



Pakistan Alliance for Early Childhood

Annual Report

**January, 2020 – December,
2020**

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FORWARD

The year 2020 was strange and unpredictable. It disrupted life in an unprecedented way, and shook the humanity's conception of normalcy, as never before. We are still not out of the woods, and are still learning, adapting and reorganising our lives. COVID-19 has taught us many things; among them learning to live with it, questioning our old habits, changing and adapting our lifestyles, and attitudes to new realities, including living, eating, parenting, socialising, working and reordering priorities. Like everything else in life, the disruptions caused by COVID-19 is ground zero for a new beginning. Already, research is telling us that millions of people will fall through the cracks in the existing social safety nets. More people will die, more children will drop out of school, more people will lose their jobs and livelihoods, and the number of people without adequate nutrition, healthcare and shelter will increase. This requires us to quickly realise and adapt to the new realities, based on science, new technology and new understanding of everything around us.

Pakistan Alliance for Early Childhood (PAFEC) and its members and partners have responded well to these new challenges and opportunities, and continue to remain at the forefront of new learning, change management and adaptation. PAFEC is emerging as a new dynamic organisation of Early Childhood Development in Pakistan, focusing on sharing research based knowledge, co-learning, and providing technical support to its partners, parents, professionals on ECD to develop adaptive capacity to not only to overcome the new challenges, but also to respond to new opportunities, to build resilience, and to shape a hopeful future. Even during the difficult times because of the lockdowns, PAFEC remained committed to sharing with its members the latest research based knowledge and practices about Early Childhood Development and COVID-19 related resources and information from around the world including how families are taking care of themselves and their children, how children are engaged positively during this pandemic. In continuation of the efforts to promote holistic ECD in Pakistan, PAFEC and its partners carried out the following key activities:

- Designed and piloted a UNICEF sponsored project on Parenting for ECD – Key Family Care Practices, under the title of 'Social Transformation through ECD and Informed Parenting'
- Designed and initiating a project sponsored by the Foundation Open Society Institute (FOSI) to increase and upskill ECD workforces in collaboration with the public universities and teacher training colleges,
- Remained constantly engaged with the National Curriculum Council in the development of the Single National Curriculum, and the model textbooks
- Participated in the UNICEF-designed radio programme on ECD, Nany Qadam (Baby Steps)
- Conducted a series of webinars on topics related to parenting, ECD and impacts of COVID-19

- Prepared and circulated bi-monthly e-newsletter with updates, news and latest research in ECD and nurturing care
- Carried out a variety of other capacity building and linkage development activities

Pakistan Alliance for Early Childhood

Pakistan Alliance for Early Childhood (PAFEC) is a national alliance of Early Childhood Development (ECD) stakeholders in Pakistan. PAFEC is registered with the Securities and Exchange Commission of Pakistan (SECP) under section 42 of the Companies Act, 2017. The Alliance is governed by a high-profile Board of Directors and General Body which include ECD practitioners, serving and retired government officials, representatives of civil society organisations, academia, researchers and parents, who are making a difference in the fields of early childhood development, education, health, nutrition, child protection and community development. The Alliance's secretariat is located in Islamabad.

The distinguishing feature of PAFEC is that it brings together key public and private sector stakeholders, including the Federal Ministry of Education and Professional Training, National Health Services, Regulation and Coordination; SUN Secretariat, Nutrition Section, Ministry of Planning, Development & Reform, and other relevant federal and provincial departments, academia, private foundations, researchers, individual ECD practitioners and academicians and implementing partners in all provinces and special administrative regions of Pakistan.

The key themes on which PAFEC is working on, include the following:

- Policy advocacy
- Knowledge management
- Networking & linkages
- Workforce Development
- Institution building
- Material development
- Awareness raising
- Risk communication and community engagement to fight COVID-19
- Resource mobilisation

During the year 2020, PAFEC implement the below projects in collaboration with some of the institutional members as implementing partners and with the technical and financial support from UNICEF and Foundation Open Society Institute (FOSI).

Social Transformation through ECD and Informed Parenting

In February 2020, UNICEF and PAFEC agreed to collaborate and initiate a pilot project with an explicit objective to transforming the Pakistani society through the promotion of ECD and informed parenting. The core component of this project was to pilot the Parental Package for ECD - Key Family Care Practices (KFCEPs) developed by UNICEF in Rawalpindi and Islamabad. The project was implemented in collaboration with 20 institutional members of PAFEC as implementing partners from February 2020 to July 2020.

The project received an overwhelming response from the partners and primary stakeholders from the very start and all the project milestones till mid of March were on the track. However, in later part of March 2020, the Coronavirus pandemic hit Pakistan hard and disrupted everything. As a result, lockdowns and closures were imposed by the government to minimise virus transmission. Holding sessions in gatherings was not possible due to strict social distancing measures. This presented serious challenges for the project implementation, and there was a dire need for an alternate project implementation strategy to be in place. Extraordinary commitment was shown by PAFEC partners during these challenging circumstances. As an alternate strategy and the way out, the partners made extensive use of online services and thus trained nearly 65% of total Frontline Educators (FLEs), accessed and delivered awareness sessions on 22 KFCEPs to almost 60% of the overall target beneficiaries. Resilience and timely innovative actions on the part of the partners amid an unprecedented pandemic situation translated into significant progress on all the Key Performance Indicators and success that this project has been able to realise.

This pilot project drew its conceptual underpinnings from the fact that ECD and its wider promotion can transform the society by ensuring long term positive outcomes for the future generations. This approach emphasises to support for parents/caregivers through provision of knowledge and credible information on nutrition, hygiene, early stimulation and learning, child safety and protection, mental health. This knowledge can be provided to parents through coordinated and integrated channels and other last-mile solutions to increase their overall resilience and to alleviate their challenges stemming from chronic poverty and other factors. In turn, this can ensure that communities are better prepared to create a safe, healthy, nurturing and supporting environment for their children.

The project's journey started in early February 2020, when UNICEF and PAFEC agreed to the terms of the project, its work plan and key objectives; to be achieved during the pilot phase of six months. Subsequently, a monitoring and evaluation framework was developed and KPIs were established to monitor the project performance. PAFEC ran an extensive exercise to identify and select the implementation partners for the project from its institutional members. Twenty partners were selected as a result of this exercise and an inception meeting was held with them to explain project

scope, objectives, expectations, and to present the M&E plan with KPIs, as well as to get an agreement on the roles and responsibilities of the implementing partners. Selected partners were then asked to identify and select their master trainers. Around 50 master trainers coming from twenty partner organisations were given training on 22KFCPs in a three-day workshop held in late February.



After the training of master trainers was completed, the partners were given detailed briefings on the project implementation plan. For example, each master trainer was assigned to identify and train 15 FLEs on KFCPs, and each FLE in turn was to identify 20 parents/caregivers to deliver the same training to them. Eventually contributing towards meeting an overall target of imparting ECD knowledge to 750 FLEs, 15,000 parents/caregivers, 200 youth leaders and 100 community influencers. Each partner organisation was assigned their allocated targets based on the number of their master trainers. In order to keep track of the progress, a mobile application was developed for data collection. A baseline survey was also designed to be administered by FLEs for knowledge testing of target beneficiaries, including parents/caregivers, youth leaders and community influencers.

Despite the pandemic-related challenges, the partners were able to train