need to re-look at the concept of education in the Quran to understand it properly. The solution of all problems of the Muslim World lies in the religious leaders becoming aware of secular trends and academic elites becoming aware of Islamic thoughts. Then only Muslim educationists will be able to revive the whole system of education according to the everlasting and dynamic teachings of the Quran.

**Dr. Ghazala Rafique**, *Program Head – AKU Human Development Program*, presented her paper entitled as ‘**Assessing Early Childhood Vulnerabilities in Karachi, Pakistan**’. She referred to the early childhood period as the most crucial period as regards to the developmental health of a child. She said that the developmental health of a child translates into the school readiness that is the key his ability to learn and meet the task challenges. On the other hand, the children who lack the school readiness have high drop-out/repetition rates. Dr. Ghazala explained the Early Development Instrument (EDI) that was developed in Canada and used in Pakistan as well to study the vulnerabilities of the children in connection with ECE. She told that EDI is a teachers’ completed check list that consists of 104 core questions analyzing Physical Health and Well-being, Language and Cognitive Development, Social Competence, Emotional Health/Maturity and General Knowledge and Communication Skills. EDI can report on populations of children in different communities, monitor populations of children over time and predict how children will do in elementary school. Dr. Ghazala explained the characteristics and methodology of EDI and revealed great vulnerabilities among the children in the local areas of Karachi. She said that Children living in poverty are particularly vulnerable and affected by social inequities that can have demonstrable negative impact on later learning, behavior and physical health. Understanding the developmental health of populations of children allows organizations and policymakers to make informed decisions about programs that support children’s greatest needs.

**Advocate Tahir Iqbal**, *Executive Director – LRF*, talked on the legal aspects of ECCE in his presentation entitled as ‘**ECCE and Article 25-A Free and Compulsory Education in Pakistan**’. Referring to Article 25-A of the constitution of the Islamic Republic of Pakistan, he said that the constitution bounds the state to provide free and compulsory education to all the children aged 5 – 16. However, the loop hole is in the implementation of the policies and laws. Lack of proper check and balance results in the laws not being implemented properly. Coordination among the departments responsible to ensure the flow of education is required. While discussing the role of the Federal Government he said that it has statutory responsibility of guaranteeing fundamental rights to its citizens enshrined in the Constitution of Pakistan. Responsibility of the Federal Government with respect to provision of Constitutional Right to free education is not restricted to Federal Capital or Federally Administrative areas only. The Federal Government, National Assembly and Senate should create enabling environment through a well-organized campaign urging parents to send their children to school. State television and other electronic media should be advised to broadcast advocacy messages and advised that the political parties and members of national assembly and senate should lead such campaign. Mr. Tahir gave a review of the provincial status in connection with Article 25-A. He told that the Punjab government has introduced ‘Right to Free and Compulsory Education Act 2012’. However, there are numerous hurdles in enacting and formulating such a policy in such a short period of time. The ECCE Policy for Sindh and KP has been approved in 2016. Whereas, imposition of governor rule in Balochistan in 2013 impacted on the free constitutional journey in the province. Mr. Tahir concluded saying that Article 25-A of the Constitution should be amended to make the age bracket as 3-16 instead of 5-16 at federal as well as the provincial level. He also brought under question, the capacity of the schools to have the intake of the young children, the resources and the teachers’ training as regards to ECCE

**Prof. Dr. Abdul Tawwab Khan**, *Managing Director – Balochistan Education Foundation (BEF)*, delivered a short presentation on ‘**Community Based Schools in Balochistan**’. He told that BEF has established 218 community based schools with furniture and solar panels in the slum areas of Balochistan where there is no facilitation of transportation and road network. BEF has established various committees that include Program & Planning Committee, Admin & Finance Committee, Endowment & Investment Committee, Grant-in-Aid Committee and Recruitment & Selection Committee. Dr. Tawwab said that BEF conducts monitoring at three tiers; i.e. monitoring through parents committee, monitoring through independent consultants and monitoring through BEF staff to ensure credible, free and fair monitoring of the schools system. He told that

the projects are meeting the targets rather achieving more than the set targets viz a viz girls' enrollment, students' attendance, students' grade completion and teachers' attendance. Concluding the presentation, Dr. Tawwab said that BEF aims to coordinate with other educational foundations and donor organizations in future. Construction of Community Schools in all districts and initiation of Voucher Scheme is also in the future plans. They also plan to carry out series of trainings capacity building. Besides, up gradation of Community Primary Schools to Middle and High Level and initiation of 2nd Shift in the Community Schools has also been planned.

**Dr. Zaigham Janjua**, *Additional Registrar-AIOU*, presented on the topic of '**Correlation of Heredity and Environment on Students' Learning Achievements**'. In his presentation, he maintained that heredity and environment support each other. He said that a plethora of internal and external variables combine to create individual personalities, behaviors, and psychopathologies supposedly unique to every human being. The argument of genetic makeup versus environmental influences, however, has researchers working to determine what really shapes us, he added. Some say genotypes control how people think, feel, and behave. Others believe it is the environment alone that is responsible for molding humans into who they are. Dr. Zaigham maintained that there is much unknown in this field, but the perusal and review of twin, adoption, and family studies is a significant stepping stone in the way of better understanding this topic. Explaining the Twin Studies, Dr. Zaigham said that Twin studies are a vastly important tool in dissecting the nature versus nurture argument. Identical twins, or monozygotic twins, are siblings whose genotypes are duplicates of each other. They are most likely the best indicator of whether biology affects traits and psychopathology in human beings. For example, if one twin has dark hair, then the other twin has dark hair as well; this concept of identical genes would ideally distribute itself toward the phenotypes of behavior and personality of identical twins. He added that Heredity does not dictate that a child will have a particular IQ score. Instead, it appears to set a range of abilities within which children will eventually fall, with the actual ability level each one achieves depending on his or her specific environmental experiences. At the end, he also made some policy recommendations and suggested that in Pakistani schools, during the formulation of objectives and development of the content, bloom's taxonomy should be followed to cover the affective and psychomotor domains. At primary level, he added, infusion and submit approach should be adopted so that it provides a strong base for secondary level. At elementary and secondary level, separate unit was found most significant as compared to other approaches. Pictures, activities and daily life examples were essential to create interest among students.

The session chair, **Dr. Shamsa** from *International Islamic University*, Islamabad remarked;

- The session has been fruitful to explore the Policy Discourse on ECCE
- Co-relation established between Quran and ECCE is an important aspect to be focused upon.
- The gap between the laws and implementation as regards to ECCE must be filled.
- The age to start the school must be clearly defined and must be observed as the standard age across the country.
- Environment has definite impact on the emotional health of the children in the early years that affect their learning process.





# SESSION-4



## Approaches to a Holistic Early Childhood Curriculum

Venue: Room 104, Academic Complex

Session Chair:	<b>Nargis Sultana</b>
Moderator:	<b>Dr. Dilshad Ashraf</b>
Rapporteur:	<b>Dr. Zahid Majeed</b>
Presenters:	<b>Ms. Tabassum Murtaza</b> <b>Mr. Imtiaz Alam</b> <b>Ms. Nasira Habib</b> <b>Ms. Noshin</b>

## Proceedings

**Ms. Tabassum Murtaza**, Manager Curriculum - English Language and Literacy at Education Department, Head Office of Beaconhouse School System (BSS), presented her paper entitled as '**Active Learning through Project Based Learning in Class I English Language Lessons**'. She said that ECD has English language learning as integral part because of the fact that English is a universal language, Pakistan's official language and a medium of communication used as a vehicle to express thoughts and feelings, to strengthen knowledge, to seek higher education and to induce inquiry across the world. She emphasized on the importance of creating a conducive environment where students can learn English through a multiplicity of means. She shared her study that was based on Holistic Learning. The four main pillars of English language i.e. Listening, Speaking, Reading and Writing were taken as the key elements to carry out this Project Based Learning study. The basic aim of her study was to learn the relationship between ECD and English Language Learning. Holistic Learning approach was applied through a visit to super market. The students were then asked to share their experience of the visit with their class mates. Role play introducing the concept of safe

strangers and safe buildings was also the part of the activity. In the end, Ms. Tabassum shared the key findings of her study. The project revealed that cross curricular integration led the students to meaningful learning. Use of educational technologies enhanced teaching and learning. Use of self-assessment sheets helped the students to take charge of their learning. The involvement of parents' community made the learning process more engaging and interesting. Ms. Tabassum concluded saying that we need to move away from traditional teaching for holistic development of students and make connections with students' lives/experiences, so that the students see meaning in learning. It is also required to develop a clearer understanding about how to teach a Unit based on Project Based Learning approach and other similar approaches e.g. Inquiry Based Learning, Problem Based Learning, Theme Based Learning, etc.

**Mr. Imtiaz Alam**, *Education Advisor – PLAN International*, presented his paper entitled as '**Teachers Guide Development through Action Research Approach**'. It was a comparative study of the Teachers' Guide developed by DSD, Lahore and PLAN International. The bench marks for comparisons were based on National Education Policy 2009 and National Curriculum of ECE 2007. To carry out the study, Kolb's Action Model was adopted for the study. Action research cyclic process was used for development, refinement and improvement. The Teachers' Guide highlighted the importance of ECE, developmental domains and key learning areas, competencies and outcomes, assessment, class room environment, time table and the role of ECE teachers and teacher educators. The final draft of the teacher guide includes various aspects of ECE ranging from introduction to ECE to the curriculum, classroom environment, parental involvement and the resource materials. The study suggested that the ECE Curriculum along with the Teachers' Guide need to be distributed to all schools. Besides, training should be provided to ECE teachers for effective use of this guide. Follow up visits should be carried out to monitor teachers' progress and identify issues and challenges faced by teachers in its implementation. The last but not the least the study maintained that supplementary materials needed to be developed for the ECE children so as to make them learn more effectively.

Renowned *educationist and ECE expert from Lahore*, **Ms. Nasira Habib** shared her philosophy of ECE Curriculum while presenting her paper entitled as '**National ECE Curriculum Needs Reforms**'. She said that Pakistan's commitment to early childhood education stems in the international initiative of Education for All. The ECE curricula were launched in 2002 and 2007 respectively. After the devolution the 2007 curriculum was adopted by all the provinces. Ms. Nasira maintained that after a decade, now the curriculum needs to be revisited and upgraded in accordance with the present day time. She argued that the process of learning is based on the four distinct stages of intellectual development expounded by Piaget. The stages are: sensory motor, pre-operational, concrete operational and formal operational in a sequential order without any overlap. Every day is organized around a daily routine. They are required to spend a stipulated amount of time on dua/national anthem, greeting circle, group work time, outside time, snack time, plan-work-review-cleanup time, story and rhyme time. The curriculum requires learning corners in the classroom, e.g. language corner, library corner, art corner, math corner, science corner, home corner. To carry out this study, she adopted the methodology to review the national curriculum on early childhood education 2007. Field visits of ECCD and ECE centers in various parts of Pakistan were carried out. On the basis of the study, Ms. Nasira concluded that it is imperative to invest in the development of low cost and relevant ECE learning/teaching materials. The dichotomy between High Scope based ECE and Katchi class curricula must be removed, she added. Moreover, she said that the curriculum should not be limited to 4-5 years (which itself is confusing if it starts from year 4 to the beginning of year 5 or includes years four and five both) but must include at least zero to six years. Ms. Nasira also maintained that the prerequisite of result based effective work on the ground is grooming and mentoring of caregivers. Successful implementation means attitudinal change in the implementers including coordinating and monitoring staff.

**Ms. Noshin** from *Teachers' Resource Center* made a presentation on the project named '**The Thinking Classroom**'. The overall goal of the project, she said, is the development of a repository of contextually appropriate teaching and learning materials grounded in critical thinking pedagogical approach, which are widely accepted across public and private education systems as credible and usable in ECE and primary classrooms. The project aims to achieve readiness in public sector especially to introduce critical thinking approach in textbooks and teaching practices. In this regard, critical thinking modules have been developed

at ECE and primary levels that could be used for pre-testing in schools, taking stock of feed-back and module finalization. The project outcomes, Ms. Noshin further explained, included the establishment of Working Group and National Review Committee ensuring buy-in from public and private sectors, development of a repository of critical thinking material (thematic curriculum based compendium of modules with lesson plans and activity booklets from ECE to primary levels), development of a training framework for public sector capacity strengthening for introduction of critical thinking in schools, developing institutional capacity in the public sector to improve readiness for critical thinking program in schools and advocacy at the provincial and national levels (policy dialogues, continued engagement with NRC). Ms. Noshin also played a video depicting the whole project that showed the 'Thinking Class Rooms' that are administered through critical thinking modules.

The Session Chair, **Nargis Sultana** from the *Foundation Open Society Institute* remarked;

- Project Based Learning promotes Holistic Learning especially as regards to ECE
- ECE is instrumental in broadening the base for learning and the role of ECE teachers and Teacher Educators in this regard is indispensable.
- ECE Curriculum needs a certain re-orientation so as to make it in line with the requirements of present times.
- Critical Thinking is surely a strong and effective tool in connection with upgrading the standards of ECE in Pakistan.





## ECCE Funding: Challenges and Opportunities

Venue: Room 105, Academic Complex

Session Chair:	<b>Haider Yaqub</b>
Moderator:	<b>Dr. Audrey Juma</b>
Rapporteur:	<b>Dr. Fazal ur Rehman</b>
Presenters:	<b>Mr. Irfan Ahmad Awan</b> <b>Mr. Nisar Agha</b> <b>Ms. Aneela Hasan</b> <b>Ms. Parween Azimi</b> <b>Ms. Sadia Hussain</b>

## Proceedings

**Mr. Irfan Ahmad Awan**, *Managing Director – SCSPEB*, presented his paper entitled as ‘**ECD funding: challenges and opportunities in Balochistan**’. Discussing various aspects of ECD, he said that a child’s brain is fully developed by the time he turns 3. If the child is neglected in the early years, it causes loss of brain development and studies suggest that it is very difficult to compensate underdeveloped neural connections in the later stage of life. Later in his presentation, Mr. Irfan reviewed the status of ECD in Pakistan. Talking about the status of ECD at provincial level, he discussed Balochistan in detail and said that the province of Balochistan has remarkable milestones towards the journey of ECD. It was the pioneer province that has developed the holistic ECE provincial plan in 2010. In 2015, Balochistan has also developed its first ECE policy titled, “Early Childhood Education Policy Framework Balochistan 2015”. Mr. Irfan further stated that In last five years, the total education budget for Balochistan increased from 22.06 Billion (2011-12) to 49.28 Billion rupees (2016-17), however, the commitment to increase the educational budget to 5-6% of GDP is not full filled. The provincial governments have not raised funds under regular budgets to support the Education Sector Plan in their due spirit. Mr. Irfan maintained that the ECE/ECD has not been introduced

as separate line item under regular budget. The provincial governments have not been able to develop integrated strategy among different department specially Education, Health and other concern department to develop joint strategy to implement the ECE/ECD plan in the province, The ECE/ECD is mostly seen as the donor driven subject. Mr. Irfan concluded saying that Political commitment to universalization of ECD as per its importance as well as need and per ECE Policy and Education Sector Plan is the need of the time. Besides, increasing equitable access to pre-school programmers of good quality can play a significant role in supporting children's success in primary schools and beyond. Legislation that makes pre-school compulsory can increase enrolment if it is complemented with measures that expand supply and demand, he added.

**Nisar Ali Agha**, *Secondary Education Department – Government of Balochistan*, presented on '**Early Childhood Education in Balochistan**'. Discussing the historical evolution of ECE in Pakistan in the beginning, he gave an overview of the progress from 1947 when Nursery was taken as an integral part of mainstream education system till 2009 when National Education Policy proposed ECE to become part of mainstream education integrated in all primary schools and suggests action plans. This was followed by the ECE policy guidelines for Balochistan where the class room size, environment, teacher education and monitoring & assessment mechanism according to the ECE policy were discussed. He said that the ECE progress in Balochistan can well be viewed in accordance with the aforementioned parameters. ECE Policy Framework 2015 developed, notified and circulated. Mr. Nisar told that the government of Balochistan is committed to follow the ECE guidelines at provincial; level and in this regard, the provincial ECE plan 2011-15 has been developed. Besides, the provincial ECE Working Group 2017 has been formed and notified. The establishment of ECE resource centers at PITE and that established at BOC is also an indicator in this regard, he added. Mr. Nisar further told the audience about the role of private organizations played in the ECE progress in the province. 100 ECE centers have been set up in three districts Quetta, Lesbela, and Killah Saifullah by the support of Idara-e-Taleem o Aghai in 2015-17, 105 ECE rooms have been constructed in public schools by Save the children in 2010-13, UNICEF has introduced ECE center in 300 schools in 2009, 100 ECE centers/rooms have been constructed by the support of Agha Khan Foundation in Lesbela, Mastung, Killah Abdulla, Pishin, Ziarat and Loralai in 2009. This is in addition to 30 model ECE centers established in Quetta, Gawadar, and Killah Saifullah by Agha Khan Foundation in 2011. Mr. Nisar said that the private sector is complimenting the government in the capacity building of the teachers, upgrading of the curricula and the monitoring & assessment tools as well. Thus, the province of Balochistan has shown and is committed to show remarkable progress in connection with ECE in Pakistan.

**Ms. Aneela Hassan** along with **Ms. Parveen Din Muhammad** and **Ms. Yasmeen Wyne** of *DSD Punjab* made a presentation on '**Early Childhood Interventions by Punjab Government**'. The presentation, in the beginning, covered the concepts of early childhood and ECE. Discussing the benefits of ECE, the presenters said that it contributes towards the holistic development of the child besides laying the foundation for life-long learning. They maintained that the significance of ECE is evident from the fact that it increases students' enrollment and decreases the dropout rate. This is in addition to improvement in social and emotional behavior as well as the status of nutrition and health, they added. The presenters then presented the initiatives taken by the government of Punjab in connection with ECE at provincial level. It was revealed that the government of Punjab, with the support of UNICEF has established 2125 ECE Schools at provincial level till to date. Besides, 2875 (1400 PC-I & 1475 with PMIU) more ECE Schools are in process and likely to be established till June 2017 (with Govt. Funding). This will make the total ECE Class Rooms in Govt. Schools to become 5000. In addition, 5000 more ECE Class Rooms to be established till April 2018. The presenters added that the Schools Education Department Punjab & (DSD) intend to establish 10,000 ECE School till April, 2018. During the presentation, the presenters also showed different videos of these ECE class rooms that showed the conducive and friendly environment as well as the method of teaching adopted in these class rooms. The visuals indeed substantiated and authenticated the claims made during the presentation regarding the work done by the DSD-Punjab for the progress and promotion of ECE at provincial level.

**Ms. Parveen Azimi**, *NAC Education Officer and National Disability Advisor – Afghanistan*, presented her paper entitled as '**Brief information about Pre-School Education in Afghanistan**'. Giving the background of pre-school system in Afghanistan, she said that Kindergartens were established in mothers' workplaces

1369/1990 under MoLSAMD. Later those kindergartens expanded into local communities. Ministry of Education, Afghanistan collaborated with various NGOs, and worked on preschool curriculum and policy in 2016. Ms. Parween further said that the government of Afghanistan is committed to reach Education for All goals of the SDG by 2020, instead of 2015. She said that the persistent chaos and law and order situation of Afghanistan has restrained them to work freely to achieve the targets in time. In addition, she also said that the difficulties of travel in a mountainous terrain, diversified culture and variety of languages spoken has also become a constraint as regards to reaching out for Afghan children especially in remote areas. Ms. Parween said that to fulfill these commitments, strong inclusive and integrated partnership at all levels is required. The existing and additional resources need to be mobilized. This is possible by encouraging the private sector to invest for expansion of resources. But above all of this, she said, education needs to be prioritized both at policy and practice level to ensure inclusive and quality education for all. Further, explaining the overall goals the preschool curriculum of Ministry of Education, Afghanistan (2016), she said that the ministry aims at increasing children's self-confidence, reducing poverty and improving the economy, preventing malnutrition and children's diseases, making the children aware of their rights, improving children's cognitive development and increasing children's environmental awareness. In this regard, Norwegian Afghan Committee (NAC) has established playgroups in remote areas. These playgroups are informal groups where the children play according to their own wishes, but with support and guidance from an adult facilitator. Ms. Parween maintained that playing in these playgroups contributed positively towards the mental, physical and emotional growth of the children. Commenting on the futuristic aspect in connection with the playgroups, she suggested that training more young women as facilitators to work with children was necessary. They need to expand this activity to other remote areas where mothers themselves and children should be involved in developing this program and advocacy among local people to raise awareness about Playgroups should be initiated and facilitated.

**Ms. Sadia Hussain**, Executive Director – SPARC, delivered a presentation on 'The State Of Children's Access to Education & Health'. She maintained that investing in the human capital development is indispensable to address underdevelopment in any country. Over the years, health and education are the two sectors that have been neglected the most during the budget allocation. She gave a detailed insight of the education sector in Pakistan at national as well as provincial level encompassing the alarming number of out of schools children and unsatisfactory environment provided to the enrolled students viz a viz provision of water, electricity and sanitation facilities. Briefing on the conditions of health, Ms. Sadia maintained that nearly half of all children in Pakistan are chronically malnourished due to which their mental and physical growth is undermined. She added that there are many reasons contributing to the nutritional deprivation of children in the country namely; poverty, food insecurity, poor health services, illnesses linked to hygiene, and improper feeding practices. The health related budgetary allocation for Fiscal Year 2016-17 announced by the Federal Government was worth Rs. 24.951 billion for the National Health Services, Regulations and Coordination Division under the Public Sector Development Program. Like previous budgets, there was nothing significant announced for many healthcare sectors like medical education, oncology and burn care departments, which continued to be neglected. In the end, Ms. Sadia gave some policy recommendations to improve the situation of health and education in Pakistan. She said that a major reform is needed to enhance the overall efficacy of healthcare and education related bodies in Pakistan. The gap between private and public facilities for both healthcare and education exists. This gap exists in terms of the use of technology, methods, staff, and capacity of institutes. Seeking help and collaborating with international organizations such as UN bodies like UNICEF and WHO initiatives could improve the current situation, she added. Ms. Sadia ended on the note that there is a need to enhance public-private partnership to reduce the gap that exists in the provision of quality healthcare and educational facilities.

The session chair **Mr. Haider Yaqub**, Plan International, Asia Regional Office remarked;

- Balochistan has shown remarkable progress in ECE, however, there remains a lot to be done more
- Efforts of DSD Punjab in promoting ECE are commendable and the challenges faced to progress further need to be dealt with at all levels.
- Progress of ECE in Afghanistan is hurdled due to cultural barriers that must be addressed.
- Enhancing the overall efficiency of healthcare and education in Pakistan is required in order to improve the human development condition in Pakistan.



## PLENARY - 2







## Health and Nutrition Care in Early Childhood

Venue: W.M. Zaki Auditorium, Academic Complex

Session Chair:	<b>Saira Afzal Tarar</b> , State Minister for National Health Services, Regulation and Coordination
Moderator:	<b>Dr. Ghazala Rafique</b>
Rapporteur:	<b>Dr. Zafar Iqbal</b>
Presenters:	<b>Dr. Assad Hafeez</b> <b>Dr. Assai Ardakani</b> <b>Prof. Dr. Noumana Anjum</b> <b>Ms. Muneera Rasheed</b> <b>Mr. Faisal Uqaili</b>

## Proceedings

**Dr. Assad Hafeez**, *DG – Health*, made a presentation on ‘**Early Childhood Development: perspective from Springs Program**’, in which he reviewed the local and global situation of ECD besides discussing the scope of ECD in the SDG and National Health Policies. He defined the child development to be the change that occurs in the child over the passage of time. The development, he said, is defined in three domains namely, physical, cognitive and social/emotional. The first 1000 days (2-3 years) of a child’s life are the most crucial in ECD. The impact of experiences on brain development is believed to be particularly important during this phase. If an infant does not receive the necessary sensory and tactile inputs to help establish sensory pathways, during this sensitive period, the child’s brain is likely to experience developmental delay. Speaking in connection with the three domains of development discussed earlier, Dr. Assad said that over 200 million children under the age of 5 are found good in physical state but unfortunately they are not good cognitive and social/emotional condition. He identified low income, poor health care and nutrition and high

fertility to be the reasons behind the children performing poorly at school and further as adults. Pakistan, he said, is one of the countries with worst stats in this regard ranking 5th in terms of malnutrition and 7th in terms of impaired cognitive and social/emotional development. Here, Dr. Assad shared the National Health Vision 2016-2025 that aims at making the children reach their full potential by concentrating on ECD. Talking about the SDG, he quoted Ex- UN General Secretary, Ban Ki-Moon, saying that SDG recognizes that ECD can drive the transformation which the international community hopes to achieve in next one and a half decade. According to the SDG, equitable access to quality education to all boys and girls in the early childhood phase will be ensured by 2030. He also briefed the audience about a project implemented in Pakistan and India simultaneously named as Sustainable Program Incorporating Nutrition & Games (SPRING) for Child Development, Growth & Survival. The project was implemented in collaboration by the London School of Hygiene and Tropical Medicine; University of Liverpool; HDRF (Human Development Research Foundation), Pakistan; Sangath, India. SPRING was an integrated psychosocial intervention to promote child development, growth and survival. Dr. Assad shared the key finding of the project saying that a high coverage, fidelity and satisfaction with trainings and supervisions was achieved. Coverage, as far as house visits are concerned is very high, however the duration of visits is much shorter than desired for an ideal visit. LHWs have improved their skills in intervention delivery except in conducting play activities perfectly, he told. Dr. Assad concluded saying that ECD is a global and national priority. Scalable evidence based interventions are available which can work within the existing health system. Joint strategies for health, education and nutrition are required to address the problem on long term basis.

**Dr. Assai Ardakani**, WHO representative, gave a presentation on ‘**Health System Response to Nutrition Challenges in Children**’, in which he reviewed the child health conditions in Pakistan, the government’s commitments on SDG and the challenges faced by the government of Pakistan in connection with the child malnutrition and health system responses. He maintained that Pakistan is unfortunately a country with a very high mortality and poverty rates. He emphasized the importance of breast feeding for the health of both the infant and the mother. He said that there is a need to address the misconceptions as regards to breast feeding side effects and maintained that the knowledge gap must be filled to as regards to pre and post pregnancy myths. Dr. Assai insisted that the child’s malnutrition is inevitable if the mother’s malnutrition is not addressed. 50% of women at reproductive age are moderately anaemic and more than half of the children under-5 are anaemic. Dr. Assai identified obstructed labour, post-partum hemorrhage, low-birth weight infants and low-quality breast-milk to be the reasons for that. He also explained the Health System Conceptual Framework that is based upon equal access, coverage, quality and safety as regards to health. Lack of awareness, undefined catchment population per Primary Health Care (PHC) facility, absence of medical record & continuity of care, shortage of trained HWF (NUT) particularly at remote areas, weak community- based follow up mechanism, invalid Health information system. Poor Public Private Partnership and community engagement were referred to as the major challenges faced by the government. Dr. Assai concluded his presentation on some recommendations for the future. He emphasized on the need of increasing the coverage/logistics of Iron, Vitamin A and micronutrient supplements through PHC. Besides, the issue of the absence of medical record & continuity of care needs to be addressed by maintenance of proper family folders. Capacity building and sound training of the Healthcare Work Force (HWF) including the Lady Health Workers needs to be ensured in both the public and the private sectors, he added.

**Prof. Dr. Noumana Anjum**, Chairperson Department of Home and Health Sciences – AIOU gave a presentation on ‘**Early Childhood: Health, Nutrition and Environmental Design Perspective**’. She started off saying that employment rate for the mothers of infants and preschoolers is growing all over the world. According to Labour Force Statistics (LFS) 2012-2013, of the estimated 180 million people, 12.51 million Pakistani females of various ages are in employment. A great majority of women with children under 3 spends time in the work force and their children experience considerable amounts of non-maternal care. Reliance on non-maternal child care beginning in the first year of life has become normative. Reliance on non-maternal child care beginning in the first year of life has added numerous problems, she said. These problems include health, nutrition and environmental designs. Talking about the AIOU’s contribution to ECD, she mentioned the graduate/HSSC/SSC/Basic Functional Level courses on ECD. Besides, AIOU is also conducting research

studies at post-graduate level on ECD. Under the Urban Open Spaces for Young Children, AIOU has initiated school grounds and parks. The access of Young children to urban open spaces has been restricted due to city growth and urbanization, regressive cultural norms and crumbling law and order situation in Pakistan. School playgrounds are potentially key recreational places. However, there is little space for recreation at most low-fee private schools, and State-run schools have little incentive to support outdoor activities. The importance of research on school children's physical activities in the health context has been recognized globally, she said. Sharing the key findings of the Urban Open Spaces for Young Children, Dr. Noumana told that the children display considerable ingenuity for outdoor play in constrained environments, and aspire for more vigorous physical activity and quality recreation. Policy reforms, changes to schools' approaches to the use of outdoor space, and societal efforts are required to make the children-friendly spaces more widely available. Moreover, the children in urban Pakistan aspire to more vigorous physical activity and quality recreation. They are quickly bored with swings and slides, and many aspire to play in natural settings and prefer "loose features" that can be manipulated in the process of informal creative play. Concluding her presentation, Dr. Noumana said that planners, policy makers and educators in Pakistan need to re-visit urban development and education sector policies and regulations in order to promote the concept of child-friendly cities, schools and care centers. She hoped that the child-friendly space concept along with health & nutrition concerns will be mainstreamed in the early childhood education policies, designs and programs with broader societal efforts to improve the current situation.

**Ms. Muneera Rasheed**, *Senior Instructor and Clinical Psychologist, Department of Pediatrics and Child Health - Aga Khan University*, presented on the topic of '**Effect of Integrated Responsive Stimulation and Nutrition Interventions on Child Development in the Lady Health Worker Program, Pakistan**'. In her presentation she investigated the effect of the delivery of a model of integrated early child development interventions with community health workers in a public health setting. She said that the results of the study carried out in this regard show that the responsive stimulation intervention had significant benefits on early child cognitive, language, and motor development outcomes, but not on social-emotional development. Many of the recommended factors could be implemented in the program design (e.g. parents trying activities with their children and receiving feedback); however, the frequency of contacts and their duration per caregiver-child dyad was less than that reported in previous studies, she said. In a large-scale community health program, weekly or fortnightly visits were not feasible; however, a longer program duration, which makes use of community groups and the potentials of group dynamics, uses problem solving, imparts mothers with the skills to continue practice at home, and builds the skills of the community workers with effective supervision strategies, might have compensated for the loss of intensity. Ms. Muneera further said that the health sector should advocate for integration of stimulation for benefits for children's health and learning. She concluded saying that the lessons can be learned from the study for replication and scale up.

**Mr. Faisal Ahmed Uqaili**, *Chief Program Manager, Reform Support Unit, School Education Department, Government of Sindh* gave a brief talk on '**Early Childhood Care and Education in Sindh**'. He said that Early Childhood Care & Education is one of the major targeted reform for Sindh Education Department as per the five year Sindh Education Sector Plan (SESP) 2014-18 and a Comprehensive ECCE Policy has been developed through a consultative process which is approved & endorsed by the Chief Minister Sindh. The launch of this policy is expected in coming months. Mr. Uqaili shared the process through which the Policy was developed and the involvement of the Development partners throughout all its stages. In this regard a documentary was also shown to the participants during the session in which upcoming implementation plan for ECCE in Sindh was shared and the challenges associated with it.

The session chair, **Ms. Saira Afzal Tarar**, *State Minister for National Health Services, Regulation and Coordination* remarked;

- Mother care is indispensable in child development since only a healthy mother can look after her child properly.

- Mothers are under depression especially after giving birth to a baby girl; this mind set needs to be changed so as to provide the mothers with favorable environment and peace of mind to look after her child.
- Fathers have an equally essential role to play in ECD along with the mothers.
- Major investment in Human Development sector is essential
- Religious Scholars need to play their role in spreading awareness about the mother and child care as per religious teachings.



## Innovations and Best Practices in Teaching, Learning and Assessment of ECCE

Venue: Room 104, Academic Complex

Session Chair:	<b>Mr. Ali Raza</b>
Moderator:	<b>Ms. Sadia Adnan</b>
Rapporteur:	<b>Ms. Ayesha Tetaly</b>
Presenters:	<b>Ms. Fakhra Najeeb</b> <b>Ms. Nasima Zainul Abideen</b> <b>Ms. Neelofar Ali</b> <b>Ms. Asifa Sohail</b>

## Proceedings

**Ms. Fakhra Najib, MD – POWER 99 Foundation**, gave a presentation entitled as **‘Broadclass -Listen to Learn’**. It is an interactive radio instruction program initiated by POWER 99 in year 2012 with an aim to transform Pakistani education system into effective tool for providing modern knowledge, critical thinking skills and non-violent behaviors for peaceful coexistence. The program uses daily radio broadcasts to bring student-centered instruction that covers the basic skills in National Curriculum (including literacy, numeracy, health, nutrition and life skills). The characters of the program are both male and female. The daily 45 minutes radio broadcast includes lessons of 30 minutes, health tip of the day, life skills and civic education, rhymes, stories and teacher guide. Audio lessons guide teachers and students through activities, games, and exercises to teach carefully organized knowledge and skills. The children gathered under one roof or the community members gathered to discuss their children’s development can be benefitted from this program. Ms. Fakhira told the audience that at present there are 100,000 direct beneficiaries of this program across the country. The program undergoes strict monitoring & evaluation process through both

qualitative as well as quantitative methods. This monitoring and evaluation has revealed that the program has shown gains for all participants and has helped closing the rural/urban education gap. Besides, the access for out-of-school learners has increased and the quality of teachers has improved significantly through capacity building. In addition, the participation of parents in schools has increased and overall the importance of ECCE has increased tremendously among the communities. Ms. Fakhira substantiated her claims about the effectiveness of the program by mentioning that the program has won the “Most Innovative Development Project” at the 17th Global Development Awards Competition in March 2016. Moreover, she said, the success of the program is evident from the words of acknowledgement said about it by international media including RT News, DW and BBC News as well as international organizations like UNESCO.

**Ms. Nasima Zainul Abideen** from *Aga Khan University Institute for Educational Development (AKU-IED)*, presented her paper entitled as ‘**A quest for Gender Equity: Exploring the Existing Situation in an Early Childhood Classroom in Karachi Pakistan**’. She said that inclusive and quality education along with lifelong learning regardless of gender is the part of SDG that is a national as well as global commitment. Talking about Pakistan’s response to the SDG’s targets related to ECCE, she said that Pakistan has recognized the Katchi (pre-primary) age children as separate group, developed separate curriculum for age 4-5 children, developed provincial specific ECE policies (Sind) and encouraged the NGOs to provide quality ECE services to the vulnerable communities. However, there are numerous challenges faced as regards to ECCE in Pakistan, she said. The literature on gender in ECE reveals that the young girls and boys don’t get equitable experiences in the schools Pakistan. Besides, teaching and learning environments are highly gendered where teachers have stereotypical beliefs and practices regarding gender. The interaction patterns between teachers and students and among students show discrepancies where girls are often found to be disadvantaged. In her paper, Ms. Nasima has studied the trends of gender equity in early years and for this research, two ECE teachers, 23 girls and 20 boys were taken as sample. Data were collected using in-depth interviews, observations, post observation discussions, participant observations and dialogues, field notes, reflective journal, and artifact analyses over a 4 months period. The results revealed that both teachers and children promoted a number of gender stereotypical discourses through their talks, actions and interactions. Similarly, some of the content of poems, stories and displays also depicted sexist messages. However, both the participating teachers were found to be highly critical of the existing gender norms of the society which are produced and reproduced in early childhood classrooms, she said. Ms. Nasima, while sharing the findings of the study, said that the parents and teachers need to educate the children right from early years about the fact that the boy and the girl has equal rights, capabilities and aspirations and both must be treated with equal respect and dignity. The selection of toys and books as well as that of the compliments for the children at early year must be done with a non-sexist approach. Moreover, all the teachers must be well trained and well equipped in context of ECE. Gender equity needs to be given prime focus in the ECE training to the teachers. She concluded her presentation saying that all other stakeholders including, policy makers, curriculum planners, textbooks and literature publishers for young children, toys manufacturers, educational leaders and managers and parents should be aware about the negative implications of the current gender stereotypical discourses for the overall development of young children.

**Ms. Neelofar Ali**, *Program Manager - Rupani Foundation*, in her presentation, briefed the audience about the Rupani Foundation’s ECD intervention named as **Umeed Centre Program**. She said that Rupani Foundation was founded and registered in Pakistan in 2007 with the belief and philosophy that the lap of the mother is the first school for a child. A child with strong moral values can be harbinger of change in a society. These moral values can best be taught to the child at home by none other than the parents since the parents are the first and the best teacher of a child. She said that the ECD vision of Rupani Foundation is to create a sustainable society for future generations by promoting the holistic development of children (pre-natal to 8 years) by providing essential ECD services at household and community level in susceptible and marginalized communities of developing countries. With this vision, Umeed Centre Program was started with the objectives of creating hope for the rural underprivileged by using education as a tool to overcome the poverty cycle, introducing new educational models that redresses the balance

and bridges the gap between rural and urban populations, preparing the child for tomorrow's challenging world through emotional, social, physical, intellectual and ethical development, transforming the home from a 'family centered' to a 'child centered' environment and the last but not the least; inculcating universal values of pluralism, ethics, diversity and tolerance in a child to make her/him a global citizen. She told the audience that the major components of the Umeed Centre Program include construction of Montessori based ECD schools, training of ECD teachers and volunteers and provision of ECD resource material. These Umeed Centers, she, told, have been established in different districts of the province KP, Sindh and Gilgit. A total of 933 children aged from 3-8 have been enrolled in these centers whereas 499 teachers (445 female and 54 male) who have conducted 3272 Umeed Sessions on various aspects of ECD. Findings of the external evaluation of Umeed Centers have revealed that the sessions conducted have contributed towards clear improvement in children's personal hygiene as well as the attitude of the parents towards the children. In the end she concluded saying that despite the success of the Umeed Centers in connection with improving the ECCE conditions, extremely low qualified workforce, economic challenges in parents, parents' lack of understanding/priority to education, un-availability of space for playground, lack of awareness about basic rights, i.e. education, health and nutritious food and parents' mindset about education (not to send children in early years) still continue to be the challenges that need to be dealt with in the way of progressing to achieve the SDG by 2030.

**Ms. Asifa Sohail**, *Academic Administrator – Bahria Education And Training Services (BEATS) Karachi*, gave a presentation to introduce **Bahria Foundation's educational services and development of ECE system** in Bahria Foundation Colleges (BFCs). She said that established in 1998 with an aim to provide quality education, BEATS has brought quality education at the doorstep of children who had no access to such facilities. With the expansion of the network of the colleges, greater emphasis is also being laid on the training of principals and teachers to ensure excellence in academics. Concurrently, BFCs have earned a reputation for inculcating discipline and character in students. Ms. Asifa said that the teachers are often faced with the challenge of instructing students at various levels of academic progress. Ongoing teachers' training can be a vital tool in ensuring their success. She added that BEATS holds two mega events during summer and winter vacations. Training modules are prepared with collaboration of outsource trainers and trainings institutions, according to the requirement based on need analysis. However, emphasis is laid upon the subject matter mastery and pedagogical understanding so that teachers can spend time to polish their professional skills under the supervision of experienced mentors. It was observed that there was lack of guidelines for teachers, unjustified selection or rejection of books and lack of curriculum and this was the reason why BFCs initiated the processes of system development of pre-primary education. BFCs enroll the children at an age of 2.5-3 years with an aim to prepare them for class one. Children are provided there with an opportunity to learn through experimental learning. Besides focusing upon the children's upbringing, BFCs also give primary importance to teacher's training and counseling and the teachers are given SWOT Analysis sheets to fill in. This provides the teachers as well as the management to identify their strengths and cope up with their weaknesses. Frequent Meetings with Montessori staff are held with the purpose to analyze the current practices for executing an initiative of system's improvement by formulating curriculum and other relevant documents. Objectives of the Meetings are self-reflection of teachers own hard work by discussing and analyzing the current system of Mont. Sections in BFCs, to explore the strengths and weaknesses in the existing practices and to build and develop mutual consensus for the development of curriculum for ECE (Early Childhood Education) classes. Ms. Asifa in the end, shared with the audience, that to overcome problems and resolve the issues, a very comprehensive school based curriculum in reference with National Curriculum, has been prepared that provides guideline for teachers to achieve the aims and objectives. The purpose of this guide book is to support teachers of ECE in BFCs to understand the importance of the nurture, growth and development of young learners in a specific duration of age development. The curriculum has been drafted with a holistic and inclusive approach to include flexibility, balance and integration as well as considering the moral, cultural and ethical value, she added.

The session chair, **Mr. Ali Raza**, *Adviser on Prime Minister's Education Reforms*, remarked that;

- Free and compulsory education at an age of 3-5 is a good step but the foundation of a child starts much earlier.
- ECCE is a missing link in the public sector schools.
- Montessori classes need to be started at public schools and indigenous success stories should be viewed to draw the guidelines in this regard.
- We must stop putting the burden on each other's shoulders and every one of us needs to start playing his/her respective role to secure the future of our coming generations.
- The government has to work together with the schools and NGOs to ensure that the future of ECCE is bright in Pakistan.



# SESSION-7



## Teacher Preparation for ECCE

**Venue: Room 105, Academic Complex**

Session Chair:	<b>Mr. Siraj Narsi</b>
Moderator:	<b>Khadija Khan</b>
Rapporteur:	<b>Dr. Sidra Rizwan</b>
Presenters:	<b>Dr. Audrey Juma</b> <b>Ms. Uzma Khalid Ghori</b> <b>Dr. Fazal ur Rehman and Dr. Athar Hussain</b> <b>Dr. Zahid Majeed</b>

## Proceedings

**Dr. Audrey Juma**, Director – Notre Dame Institute of Education, presented on ‘**Against the grain: Shifting early childhood teachers’** perceptions and practices’. She focused on teachers work against the grain to shift pre-determined notions of children and childhood and transform their practices in the classroom. The provision of early childhood education in the country has meant that teachers’ re-shape understandings of children and how they learn and be cognizant of the changing landscape of ECCE. It calls for moving beyond dichotomies of teacher centered/learner centered; passive/active; thus encompassing learning that focuses on understanding of child development, active learning, holistic development, inclusion, diversity, pluralism, equity. It calls for resisting dominant practices of ‘telling’ and ‘writing’ that is prevalent as a practice in early childhood classrooms, she added. Dr. Juma provided examples of how teachers have shifted their understandings and practices and how they deconstructed notions of the child and teaching and learning. When teachers were asked to draw their image of a child and list words pertaining to the child, they listed words such as innocent, simple, cute, playful, and

curious; thus positioning children as essentially passive and investing heavily in romantic discourses of childhood innocence. These discourses have given rise to issues of agency and powerlessness. She also focused on how teachers were able to re-position children as active social agents and as ‘agentic’ whereby they interacted with children as co-learners negotiating, challenging and sharing power (Woodrow, 1999). This shift was brought about through engaging teachers in critical reflection urging them to explore what has happened in order to transform their understanding and produce greater equity in and through that transformation (McNaughton, 2004). Her presentation also discussed the barriers to transformation and how teachers were able to overcome these and move beyond ‘doubts’ and ‘uncertainties’ (McNaughton, 2004). Dr. Juma concluded that teachers’ practices shifted when they were able to deconstruct existing notions and practices, understand child development and how children learn, were able to provide enabling environments and routines and to improvise materials, space, plans and build relationships. Therefore, if teachers are to work against the grain and shift existing notions and practices they need to feel supported and should be provided with mentoring, peer-support and support from school management and parents. Ms. Uzma Khalid Ghor, Sr. Lect. And Manager Research Development – University of Wah, presented her paper entitled as ‘Multimodal Pedagogies: Supporting the Cognitive Aspects at Early Childhood Stage’. Defining the attributes of a good teacher, she said that he/she must possess a multi-dimensional personality with learner oriented approach. Pedagogy, she defined in words of Brennan as the function, work, or art of a teacher or trainer. She maintained that the first 5 years of a child lays the foundation for his/her next 80 years, therefore, a teacher at early childhood stage has the most important role to play in a child’s life. When we speak of child development, we usually mean some sort of change, but we are often unclear about the sort of change that we mean. At times we point to quantitative variations among individuals, or refer to simple comparisons of older and younger children. This is what we are doing when we say that “older children are taller than younger children,” or “children gradually acquire larger vocabularies”, she argued. Ms. Uzma maintained that the preschool children engage in a lot of pretend play, at least in middle-class modern societies. Yet even though play often has a distinctly social flavor, it seems to build distinctly cognitive skills, and may thus construct a bridge between the social world and the more individualistic world of cognitive skills. Some development experts have argued that pretend play stimulates the emergence of meta-cognition, or the ability to think about one’s own thinking. She summarized this argument saying that firstly, it seems reasonable that children at play are aware of the fact that they are playing, even if they are initially aware only intuitively and cannot articulate the fact verbally. Secondly, it also seems reasonable that time and experience at playing would bring the early intuitive awareness into consciousness. Explaining the cognitive advantages of preschool children’s thinking, Ms. Uzma said that the children in the preoperational stage show several important advances, as well as some immature aspects of thought. The symbolic function enables children to reflect upon people, objects, and events that are not physically present. Early symbolic development helps preoperational children to make more accurate judgments of spatial relationships. They can understand the concept of identity, link cause and effect, categorize living and non-living things, and understand principles of counting. Moreover, during early childhood, vocabulary increases greatly, and grammar and syntax become fairly sophisticated. Children become more competent in pragmatics. Private speech is normal and common; it may aid in the shift to self-regulation and usually disappears by the age of 10. Ms. Uzma concluded saying that for the use of multiple strategies in classrooms teachers must be trained effectively especially for the early childhood teaching. There is also a need of connecting teachers to their peers for the integration their professional development. Ultimately this type of training will help them to collaborate with each other, appraise the practice, evaluate, monitor and analyze their own work. A well-designed teacher training program is essential to meet the demand of today’s early childhood development techniques, so needs of students must be kept in mind while employing teacher training courses.

**Dr. Fazal ur Rehman (Asst. Prof.)** and **Dr. Athar Hussain (Associate Prof.)** in *ECE & Elementary Teacher Education Department – AIOU* presented jointly on ‘**Initiatives for preparation of ECE teachers: AIOU perspective**’. The presenters maintained that ECE is emerging as significant stage of education globally. Recent government initiatives in ECE in Pakistan including the policy documents and Article 25–A have special focus for significant expansion of ECCE & demand for ECCE teachers.

ECE plays a vital role in the development of a child from all the aspects of human development. ECE Teachers study and apply skills and techniques for providing developmentally appropriate environments, educational experiences, and care for young children. The commitment of AIOU, they said, in connection with improving the ECE standards in Pakistan is evident from the fact that ECE finds special significance in the academic discourse of AIOU. The post graduate diploma in ECE offered by AIOU substantiates this claim. The objective of the AIOU ECE Program include, equipping the graduates with essential professional skills and competencies for early childhood education, upgrading pedagogical skills of practicing preschool teachers, providing knowledge about child's cognitive/emotional and social development and developing insight and understanding of ECE philosophy / beliefs and its significance. Moreover, linking theory and practice in early childhood education, setting up knowledge of various classroom management techniques for early childhood class, providing knowledge and use of different classroom observation and assessment techniques, applying national standards for early childhood education and enhancing career prospects of the graduates also qualify as few of the prime objectives of this program. The students of the AIOU ECE Program have bright future prospects as early childhood education teachers, childcare workers, preschool teachers, ECCE planners, childcare managers/directors and family day care staff. Furthermore, the presenters told that AIOU has also held two consultative workshops on development of ECE modules. These modules cover all the ECE aspects from introduction to ECE to curriculum development, monitoring and assessment, language learning and teaching practices. Ensuring a safe, healthy a child friendly environment is the bottom line for all the steps taken by AIOU in connection with ECE, the presenters maintained.

**Dr. Zahid Majeed, Asst. Prof. in Department of Special Education and Director International Collaboration & Exchange Office – AIOU** presented on the topic of **'Inclusion of Children with Special Needs in ECE: What teachers characteristics matter'**. He said that as per the 2016 report of WHO, 15% of the world's population lives with some form of disability and 90% of them are living in the developing countries. These disabilities include Down syndrome, Autism spectrum disorder, ADHD, Learning disability, Developmental disability and Anxiety. Dr. Zahid said that impairment leads to disabilities and disabilities lead to the child becoming handicapped. The prevention of disabilities at Early Childhood stage can arrest the secondary complication due to impairment, which leads to more disabling conditions in these children, through the implementation of appropriate intervention services i.e. Education, Awareness, Medical and more than that the early assessment or intervention. Dr. Zahid conducted his research on inclusion of the children with the disabilities in the mainstream classrooms at ECE stage. 100 school teachers who have children with disabilities in their classrooms participated in the study. The results of analysis provided the specific information about what the teachers know and do not know about inclusive practices. In addition, it was found that teacher attitudes towards inclusion were neither positive nor negative and there is no significant relationship between the level of knowledge and attitudes of the teachers. Teachers knew approximately 30% of the information related to inclusive practices. Regarding assessment and adaptations, supporting language and speech, and natural teaching techniques, the participants only knew approximately 25% of the information, the study revealed. When asked if they had sufficient knowledge and skills related to the education of children with disabilities, 86 teachers (86%) responded with either "disagree" or "totally disagree". In addition, when asked whether or not general education teachers have the ability to work with children with special needs, 27 (70%) responded with the same negative answers as "disagree or totally disagree". However, the majority of the teachers believed that children with disabilities should not be isolated from their peers without disabilities. Based on the study, Dr. Zahid recommended that children who need special education services should be placed in regular classrooms and provided with the necessary services and support in general preschool classes. Teachers working in preschools in the future should have the appropriate knowledge and skills to meet the needs of all young children regardless their characteristics or level of abilities. Moreover, both in-service and pre-service teachers should be provided with courses and training that focus on the acceptance of children with disabilities and should be given specific strategies to support them as they teach in inclusive classrooms.

The session chair, **Mr. Siraj Narsi**, *Founding Director – ECDNP*, remarked;

- Services of AIOU rendered for the improvement of ECE at academic level must be applauded
- Teacher empowerment needs to be ensured all across Pakistan.
- ECE teachers must be trained on lines of multidimensional pedagogies so as to enable them to make the children learn more effectively at early childhood stage.
- Disabled children or slow learners face bullying at schools which must be curbed. In this regard, ECE teachers need to be formally trained to handle this bullying issue at schools

# SESSION-8



## ECCE: Community-Based Models and Practices

Venue: Room 106, Academic Complex

Session Chair:	<b>Mr. Nasruddin Rupani</b>
Moderator:	<b>Dr. Shahida Mohiyuddin</b>
Rapporteur:	<b>Ms. Tooba Salim</b>
Presenters:	<b>S. Shoaib Ali</b> <b>Ms. Huma Jabeen</b> <b>Dr. Baela Raza Jamil</b> <b>Dr. Rehmat Ullah Bhatti</b>

## Proceedings

**S. Shoaib Ali**, *Research and Documentation Officer at Society for Community Strengthening and Promotion of Education, Balochistan*, shared his study entitled as **'ECD: Community-based Model and practices in Balochistan'**. The study was conducted to analyze the RCC program, in partnership with AKFP, which was implemented in 100 underserved girls' schools of 7 districts' rural areas of Balochistan. The major goal of the program was to improve the basic education through qualitative reform and increased participation in targeted geographical area. The program advocated similar philosophical orientations of child's needs, ensuring active learning through the provision of material, the methodologies concentrated on education, community involvement, as well as the whole development (health, nutrition, sanitation, and hygiene) of a child. The program also built capacity of a number of key players in the field of early childhood and brought about an awareness of the concept of early childhood within the public sector of Balochistan and stamped it as an area of priority. Mr. Shoaib told the audience that the core to RCC's approach was to provide a dedicated classroom and teacher for Katchi using a community-based approach, and to train the

teachers in ECD-appropriate methodology. The concept of ECD was introduced successfully that included health, hygiene, sanitation, nutrition, parental care and involvement. Community and parents were actively involved in school activities right from the onset of the program. The classroom environment was child-friendly, and in line with the National Curriculum's definition of active learning to utilize learning areas, he added. RCC's strong teacher-training, follow up, and monitoring maintained an extensive focus on the continued capacity development of teachers, which contributed to better classroom practice. To carry out the program, government was taken on board for capacity building of teachers, establishing monitoring and support mechanism and conducting the research. Provision of the appropriate infrastructure, ensuring health and nutrition, provision of resource material and development of ECE modules as well as best practices for teachers, parents and children included as the program components. Mr. Shoaib told the audience that the program contributed towards creating a cadre of 100 teachers aware of and committed to child friendly teaching and learning strategies. Awareness among teachers and managers in local context, growth and all round development of preschool aged children and the health, hygiene, nutrition, food preparation standards of the children were raised. It created greater awareness of ECD through publications and generated policy level dialogues that carved the path for regularization of more than 100 teachers as entitled ECE teachers, development of Provincial ECE Plan, development of Provincial ECD Policy and setting targets and allocating funds for ECD interventions as per Balochistan Education Sector Plan 2013-18.

**Ms. Huma Jabeen**, presented her paper entitled as '**Concourse to Innovation in the Public Sector Schools of Sindh - A Case study of ECD Initiative by Sindh Education Foundation**'. She said that the study was carried out to highlight the lucidity behind the establishment of ECD Centers in the Public sector schools where there is no policy to induct a child prior to the age of 6 years. Ms. Huma said that for a country combating the various socio-economic issues, education has never remained as a priority. The idea of Early Childhood Education in Pakistan is incorporated in the main stream education with the establishment of 'Katchi'. With the passage of time it phased out as school managements found it difficult to manage kids at very young age. For the first time in Pakistan, the explicit funding programs were introduced under the broad umbrella of the Education Sector Reforms (ESR 2001-05), where a total amount of Rs56.94 million was released for Early Childhood Education by the Federal Government to the provinces, she told. Reviewing the ECE interventions in the province of Sindh, she said that with the 18th Constitutional Amendment (Article 25A) in the year 2010, provinces were held responsible for the provision of free and compulsory education in Pakistan. ECE is included as a core component in the Sindh Education Sector Reforms Program. She told that the Sindh Education Sector Plan (SESP) 2014-18 outlined implementation of ECE in Sindh and highlighted the development of an ECE policy and minimum standards as the foremost objective. In year 2009, SEF launched their ECE model and named it as the Early Learning Program (ELP). Under this program, ECE centers were established in Sindh with the primary aim to foster children's overall wellbeing. The findings of her study revealed that ELP contributed towards job generation for the teachers, increased enrollments in the ECE classes, improved health and nutrition conditions of the children and upgraded standard of the education. Ms. Huma concluded saying that the Program has got immense popularity not only in the community but in all the stake holders i.e. parents, students, teachers and school administration simultaneously. Moreover, the public schools of Sindh where ELP centers have been established are now facing minimum issues in terms of new admissions. The schools are becoming co-education schools which is although a contradictory feature in the culture of Sindh but a positive sign as for the overall education system of the country.

**Dr. Baela Raza Jamil**, *Advisor Idara-e-Taleem-o-Aagahi (ITA)*, presented the policy brief prepared by ITA entitled as '**Sindh: Early Childhood Care and Education and Education 2030 Agenda-SDG 4.2**'. Talking of the challenges of the SDG, she said that it is often mentioned that spirit of ECCE lies in achieving at least 11 SDGs. The question is that how can ECCE drive the transformation we want to achieve by 2030? If we limit ECCE to SDG 4.2, we limit the power of ECCE to transform individuals and societies. She said that ECCE lays the groundwork for lifelong well-being and is the most cost-effective strategy to alleviate poverty. Discussing the province of Sindh in connection with ECCE, Dr. Baela said that Sindh has 4.25 million children between the ages of 3-5 years, and even within Sindh there are huge disparities within district that reflect in the Katchi enrolment. She reviewed the eventual evolution of ECE at policy

level in Sindh starting from 1998 ECE when it became part of the National Education Policy till 2017 when the Sindh Education Department approved the comprehensive ECCE Policy that is holistic and inclusive in nature. Health, Learning and Gender Equity remain the main focuses along with education at the early childhood stage. Dr. Baela enlisted the challenges faced in connection with ECCE in Pakistan, especially in Sindh. She said that currently ECCE targets only pre-school or pre-primary education whereas the policy should address the whole period from birth till eight years of age. Lack of infrastructure officers and vision required to implement the policy also remains as one of the biggest challenges. She said that there is a dire need to take actions to implement the policies. The Katchi curriculum, she said, that is being taught in the ECE Schools in Sindh is not as per the standards defined by the National ECE Curriculum. Proper budget allocation is also one such angel that needs to be addressed as for the ECCE in Pakistan. To meet these challenges, Dr. Baela gave some policy recommendations. Firstly she said that the Focal point/Directorate of ECCE at SED needs to be urgently established that will also help achieve intra and inter departmental collaboration. Besides, multi-sectoral opportunities for ECCE in Sindh need to be provided. ECCE, Health and P&D Departments need to work together. Schools can be used as a medium for service delivery to improve health and nutrition programs targeting immunization coverage, and health/ nutrition interventions for both mothers and children. Recommending the data mapping, she said that there is an urgency to obtain profiles of teachers who have previously taken trainings in ECE/ECCE and are working in this sub-sector; these valuable resources should be tracked both in terms of their skills and experience and their qualifications. Curriculum up gradation was also one of the key recommendations. ECCE programs in primary schools need to be holistic at pre-primary education level with logical links to primary years for continuity of the approach in pedagogy; this would emphasize ECCE's logical support linkages with primary education while ensuring the use of developmentally appropriate pedagogies and indicators, she maintained. Finally, she recommended developing a knowledge portal for ECCE core concepts, indicators tracking, research, training and think tanks needs to be developed by SED with its partners and relevant bodies for the public to access in Urdu, Sindhi and English.

**Dr. Rehmat Ullah Bhatti, Asst. Prof.** *ECE & Elementary Teacher Education Department – AIOU* presented a paper entitled '**Community-based initiatives in ECE**'. Defining school as community institution, he said that school–community and university–community partnerships have the potential to considerably benefit everyone concerned. Universities can provide technical and research-based support for both schools and local communities in dealing with the issues facing them. Institutions of higher education need to develop guidelines, tools and resources that would in turn help to educators, students, parents, education managers and civil society in creating safe, more supportive and conducive educational environment. This job, he said, is being done by AIOU and in this regard the university has signed a MoU with PARWAAN for project aimed at capacity building training of ECE teachers and establishment of linkage between university academia and practitioners. 109 ECE teachers from low cost schools of Islamabad were selected. 4 groups of ECE teachers were formed. Every group had a three days training where each day had three sessions. Training modules covering the area of Child development, Environment, Parenting and health care, Early numeracy, Language skills and Teaching strategies were developed. A set of training modules were given to each member of the group. Two open days for ECE schools, parents and community were organized. ECE department of AIOU, President and high officials of PARWAAN, Principals of ECE schools, ECE teachers and parents of ECE students participated in the seminars. Sharing the observations of the project, Dr. Rehmat said the project turned out to be a great success. ECE teachers of 109 low cost schools were trained in content and pedagogy and contributed towards the scaling up the standard of the schools. Parent and Community leaders of these specific areas became aware of ECE. This awareness will contribute in the promotion of ECE in the respective society. Dr. Rehmat concluded saying that Parents and Community leaders highly appreciated this project through participation in seminars. Principals managing ECE schools in Islamabad observed professional development in their teachers who participated in capacity building training. They requested for their training on same pattern for effective management of ECE schools. Therefore, this project may be extended for capacity building training of principals. Moreover, similar projects may be launched in other areas of Pakistan for the promotion of ECE.

The session chair, **Mr. Nasruddin Rupani**, *Chairman ECD Network of Pakistan* remarked;

- Proper Budget allocation for ECCE is indispensable at, policy level, to improve the ECCE status in Pakistan.
- Communities have a vital role to play in ECCE.
- Sindh Education Foundation has made commendable efforts in promoting ECCE at provincial level and their model can well be used to be implemented in other provinces a well.
- We must feel the sense of responsibility to play our part in the capacity of member of the community to promote ECCE.



# SESSION-9



## Advocacy, Awareness-raising and Social Mobilization for ECCE

Venue: Room 107, Academic Complex

Session Chair:	<b>Mehnaz Aziz</b>
Moderator:	<b>Dr. Hamid Hassan</b>
Rapporteur:	<b>Dr. Tanveer Afzal</b>
Presenters:	<b>Dr. Shakeel Ahmed</b> <b>Dr. Muhammad Ajmal</b> <b>Mr. Asif Abrar</b>

## Proceedings

**Dr. Shakeel Ahmed, Asst. Prof.** *Peshawar University*, presented his paper entitled as ‘**Do Socio-Economic Dynamics Matter in Intellectual Disability among Children?**’ In his paper, he has established a definite linkage between the socio economic conditions and Intellectual Disability (ID). ID has been defined as a condition that occurs before the age of 18 which is characterized by significant limitations in intellectual functioning and adaptive behavior as expressed in conceptual, social and practical adaptive skills. Down Syndrome, Miro & Hydrocephalus, Autism & Cerebral Palsy etc. are identified as its main causes. Dr. Shakeel told the audience that a total of 785 million of the world population suffer from either physical or intellectual disability. Among them, 156 million (3%) suffers from some form of intellectual disability. These statistics are as per the report issued by WHO. In Pakistan, he said, the exact number of PWD is not known due to lack of official census, however, according to 1998 Census, 32,93155 people suffer from disability. Among them, 14% suffer from ID. Explaining the causes of ID, maintained that genetic, biological and psychological factors are thought to be the only factors that cause ID in children. However, Socio-Economic dynamics

such as financial status, marriage pattern, family structure, locality of residence also contribute towards it. Researchers assert that poor socio-economic conditions cause health complication for the children that may lead to intellectual disability. To study the relation between socio-economic causes and ID, Dr. Shakeel carried out his research in Peshawar and Haripur where mothers, fathers, grandmothers and uncles/siblings were taken as the participants. The study revealed that children born without proper maternity facilities have a higher tendency to suffer from ID since 67% children who suffered from ID were born at home under the supervision of traditional nurse called Daae. People either avoid hospital due to cultural reasons or poor financial conditions, he said. Further, the people's confidence in maternity hospitals was very low as some participants were highly critical of treatment facilities at government hospitals. An Endogamous or cousin marriage has also been identified as a cause behind ID in the children as the defected genes multiply during endogamous marriage. Mishandling during pregnancy complications may also result in the child suffering from ID, he added. Dr. Shakeel concluded saying that while the role of genetic factors in causing intellectual disability among children cannot be ignored, however, intellectual disability has a strong association with socio-economic dynamics. Provision of proper health facilities and improving the living standards can contribute towards minimizing the ID among the children.

**Dr. Muhammad Ajmal**, *Chairman Department of Education – AIOU*, presented on '**Community Mobilization for Early Childhood Education in Pakistan**'. He said that the ECE is as much important in connection with human development as is breathing for survival. Community mobilization is an instrument for the success of ECE in Pakistan. The study carried out was intended at exploring the role of head teachers, teachers, parents, community members and other stakeholders towards the ECE in Pakistan, thus developing a model for community mobilization in ECE at national level. He said that parents' involvement in child's education is much more significant than the child's IQ, school setting or economic status. Besides, a teacher who is well trained and well equipped w.r.t ECE methods and techniques is also instrumental in making the student perform well. A part from parents and teachers, role of directorate and education secretariat is also very important and crucial in this regard. The reason being they develop and decide the future plans and therefore efficiency, efficacy and vision is very important at this level. Dr. Ajmal said that when we talk of the role of community, a part from the major stake holders that have been identified already, the role of non-parents, social workers/philanthropists, professionals, leaders/activists and other pressure groups, everyone has his/her role to be played. Dr. Ajmal concluded saying that there is a mutual consensus among all stakeholder Head teachers, Teachers, Community members and parents to develop and run ECE centers in their schools / localities. Parent's mobilization to send their children in ECE centers is dire need of the time. Local community may be mobilized through school councils to provide the resources in ECE centers, he added. In this regard, policy & legislation, infrastructure, funding and capacity development and research are some of the challenges that need to be addressed.

**Mr. Asif Abrar**, *Education Officer – UNICEF*, gave a presentation on '**Toba Tek Singh – Conversions to ECCE Model**'. It is a Joint Initiative of School Education Department - District Government Punjab and UNICEF. In the beginning, he made the situational analysis of ECE situation in Pakistan and said that ECE/ Nursery is widely considered as a traditional informal set up attended by younger siblings of students enrolled in schools. He mentioned two models on ECE by public sector and private sector. In Public Sector school there is multi grade classroom with teacher (with no/less training on ECE teaching and learning materials) in formal and non-formal education centers. Whereas in private sector there is Kindergartens, Nursery, Montessori, and Day Care with qualified and trained teachers, toolkits and a pre-designed curriculum. USAID funded projects, Plan International, CGN, TRC, Agha Khan Educational Services are investing in the field of ECE in Pakistan. The issues faced in the provision of ECE include Access (lack of parents' priority, poverty), Infrastructure (Boundary wall, latrine, and drinking water) and No dedicated ECE Teacher with less academic background on ECE and training. Mr. Asif explained that there are various approaches to Early Childhood in Pakistan. These include ECE, ECD, ECC and ECCE. Talking of these approaches one by one, he told the audience that ECE (Early Childhood Education) focuses on child's education, ECC (Early Childhood Care) focuses on child's health, hygiene, nutrition, ECD (Early Childhood Development) focuses on social, emotional, physical and cognitive development, ECCE (Early Childhood Care and Education) focuses on child's educational, health, hygiene, nutrition. Talking of the situation in Punjab, Mr. Asif said that the provincial

strategy has been developed by the school education department of Punjab, however, there is lack of ECE trained teachers and classrooms. UNICEF is trying to set up the standards and procedures for ECE. Through Chief Minister's School Reforms Roadmap, Universal Primary Education (UPE) Campaign is launched every year in Punjab - targeting 100% enrolment/retention of OOSC. Estimated 3.5 – 4 million OOSC entrants are enrolled every year. In year 2016, 2.1 Million enrolled in Katchi Class alone. Data informs high dropout in early years (especially girls), hence school readiness is critical to ensure retention. UNICEF's advocacy encouraged Minister to come forward and initiate first ever Whole District ECE Model in Toba Tek Singh in year 2015 in 300 school, and later another 300 schools in year 2016. He organized monitoring visits to ECE Schools, inspected ECE Kits, Chaired meetings at DSD, and assured backstopping to district government. Consistent attention of the Minister and Education Department led firstly to the inclusion of ECE/Katchi class enrolment indicator in District Monitoring Indicators under the Roadmap, secondly the mapping of Katchi class enrolment through school census, thirdly the recent launching of Unique Student ID initiative for Katchi class students and fourthly the establishment of assessment mission on advice of Chief Secretary to update Chief Minister on progress of ECE. Mr. Asif maintained that the whole district approach implemented in Toba Tek Sing may be applied to other provinces as well to stream line the ECE policy and curriculum besides providing the children with free and compulsory education. He concluded his presentation emphasizing on the need of initiating research & development to improve the ECE status in Pakistan.

The session chair, **Ms. Mehnaz Aziz**, *Chief Executive and Founding Director, Children's Global Network* remarked;

- Intellectual Disability is one such area of ECCE that is neglected and needs to be focused upon.
- Community mobilizing is a very important aspect w.r.t. ECCE and we need to develop a comprehensive community mobilizing model in this regard.
- UNICEF model implemented in Toba Tek Sing is commendable and it should be replicated all across the country



# CLOSING SESSION





The first two day national conference ended up as a huge success on 28th March 2017. The closing session of the conference was presided over by the honorable president of the Islamic Republic of Pakistan, Mr. **Mamnoon Hussain**. *The president* congratulated the organizers of the conference on the success of the event. He emphasized on the need of focusing on early childhood education and care for the fact these formative years are decisive for producing a healthy future generation that could play its effective role in the progress and prosperity of the nation. **Ms. Saira Afzal Tarar**, *State Minister for National Health Services, Regulation and Coordination* represented the government of Pakistan in the closing ceremony. She expressed her hearty congratulations to the organizers of the conference and reiterated the government's pledge to ensure the ECCE facilities to all the children of Pakistan. **Prof. Muhammad Rafique Tahir**, *Joint Educational Advisor* share the conference recommendations with the audience. The recommendations have already been mentioned in the executive summary. At the end of the closing ceremony, the guest speakers were presented with souvenirs and shields.

## Annexure 1: List of Presenters in the Conference

DAY – 1: Opening Session			
NAME	DESIGNATION	ORGANIZATION	TOPIC
Mr. Imran Ahmad	Additional Secretary	Ministry of Federal Education & Professional Training	Welcome Address
Prof. Muhammad Rafique Tahir	Joint Education Advisor	Ministry of Federal Education & Professional Training	Objectives of the Conference
Mr. Nasruddin Rupani	Chairman	Early Childhood Development Network Pakistan (ECDNP), and Rupani Foundation	Opening Session Remarks
Prof. Dr. Shahid Siddiqui	Vice Chancellor	Allama Iqbal Open University	Opening Session Remarks
Ms. Cristian Lorena Munduate	Deputy Representative	UNICEF	Opening Session Remarks
Mr. Yasuhiro Tojo	Chief Representative	JICA Pakistan	Opening Session Remarks
Engineer Muhammad Baligh UR Rehman	Minister of State	Ministry of Federal Education & Professional Training	Presidential Address
DAY – 1: Plenary 1: Early Childhood Care and Education (ECCE): Initiatives and Practices			
Dr. Manzoor Ahmad	Professor Emeritus	BRAC University, Bangladesh	Holistic Early Childhood Development: Narrowing the Gap Between What We Know and What We Do
Dr. Allah Bakhsh	Program Director	DSD	Status of Early Childhood Education in Punjab
Mr. Siraj Narsi	Founding Director	ECDNP	ECD Network of Pakistan
Dr. Nasir Mehmood	Chairman ECE & Elementary Teacher Education Department	Allama Iqbal Open University	Early Childhood Care and Education (ECCE) Initiatives by Allama Iqbal Open University
Mr. Jan Madad,	Education Specialist	UNICEF	UNICEF Support to Early Childhood in Pakistan
Ms. Khadija Khan	Vice Chairperson / Member BOD	ECDNP/Rupani Foundation	ECD Programs by Rupani Foundation
Ms. Nargis Sultana		Foundation Open Society Institute	Foundation Open Society Institute's support to promote ECCE in Pakistan
Ms. Mehnaz Aziz	President	PARWAAN	ECCE programs under PARWAAN
Mr. Waleed Mushtaq	CEO	Roots International Schools	Emerging Enquirers and 21st Century Communications: A case Study of Private Sector
DAY – 1: Session 1: Current status of ECCE in Pakistan			
Dr. Shaikh Tanveer Ahmed	Chief	HANDS (Health And Nutrition Development Society)	Current Status of ECD in Pakistan

Ms. Naheed Wasi	the founding Director of	Institute of Early Childhood Education and Development (IECED)	A Study of existing Early Childhood Education System in Karachi, Pakistan
Ms. Shazia Solangi	Assistant Director (Research and Publication Unit)	Sindh Education Foundation	Understanding the Transition of ECE Children into Higher Grades
Mr. Aien Shah	Program Head	Agha Khan Education Support Program (AKESP)	Early Childhood Development Interventions by AKESP
<b>DAY – 1: Session 2: A Holistic early childhood vision for Pakistan</b>			
Ms. Sana Zia ud Din Lakhani	Head of Department, Nursing Education Services & Faculty	College of Nursing, Patel Hospital, Karachi	Effects of Father's Absence on Child Growth and Development during Early Years
Ms. Seema Zainul Abdin Lasi	Faculty Member	Aga Khan University – Human Development Program	Peace Building in the Minds of Young Children, Parents and Teachers
Ms. Chiho Ohashi	Chief Advisor	JICA-AQAL	Non Formal Education (NFE) and Early Childhood Care and Education (ECCE)
Wing Commander Shagufta Jabeen			Rethinking and Revamping the Concept of Early Childhood Development and Education
Ms. Amina Murad	Research Scholar	IoBM	Ego-Its Maintenance & Development in Early Childhood Education
<b>DAY – 1: Session 3: Policy discourses around ECCE</b>			
Dr. Shahida Mohiuddin	Assistant Professor	IoBM	ECE in Light of the Holy Quran
Dr. Ghazala Rafique	Program Head	AKU Human Development Program	Assessing Early Childhood Vulnerabilities in Karachi
Advocate Tahir Iqbal	Executive Director	Legal Rights Forum	ECCE and Article 25-A, Free and Compulsory Education in Pakistan
Prof. Dr. Abdul Tawwab Khan	Managing Director	Balochistan Education Foundation (BEF)	Community Based Schools in Balochistan
Dr. Zaigham Janjua	Additional Registrar	Allama Iqbal Open University	Correlation of Heredity and Environment on Students' Learning Achievements
<b>DAY – 1: Session 4: Approaches to a Holistic Early Childhood Curriculum</b>			
Ms. Tabassum Murtaza	Manager Curriculum - English Language and Literacy at Education Department	Head Office of Beaconhouse School System (BSS)	Active Learning through Project Based Learning in Class I English Language Lessons
Mr. Imtiaz Alam	Education Advisor	PLAN International	Teachers Guide Development through Action Research Approach
Ms. Nasira Habib	ECE Expert		National ECE Curriculum Needs Reforms
Ms. Noshin		Teachers' Resource Center	The Thinking Classroom
<b>DAY – 1: Session 5: ECCE Funding: Challenges and Opportunities</b>			
Mr. Irfan Ahmad Awan	Managing Director	SCSPEB	ECD funding: challenges and opportunities in Balochistan

Nisar Ali Agha		Secondary Education Department – Government of Balochistan	Early Childhood Education in Balochistan
Ms. Aneela Hassan, Ms. Parveen Din Muhammad and Ms. Yasmeen Wyne		DSD Punjab	Early Childhood Interventions by Punjab Government
Ms. Parween Azimi	NAC	Education Officer and National Disability Advisor – Afghanistan	Brief information about Pre-School Education in Afghanistan
Ms. Sadia Hussain	Executive Director	SPARC	The State Of Children’s Access to Education & Health
<b>DAY -2: Plenary 2: Health and nutrition care in early childhood</b>			
Dr. Assad Hafeez	DG	Health	Early Childhood Development: perspective from Springs Program
Dr. Assai Ardakani	Representative	WHO	Health System Response to Nutrition Challenges in Children
Prof. Dr. Noumana Anjum	Chairperson Department of Home and Health Sciences	Allama Iqbal Open University	Early Childhood: Health, Nutrition and Environmental Design Perspective
Ms. Muneera Rasheed	Senior Instructor and Clinical Psychologist, Department of Pediatrics and Child Health	Aga Khan University	Effect of Integrated Responsive Stimulation and Nutrition Interventions on Child Development in the Lady Health Worker Program, Pakistan
Mr. Faisal Ahmed Uqaili	Chief Program Manager, Reform Support Unit	School Education Department, Government of Sindh	Early Childhood Care and Education in Sindh
<b>DAY – 2: Session 6: Innovations and Best Practices in Teaching, Learning and Assessment of ECCE</b>			
Ms. Fakhra Najib	MD	POWER 99 Foundation	Broadclass -Listen To Learn
Ms. Nasima Zainul Abideen		Aga Khan University Institute for Educational Development (AKU-IED)	A quest for Gender Equity: Exploring the Existing Situation in an Early Childhood Classroom in Karachi Pakistan
Ms. Neelofar Ali	Program Manager	Rupani Foundation	ECD Bridges: Rupani Foundation’s Umeed Center Program
Ms. Asifa Sohail	Academic Administrator	Bahria Education And Training Services (BEATS) Karachi	Innovative practices of Bahria Foundation: System development in ECCE
<b>DAY – 2: Session 7: Teacher Preparation for ECCE</b>			
Dr. Audrey Juma	Director	Notre Dame Institute of Education	Against the grain: Shifting early childhood teachers’ perceptions and practices
Ms. Uzma Khalid Ghorri	Sr. Lect. And Manager Research Development	University of Wah	Multimodal Pedagogies: Supporting the Cognitive Aspects at Early Childhood Stage
Dr. Fazal ur Rehman (Asst. Prof.) and Dr. Athar Hussain (Associate Prof.)	ECE & Elementary Teacher Education Department –	Allama Iqbal Open University	Initiatives for preparation of ECE teachers: ALLAMA IQBAL OPEN UNIVERSITY perspective



Dr. Zahid Majeed	Asst. Prof. Department of Special Education and Director International Collaboration & Exchange Office	Allama Iqbal Open University	Inclusion of Children with Special Needs in ECE: What teachers characteristics matter
<b>DAY – 2: Session 8: ECCE: Community-Based Models and Practices</b>			
S. Shoaib Ali	Research and Documentation Officer	Society for Community Strengthening and Promotion of Education, Balochistan	ECD: Community-based Model and practices in Balochistan
Ms. Huma Jabeen			Concourse to Innovation in the Public Sector Schools of Sindh - A Case study of ECD Initiative by Sindh Education Foundation
Dr. Baela Raza Jamil	Advisor	Idara-e-Taleem-o-Aagahi (ITA)	Sindh: Early Childhood Care and Education and Education 2030 Agenda-SDG 4.2 (Policy Brief)
Dr. Rehmat Ullah Bhatti	Asst. Prof. ECE & Elementary Teacher Education Department	Allama Iqbal Open University	Community-based initiatives in ECE
<b>DAY – 2: Session 9: Advocacy, awareness-raising and social mobilization for ECCE</b>			
Dr. Shakeel Ahmed	Asst. Prof.	Peshawar University	Do Socio-Economic Dynamics Matter in Intellectual Disability among Children?
Dr. Muhammad Ajmal	Chairman Department of Education	Allama Iqbal Open University	Community Mobilization for Early Childhood Education in Pakistan
Mr. Asif Abrar	Education Officer	UNICEF	Toba Tek Singh – Conversions to ECCE Model
DAY – 2: Poster Presentations			
Humaira Malik		Beaconhouse School System	Introduction and Description of the Concrete Pictorial Abstract (Cpa) Instructional Approach to Teaching of Mathematic
Rukhsana Naeem		Beaconhouse School System	Research on Reading Buddies (Kitabi Dost)
Ghazala Yasmeen		Mehnaz Fatima Educational and Welfare Organization	Holistic Approach to Child Development Through Inclusiveness
Lala Rukh		Right to Play	Play to Learn

## Annexure 2: Conference Recommendations

### Defining ECCE in Pakistan

- Different definitions are being followed by various organizations
- It's time to consolidate and define ECCE (Pre-natal-8) as agreed by all

### Formulate National Policy Planning for ECCE

- We have already agreed to implement ECE in National Education Policy 2009
- Now we need to formulate a National Policy to address the specific needs and set our goals for ECCE (Pre-natal-8) Inclusion of ECCE National Education Policy
- A separate section for ECCE may be included in the new National Education Policy

### Curriculum Development ECCE

- Provinces and regions need to initiate the process of curriculum planning and development for ECCE

### Holistic Approach (Health Nutrition Education, child rights- Ministry of Health, planning commission)

- Once the policy formulation begins all ministries and ECCE stake holder would require to adopt a cohesive and holistic approach to maintain the quality across the board

### Financing of ECCE

- National budget and developmental plans may allocate separate finances for ECCE

### Incorporation of ECCE vision in Provincial Plans

- All Provinces and Regional plans may include and allocate resources for ECCE
- ECCE should be part of free and compulsory act in the provinces

### Teacher Education for ECCE

- Pre-service teacher education programs may begin with diploma certificates and go beyond graduate level
- In-service professional development programs may be implemented on regular basis

### Center of excellence

- Universities and research institutions may move forward towards developing centers of excellence
- Major features may include but are not limited to: Institutional development, Resource Centers, HR policy, Infrastructure, material, equipment and technological inclusion

### Material Development

- Teaching learning materials and in local languages, equipment and technological resources

### Research

- Knowledge generation and evidence based empirical research is to be conducted
- Research units and research journals to be launched at the universities

## Assessment

- Standards are to be determined at the first stage
- Then annual program evaluation may be maintained

## Inclusion of diversity

- Diversity not only limited to social and cultural diversity but also inclusive of differently abled children

## Awareness campaign

- First and foremost task for all of us shall be to bring awareness regarding – Importance of ECCE (Health, hygiene, nutrition, education), child protection, child right and gender equity
- Effective use of social, electronic and print media

## Empowering Communities

- From planning to implementation of ECCE (Pre-natal-3) we need to involve parents, families, communities and civil society organizations and individuals

## Networking of all stakeholders

- Last but not the least we need to hold hands and share the responsibility together
- Provision of networking and sharing platforms at National Provincial District and Local Level
- Building connections through web portal for sharing information beyond boundaries

## Annexure 3: Conference Programme

### SESSION HIGHLIGHTS

#### March 27, 2017

- **Inaugural Session**
- **Plenary 1: ECCE: Initiatives and Practices**
- Session 1: Current Status of ECCE in Pakistan
- Session 2: A holistic early childhood vision for Pakistan
- Session 3: Policy discourses around ECCE
- Session 4: Approaches to a holistic early childhood curriculum
- Session 5: ECCE Funding: Challenges and opportunities

#### March 28, 2017

- **Plenary 2: Health and nutrition care in early childhood**
- Session 6: Innovations and best practices in teaching, learning and assessment of ECCE
- Poster Presentations
- Session 7: Teacher preparation for ECCE
- Session 8: ECCE: Community-based models and practices
- Session 9: Advocacy, awareness-raising and social mobilization for ECCE
- Session 10: Interactive Workshops on Early Childhood
- Closing Session

### CONFERENCE ORGANIZERS

The Ministry of Federal Education and Professional Training is co-organizing the Conference with the ECD Network of Pakistan, Rupani Foundation, Allama Iqbal Open University, JICA, POWER99 Foundation, Foundation Open Society Institute, Plan International, UNICEF, Parwaan and UNESCO.

# NATIONAL CONFERENCE ON EARLY CHILDHOOD CARE AND EDUCATION (ECCE) IN PAKISTAN

## Envisioning Holistic Early Childhood Care and Education for Pakistan *Creating an Equitable, Pluralistic and Sustainable Society*

### DAY ONE – MONDAY, MARCH 27, 2017

#### OPENING SESSION

Venue: W.M. Zaki Auditorium, Academic Complex

8:30 am	Registration of participants
9:35 am	Guests to be seated
9:45 am	Arrival of the Chief Guest
9:45 am	National Anthem
9:50 am	Recitation and Translation from the Holy Quran: <b>Dr. Syed Moeen ud Din Hashmi</b>
9:55 am	Children's Performance: <b>Roots School</b>
10:05 am	Welcome Address: <b>Secretary</b> , Ministry of Federal Education & Professional Training
10:10 am	Objectives of the Conference: <b>Mr. Muhammad Rafique Tahir</b> , Joint Educational Adviser
	<b>Remarks</b>
10:15 am	■ <b>Mr. Nasruddin Rupani</b> , Chairman Early Childhood Development Network of Pakistan
10:20 am	■ <b>Dr. Shahid Siddiqui</b> , Vice Chancellor Allama Iqbal Open University
10:25 am	■ <b>Ms. Cristian Lorena Munduate</b> , Deputy Representative UNICEF
10:30 am	■ <b>Mr. Yasuhiro Tojo</b> , Chief Representative JICA Pakistan
10:35 am	Address by Chief Guest <b>Engineer Muhammad Baligh ur Rehman</b> , Minister of State for Ministry of Federal Education & Professional Training
	<b>Vote of Thanks</b>
	<b>Presentation of Conference Shield to the Chief Guest</b>
	<b>Group photo</b>
	<b>HI-TEA</b>

### Day 1: March 27

#### PLENARY-1

#### Early Childhood Care and Education (ECCE): Initiatives and Practices

Venue: W.M. Zaki Auditorium, Academic Complex

Session Chair: **Engineer Muhammad Baligh ur Rehman**,  
Minister of State for Federal Education & Professional Training

Moderator: **Dr. Tanzila Nabeel** (AIU)

Rapporteur: **Dr. Afshan Huma**

11:15 am	Opening Keynote: <b>Dr. Manzoor Ahmad</b> , Professor Emeritus BRAC University, Bangladesh
11:45 am	Status of Early Childhood Education in Punjab ( <b>Dr. Allah Bakhsh Malik</b> , Program Director DSD)
11:55 am	Early Childhood Development Network of Pakistan (ECDNP): Vision and Mission ( <b>Siraj Narsi</b> , Founding Director ECDNP)

12:05 am	Presentation on ECE interventions by <b>Allama Iqbal Open University</b>
12:15 am	Presentation on UNICEF support to early childhood in Pakistan ( <b>Jan Madad</b> , Education Specialist)
12:25 am	Presentation on ECD programs by <b>Rupani Foundation</b>
12:35 pm	Foundation Open Society Institute's support to promote ECCE in Pakistan ( <b>Nargis Sultana</b> )
12:45 pm	Presentation on <b>ECE programs under Parwaan</b>
12:55 pm	Emerging enquirers and 21st century communications: A case study of private sector ( <b>Waleed Mushtaq</b> )
1:05 pm	<b>Q&amp;A</b>
1:10 pm	<b>Remarks by the Chair</b>
1:20 pm	<b>LUNCH BREAK</b>

## CONCURRENT SESSIONS

### Day 1: March 27

#### Session 1: Current status of ECCE in Pakistan

**Venue: Room 104, Academic Complex**

Session Chair: **Javed Iqbal**, Managing Director, Khyber Pakhtunkhwa EEF

Moderator: **Kishwar Hameed** (ECDNP)

Rapporteur: **Dr. Muhammad Athar Hussain**

2:00 pm	<b>Current status of ECD in Pakistan</b> Presenter: <b>Dr. Shaikh Tanveer Ahmed:</b>
2:20 pm	<b>A Study of existing Early Childhood Education System in Karachi Pakistan</b> Presenter: <b>Naheed Wasi</b>
2:40 pm	<b>Understanding the transition of ECE children into higher grades</b> Presenter: <b>Shazia Solangi</b>
3:00 pm	<b>Early Childhood Development interventions by AKESP</b> Presenter: <b>Aien Shah</b>
3:20 pm	<b>Remarks by the Session Chair</b>
3:30 pm	<b>TEA BREAK</b>

### Day 1: March 27

#### Session 2: A Holistic early childhood vision for Pakistan

**Venue: Room 105, Academic Complex**

Session Chair: **Siraj Narsi**, Founding Director ECDNP

Moderator: **Juan Enrique Quinonez** (UNICEF)

Rapporteur: **Dr. Rehmat Ullah Bhatti**

2:00 pm	<b>Effects of Father's Absence on Child Growth and Development during Early Years</b> Presenter: <b>Sana Ziauddin</b>
2:15 pm	<b>Peacebuilding in the minds of young children, parents and teachers</b> Presenter: <b>Seema Lasi</b>
2:30 pm	<b>Non formal approach for ECCE</b> Presenter: <b>Chiho Ohashi</b> (JICA)
2:45 pm	<b>Rethinking and Revamping the Concept of Early Childhood Education and Development</b> Presenters: <b>Wing Cdr. Shagufta Jabeen</b>

3:00 pm	<b>Ego-Its Maintenance &amp; Development in Early Childhood Education</b> Presenter: <b>Amina Murad</b>
3:15 pm	<b>Remarks by the Session Chair</b>
3:30 pm	<b>TEA BREAK</b>

## Day 1: March 27

### Session 3: Policy discourses around ECCE

**Venue: Room 106, Academic Complex**

Session Chair: **Muhammad Rafique Tahir**  
Joint Educational Adviser, Ministry of Federal Education & Professional Training  
Moderator: **Jan Madad** (UNICEF)  
Rapporteur: **Ms Mubeshera Tufail**

2:00 pm	<b>ECE in Light of the Holy Quran</b> Presenter: <b>Dr. Shahida Mohiuddin</b> (IoBM)
2:20 pm	<b>Assessing Early Childhood Vulnerabilities in Karachi, Pakistan</b> Presenter: <b>Dr. Ghazala Rafique</b> (AKU-HDP)
2:40 pm	<b>Correlation of Heredity and Environment on Students' Learning Achievements</b> Presenter: <b>Dr. Zaigham Janjua</b> (AIU)
3:00 pm	<b>ECCE and Article 25-A Free and Compulsory Education in Pakistan</b> Presenter: <b>Advocate Tahir Iqbal</b> (Founding Director ECDNP)
3:20 pm	<b>Remarks by the Session Chair</b>
3:30 pm	<b>TEA BREAK</b>

## Day 1: March 27

### Session 4: Approaches to a holistic early childhood curriculum

**Venue: Room 104, Academic Complex**

Session Chair: **Nargis Sultana**, Foundation Open Society Institute  
Moderator: **Dr. Dilshad Ashraf** (Aga Khan University-IED)  
Rapporteur: **Dr. Zahid Majeed**

4:00 pm	<b>Active Learning through Project Based Learning in Class I English Language Lessons</b> Presenter: <b>Tabasum Murtaza</b>
4:15 pm	<b>Teachers Guide Development through Action Research Approach</b> Presenter: <b>Imtiaz Alam</b>
4:30 pm	<b>National ECE curriculum needs reform</b> Presenter: <b>Nasira Habib</b>
4:45 pm	<b>Critical Thinking in Early Years</b> Presenter: <b>Ambreena</b> (TRC)
5:00 pm	<b>Q&amp;A</b>
5:10 pm	<b>Remarks by the Session Chair</b>
<b>END OF DAY 1 PROCEEDINGS</b>	

**Day 1: March 27****Session 5: ECCE Funding: Challenges and Opportunities****Venue: Room 105, Academic Complex**Session Chair: **Haidar Yaqub, Plan International, Asia Regional Office**Moderator: **Dr. Audrey Juma (Notre Dame Institute of Education)**Rapporteur: **Dr. Fazal ur Rehman**

4:00 pm	<b>ECD funding: challenges and opportunities in Balochistan</b> Presenter: <b>Irfan Ahmed Awan</b>
4:15 pm	<b>Early Childhood Interventions by Punjab Government</b> Presenter: <b>Directorate of Staff Development Punjab</b>
4:30 pm	<b>Brief information about Pre-School Education in Afghanistan</b> Presenter: <b>Parween Azimi</b>
4:45 pm	<b>The state of children's access to education and health</b> Presenter: <b>Sadia Hussain (SPARC)</b>
5:00 pm	<b>Q&amp;A</b>
5:10 pm	<b>Remarks by the Session Chair</b>
	<b>END OF DAY 1 PROCEEDINGS</b>
<b>6:30 pm</b>	<b>MUSHAIRA AND CONFERENCE DINNER</b>

**DAY TWO – TUESDAY, MARCH 28, 2017****PLENARY 2****Health and nutrition care in early childhood****Venue: W.M. Zaki Auditorium, Academic Complex**Session Chair: **Saira Afzal Tarar, State Minister for National Health Services, Regulation and Coordination**Moderator: **Dr. Ghazala Rafique (Aga Khan University-Human Development Program)**Rapporteur: **Dr. Naveed Sultana**

9:30 am	<b>Early Childhood Development perspective from Springs Program</b> Presenter: <b>Dr. Assad Hafeez, Director General Health</b>
9:45 am	<b>Health System Response to Nutrition Challenges in Children</b> Presenter: <b>Dr. Assai Ardakani, WHO Representative Pakistan</b>
10:00 am	<b>Health in Early Years</b> Presenter: <b>Dr. Tabish Hazir</b>
10:10 am	<b>Effect of Integrated Responsive Stimulation and Nutrition Interventions on Child Development in the Lady Health Worker Programme, Pakistan</b> Presenter: <b>Muneera Rasheed</b>
10:20 am	<b>Health and nutrition in early childhood</b> Presenter: <b>Prof. Dr. Naumana Anjum</b>
10:30 am	<b>Q&amp;A</b>
10:40 am	<b>Remarks by the Session Chair</b>
10:45 am	<b>TEA BREAK</b>



**Day 2: March 28****Session 6: Innovations and best practices in teaching, learning and assessment of ECCE****Venue: Room 104, Academic Complex**Session Chair: **Ali Raza, Adviser on Prime Minister's Education Reforms**Moderator: **Ms Sadia Adnan (Principal FDE)**Rapporteur: **Ms Ayesha Tetlay**

11:00 am	<b>Broad Class</b> Presenter: <b>Fakhira Najeeb</b>
11:15 am	<b>A quest for Gender Equity: Exploring the Existing Situation in an Early Childhood Classroom in Karachi Pakistan</b> Presenter: <b>Nasima Zainulabidin</b>
11:30 am	<b>ECD Bridges: Rupani Foundation's Umeed Center Program</b> Presenter: <b>Neelofar Ali</b>
11:45 am	<b>Innovative practices of Bahria Foundation: System development in ECCE</b> Presenter: <b>Asifa Sohail</b>
12:00 pm	<b>Q&amp;A</b>
12:10 pm	<b>Remarks by the Session Chair</b>

**Poster Presentations on ECCE****Venue: Tea break area**

12:15 pm	<ol style="list-style-type: none"> <li><b>1. Introduction and description of the Concrete Pictorial Abstract (CPA) instructional approach to teaching of Mathematic</b> Presenter: <b>Humaira Malik (Beaconhouse School System)</b></li> <li><b>2. Research on Reading Buddies (Kitabi Dost)</b> Presenter: <b>Rukhsana Naeem</b></li> <li><b>3. Holistic approach to child development through inclusiveness</b> Presenter: <b>Ghazala Yasmeen (Mehnaz Fatima Educational and Welfare Organization)</b></li> <li><b>4. Play to Learn</b> Presenter: <b>Lala Rukh (Right to Play)</b></li> </ol>
1:00-1:30 pm	<b>LUNCH BREAK</b>

**Day 2: March 28****Session 7: Teacher preparation for ECCE****Venue: Room 105, Academic Complex**Session Chair: **Dr. Baela Raza Jamil, Advisor Idara-e-Taleem-o-Aagahi**Moderator: **Khadija Khan (ECDNP)**Rapporteur: **Dr. Sidra Rizwan**

11:00 am	<b>Teacher's Perception for ECD</b> Presenter: <b>Dr. Audrey Juma</b>
11:15 am	<b>Multimodal Pedagogies: Supporting the Cognitive Aspects at Early Childhood Stage</b> Presenter: <b>Uzma Khalid Ghouri</b>
11:30 am	<b>Initiatives for preparation of ECE teachers: AIOU perspective</b> Presenters: <b>Dr. Fazal-ur-Rehman and Dr. Muhammad Athar Hussain</b>
11:45 am	<b>Inclusion of Children with Special Needs in ECE: What teachers characteristics matter</b> Presenters: <b>Dr. Zahid Majeed</b>

12:00 pm	<b>Q&amp;A</b>
12:10 pm	<b>Remarks by the Session Chair</b>
12:15 pm	<b>Poster Presentations on ECCE</b>
1:00-1:30 pm	<b>LUNCH BREAK</b>

## Day 2: March 28

### Session 8: ECCE: community-based models and practices

**Venue: Room 106, Academic Complex**

Session Chair: **Nasruddin Rupani**, Chairman ECD Network of Pakistan  
 Moderator: **Dr. Shahida Mohiuddin** (IoBM)  
 Rapporteur: **Ms Tooba Salim**

11:00 am	<b>Community-based Model and Practices in Balochistan</b> Presenter: <b>S. Shoaib Ali</b>
11:15 am	<b>“Concourse to Innovation in the Public Sector schools of Sindh” A Case study of ECD Initiative by Sindh Education Foundation</b> Presenters: <b>Huma Jabeen</b>
11:30 am	<b>Towards 2030: What Works for Early Childhood Education in Pakistan?</b> Presenter: <b>Saba Saeed</b>
11:45 am	<b>Community-based initiatives in ECE</b> Presenter: <b>Dr. Rehmat Ullah Bhatti</b>
12:00 pm	<b>Q&amp;A</b>
12:10 pm	<b>Remarks by the Session Chair</b>
12:15 pm	<b>Poster Presentations on ECCE</b>
1:00-1:30 pm	<b>LUNCH BREAK</b>

## Day 2: March 28

### Session 9: Advocacy, awareness-raising and social mobilization for ECCE

**Venue: Room 107, Academic Complex**

Session Chair: **Mehnaz Aziz**, Chief Executive and Founding Director, Children’s Global Network  
 Moderator: **Dr. Hamid Hassan** (Federal College of Education)  
 Rapporteur: **Dr. Tanveer Afzal**

11:00 am	<b>Do Socio-Economic Dynamics Matter in Intellectual Disability among Children?</b> Presenter: <b>Dr. Shakeel Ahmed</b>
11:20 am	<b>Toba Tek Singh – Conversions to ECCE Model</b> Presenters: <b>UNICEF Team</b>
11:40 am	<b>Community mobilization for early childhood education in Pakistan</b> Presenter: <b>Dr. Muhammad Ajmal</b>
12:00 pm	<b>Q&amp;A</b>
12:10 pm	<b>Remarks by the Session Chair</b>
12:15 pm	<b>Poster Presentations</b>
1:00-1:30 pm	<b>LUNCH BREAK</b>

**Day 2: March 28****Session 10: Interactive Workshop on Early Childhood****Venue: Room 104, Academic Complex**Session Chairs: **Ms. Nadya Karim-Shaw**, Country Representative World LearningModerator: **Dr. Fazal-ur-Rehman** (AIU)Rapporteur: **Dr. Munazza Ambreen**

1:30 pm	<b>Science of Early Child Development</b> Facilitators: <b>Dr. Ghazala Rafique and Seema Lasi</b> (Aga Khan University-Human Development Program)
2:15 pm	<b>Remarks by Session Chairs</b>
<b>2:30 pm</b>	<b>Proceed to W.M. Zaki Auditorium for Conference Closing</b>

**Day 2: March 28****CLOSING SESSION****Venue: W.M. Zaki Auditorium, Academic Complex**

2:30 pm	<b>Guests to be seated</b>
3:00 pm	<b>Arrival of the Chief Guest</b>
3:01 pm	<b>National Anthem</b>
3:05 pm	<b>Recitation and Translation from the Holy Quran by Dr. Syed Moeen ud Din Hashmi</b>
3:09 pm	<b>Welcome Note by Secretary, Ministry of Federal Education &amp; Professional Training</b>
3:20 pm	<b>Reflections on the Conference</b> ▪ <b>Dr. Nasir Mahmood</b>
3:30 pm	<b>Conference findings, recommendations and way forward</b> <b>Mr. Muhammad Rafique Tahir, Joint Educational Adviser</b>
3:35 pm	Address by <b>Engineer Muhammad Baligh-ur-Rehman</b> , Minister of State for Federal Education and Professional Training
3:45 pm	Address by the <b>Chief Guest</b>
	<b>Presentation of Conference Shield to the Chief Guest</b>
	<b>Group photo</b>
	<b>REFRESHMENTS</b>
	<b>Departure of the Chief Guest</b>

# Annexure 4: Printed Materials

## 1: Conference Folders

**PURPOSE AND OBJECTIVE**

Over the years Pakistan has seen increasing interventions in the area of early childhood care and education. ECCE interventions in the country began with development of the National ECC Curriculum in 2002 and continue through various innovative ECCE programs supported by donor agencies. Though achieving 85% reach, Pakistan is still far from providing access to some form of ECCE opportunities to all its children, which is the new commitment under Sustainable Development Goals adopted by the international community in 2015.

The early childhood sector in Pakistan continues to remain fragmented and inconsistent in its approach towards expanding access, training, curriculum and funding. To promote an integrated approach to ECCE, the Ministry of Federal Education and Professional Training in collaboration with the ECC Network of Pakistan (ECCNP) and development partners is organizing a national conference on early childhood in Pakistan. ECCNP works to promote a holistic and inclusive early childhood practice in Pakistan.

The National Conference is designed to:

- 1) Bring all the stakeholders to one forum and build the sense of networking.
- 2) Review the current status of ECCE/ECD in Pakistan and chart a future direction for its growth.
- 3) Create a forum to share and learn best practices and experiences, disseminate research and promote collaboration.



**NATIONAL CONFERENCE ON EARLY CHILDHOOD CARE AND EDUCATION (ECCE) IN PAKISTAN**

**Envisioning Holistic Early Childhood Care and Education for Pakistan**  
Creating an Equitable, Pluralistic and Sustainable Society

March 27-28, 2017  
Allama Iqbal Open University - Islamabad



Contacts: [coordination@ecdn-pak.org](mailto:coordination@ecdn-pak.org) | 001-2223202  
[safalmandan@gmail.com](mailto:safalmandan@gmail.com) | 001-9152913

[www.moe.gov.pk](http://www.moe.gov.pk)  
[www.ecdn-pak.org/conferences/eced2017](http://www.ecdn-pak.org/conferences/eced2017)

Organized by Ministry of Federal Education and Professional Training in collaboration with partners:



## 2: Conference Brochure

**CONFERENCE PROGRAM**

**Day One (09:00 am – 06:00 pm)**

**Opening Session**  
Priority 5: Early Childhood Care and Education (ECCE) Initiatives and Policies


- Session One: Current status of ECCE in Pakistan
- Session Two: A 15-year early childhood vision for Pakistan
- Session Three: Policy discussion around ECCE
- Session Four: Approaches to holistic early childhood development
- Session Five: Challenges and Opportunities

**Day Two (09:00 am – 06:00 pm)**

**Priority 2: Health and Nutrition care in Early Childhood**  
Research and Evidence

- Session Six: Innovation and best practices in teaching, learning and assessment of ECCE
- Session Seven: Teacher preparation for ECCE
- Session Eight: ECCE: Community based models and practices
- Session Nine: Advocacy, awareness-raising and social mobilization for ECCE
- Session Ten: Interactive workshops on Early Childhood
- Public consultation through the focus


**Closing Session**



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**CONFERENCE THEME**  
**Envisioning Holistic Early Childhood Care and Education for Pakistan**  
Creating an Equitable, Pluralistic and Sustainable Society

**SUB-THEMES**

- Current status of ECCE in Pakistan
- A holistic early childhood vision for Pakistan
- Policy discussion around ECCE
- Approaches to a holistic early childhood curriculum
- ECCE funding: challenges and opportunities
- Innovation and best practices in teaching, learning and assessment of ECCE
- Teacher preparation for ECCE
- Community-based models and practices
- Advocacy, awareness-raising and social mobilization for ECCE
- Interactive workshops on Early Childhood
- Health and nutrition care in early childhood



**PARTICIPANTS AND STRUCTURE**

The National Conference will be held in Islamabad on March 27-28, 2017. Around 300 delegates including research scholars, practitioners, teachers, students and dignitaries from the government and development sector will attend the Conference. The Conference will include an inaugural session, plenary, breakout sessions and social events. Concurrent sessions will be organized to cover the theme and sub-themes of the conference. In addition to high quality papers on early childhood, the Conference will feature poster presentations on ECCE/ECD projects or programs and best practices related to the Conference theme and sub-themes.

Social events will also feature the two days. The Conference will conclude with a closing session that will summarize the Conference proceedings and present conclusions, a way forward and a resolution.

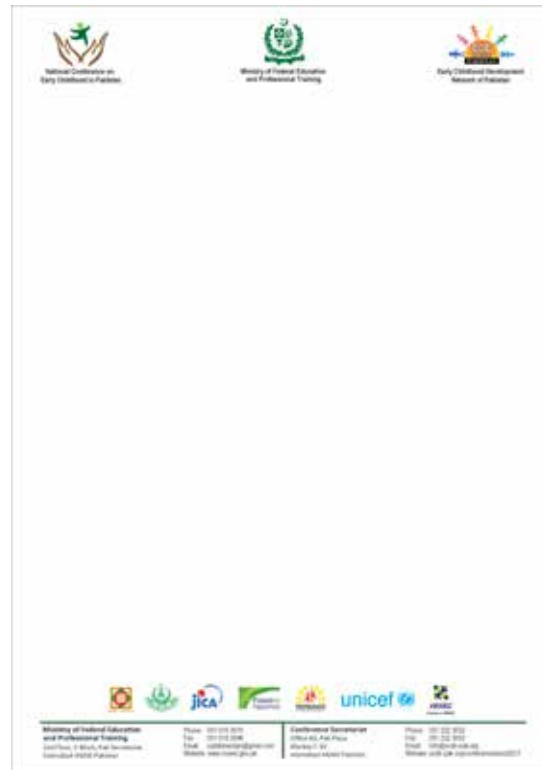
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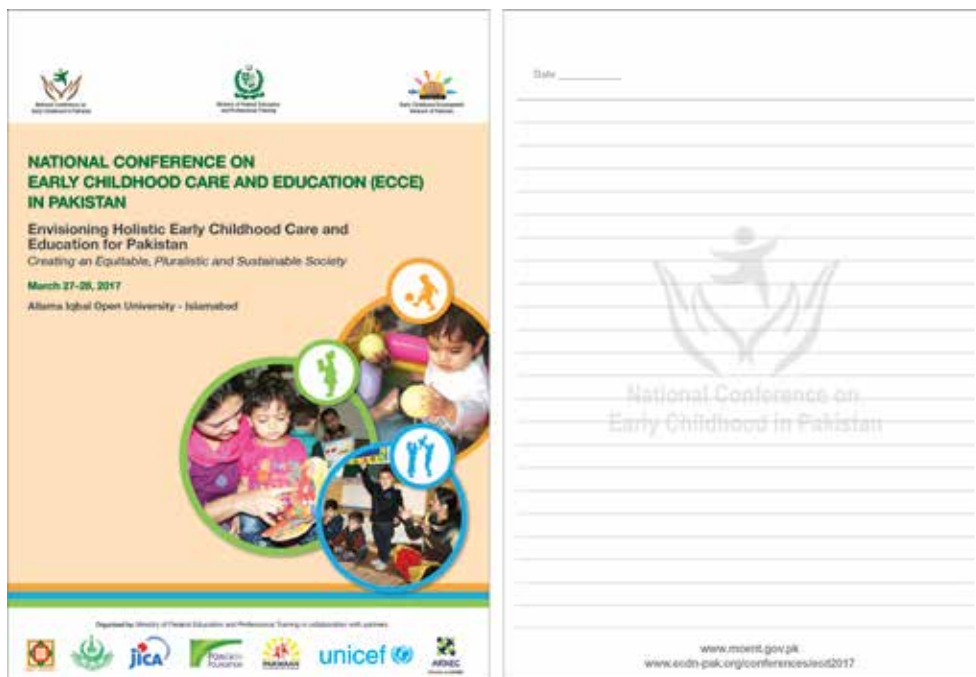
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### 3: Letter Head



### 2: Note Pad



## 5: Envelopes A4



## 6: Envelopes 9x4



## 7: Certificate of Participation



## 8: Name Tags



## 9: Book Mark



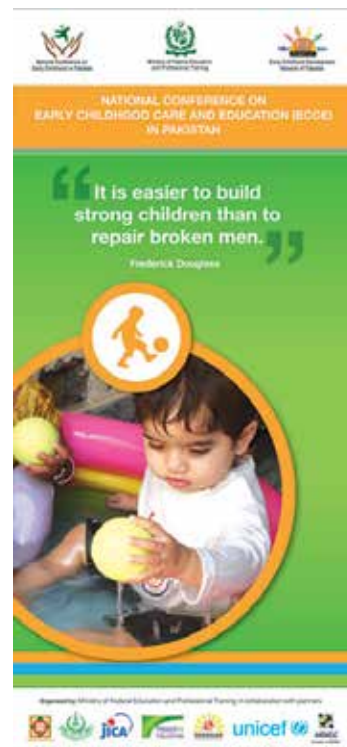
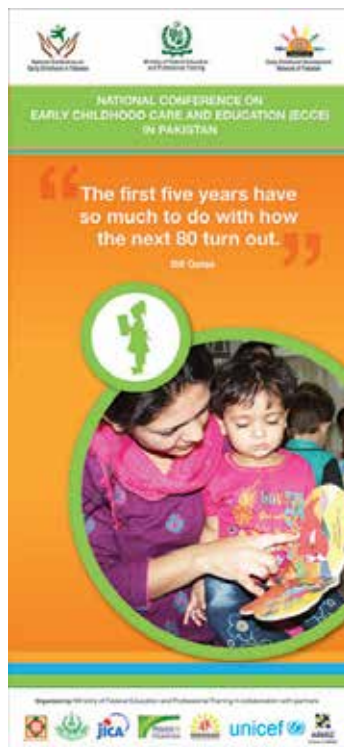
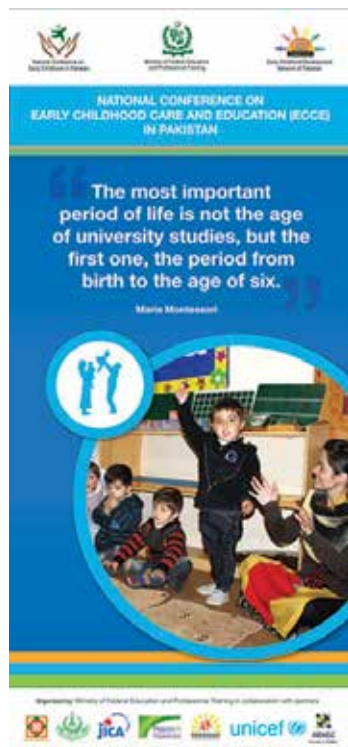
### 10: Stage Backdrop 20x6



### 11: Welcome Banner 42x9



### 11: Standaes





## 12: Conference Bags



## 13: Conference Pens



## Annexure 5: Conference Committees

### 1. CONFERENCE MANAGEMENT COMMITTEE (CMC)

Name	Designation	Organization
Mr. Muhammad Rafique Tahir	Joint Educational Adviser/Chairman CMC	MoFE&PT
Prof. Dr. Shahid Siddiqui	Vice Chancellor/Co-Chairman CMC	AIOU
Prof. Dr. Nasir Mahmood	Dean Faculty of Education/Member CMC	AIOU
Dr. Ijlal Hussain	Convener, Program & Planning Committee	World Learning/Silk Road Centre
Ms. Khadija Khan	Convener Academic Committee	ECDNP
Mr. Siraj Narsi	Member CMC	ECDNP
Mr. Tahir Iqbal	Convener, Finance Committee	ECDNP
Mr. Farhat Shafiq	Coordinator/Member CMC	ECDNP
Mr. Sohail Waheed Khan	Conference Manager	ECDNP
Mr. Shahzad Ahmed	Convener, Travel & Accommodation Committee	ECDNP
Ms. Mehnaz Aziz	Convener, Provincial Coordination Committee	PARWAAN
Ms. Ayesha Tetlay	Convener, Printing & Publication Committee	PARWAAN
Ms. Fakhira Najib	Convener, Media and Outreach Committee	POWER 99 Foundation
Ms. Nargis Sultana	Senior Program Officer, Education	Foundation Open Society Institute
Mr. Jan Madad	Senior Education Specialist/Member CMC	UNICEF
Ms. Nabat Ali	Education & SCR Specialist/Member CMC	UNICEF
Mr. Inayat Ali	Convener, Food & Catering and Program Execution Committees	Rupani Foundation
Mr. Saif Ali Shah	Section Officer/Member CMC,	MoFE&PT
Ms. Tahira Bibi	Convener, Registration & Material Distribution Committee	AIOU
Dr. Zahid Majeed	Member CMC	AIOU
Dr. Fazal ur Rahman	Member CMC	AIOU
Mr. Ijaz Ahmed	Deputy Director Design Department	AIOU

## 2. MEDIA AND OUTREACH COMMITTEE

Name	Organization
Ms Fakhra Najeeb (Convener)	Power FM99
Ms Shahla Hameed	(PARWAAN)
Mr Shams ur Rahman	MoFE&PT
Mr Muhammad Zubair	
Ms Khadija Khan	(ECDNP)
Mr Riaz Missen	(FM99)
Ms Ifra Batool	FM99
Mr Javed Akhter	(AIOU)
Ms Yameena Tamkeen	(AIOU)
Mr Tayyab Ansari	(AIOU)
Mr Muhammad Jawad	(AIOU)
Dr Munazza Ambareen	(AIOU)
Ms. Fakhira Najib	Convener, Media and Outreach Committee
Ms. Nargis Sultana	Senior Program Officer, Education
Mr. Jan Madad	Senior Education Specialist/Member CMC
Ms. Nabat Ali	Education & SCR Specialist/Member CMC
Mr. Inayat Ali	Convener, Food & Catering and Program Execution Committees
Mr. Saif Ali Shah	Section Officer/Member CMC,
Ms. Tahira Bibi	Convener, Registration & Material Distribution Committee
Dr. Zahid Majeed	Member CMC
Dr. Fazal ur Rahman	Member CMC
Mr. Ijaz Ahmed	Deputy Director Design Department

## 2. MEDIA AND OUTREACH COMMITTEE

Name	Organization
Dr Ijlal Hussain (Convener)	ECDNP
Ms Khadija Khan	ECDNP
Mr Ali Kaswar	ECDNP
Ms Talat Anjum	MoFE&PT
Prof. Dr. Nasir Mahmood	AIOU
Dr Tanzila Nabeel	AIOU
Dr Fazal ur Rahman	AIOU
Dr Naveed Sultana	AIOU
Dr Tanzila Nabeel	
Dr Muhammad Ajmal	AIOU
Dr Iqbal Shah	AIOU
Dr. Afshan Huma	AIOU
Dr. Zahid Majeed	AIOU

#### 4. CONFERENCE ACADEMIC COMMITTEE

Name	Organization
Siraj Narsi	ECD Expert
Dr. Dil Angaz	Assistant Professor, KIU Gilgit
Dr. Dilshad Ashraf	AKU IED
Dr. Hamid Hassan	Head of National Curriculum Council
Dr. Shelina Bhamani	Assistant Professor, Institute of Business Management (IoBM)
Ms. Khadija Khan	ECDNP
Ms. Sanobar Nadeem	Faculty of AKU
Ms. Sofia Aziz	ECD Expert
Ms. Sughra Chaudhry Khan	AKF P
Ms. Yasmeen Bano	Director Admissions, Habib University, Karachi
Mr. Zulfiqar Bachani	ECD Expert
Ms. Kishwar Hameed	ECD Expert

#### 5. ACCOMMODATION & TRANSPORT COMMITTEE

Name	Organization
Mr Shahzad Ahmed	ECDNP
Mr Farhat Shafique	ECDNP
Mr Shakeel Ahmed	Rupani Foundation
Dr. Muhammad Athar Hussain	AIOU
Mr. Arshad Qamar	AIOU
Mr Hamid Nadeem	AIOU
Dr Aftab Ahmed	AIOU
Mr Niaz Ch	AIOU
Col Javed	AIOU

#### 6. FOOD AND CATERING COMMITTEE

Name	Organization
Mr Inayat Ali	ECDNP
Mr Farhat Shafique	ECDNP
Muhammad Ikram	ECDNP
Dr RehmatUllah Bhatti	AIOU
Dr. Fazal ur Rahman	AIOU
Dr Iqbal Shah	AIOU
Ms Mubeshra Tufail	AIOU

## 7. PROGRAM EXECUTION COMMITTEE

Name	Organization
Dr Fazal ur Rahman	AIOU
Mr Inayat Ali	ECDNP
Mr Shakeel Ahmed	ECDNP
Ali Qaswar	ECDNP
Dr Zahid Majeed	AIOU
Dr Afshan Huma	AIOU
Dr Muhammad Athar Hussain	AIOU
Dr Rehmatullah Bhatti	AIOU
Ms Maimoona Ambreen	AIOU
Dr Nasrullah Bacha	AIOU
Dr Shaista Majid	AIOU
Ms Naila Naseer	AIOU
Mr Saif Ali Shah	MoFE&PT
Dr Muhammad Tanveer Afzal	AIOU
Dr Sarwat Maqbool	AIOU
Dr Zafar Iqbal	AIOU
Dr Sami Ullah	AIOU
Dr Azhar Mumtaz Saadi	AIOU
Ms Mubshara Tufail	AIOU
Dr Sidra Rizwan	AIOU
Dr Farkhanda Rashid	AIOU

## 8. CONFERENCE FINANCE COMMITTEE

Name	Organization
Advocate Tahir Iqbal	ECDNP
Dr Ijlal Hussain	ECDNP
Mr Farhat Shafique	ECDNP
Mr Hameed Niazi	MoFE&PT

## 9. PRINTING AND PUBLICATION COMMITTEE

Name	Organization
Mr Waseem Samad	Rupani Foundation
Ms Ayesha Tatlay	PARWAAN
Mr Fazal Hakim	MoFE&PT
Mr Ijaz Ahmed	AIOU
Ms Yamina Tamkeen	AIOU
Dr Rehmatullah Bhatti	AIOU

## 10. REGISTRATION AND MATERIAL DISTRIBUTION COMMITTEE

Name	Organization
Ms Tahira Bibi	AIOU
Mr Waseem Samad	Rupani Foundation
Ms Ayesha Tatlay	PARWAAN
Mr Kauser Ali Khan	MoFE&PT
Mr Shakeel	Rupani Foundation
Mr Ghazanfar Irshad	AIOU
Mr Kamran Mir	AIOU
Dr Amtul Hafeez	AIOU
Ms Hina Noor	AIOU
Ms Tooba Saleem	AIOU
Ms Shaheen Ashraf Tahirkheli	AIOU
Mr Salman Khalil	
Neelofar Ali	Rupani Foundation
And Volunteers	

## 11. PROVINCIAL COORDINATION COMMITTEE

Name	Organization
Ms Mehnaz Aziz	PARWAAN
Mr Farhat Shafique	ECDNP
Mr Ali Qaswar	ECDNP
Mr Shazad Ahmed	ECDNP
Mr Saif Ali Shah	MoFE&PT
Ms Ayesha Tetlay	PARWAAN



### Contacts

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saifalimardan@gmail.com | 051-9103915

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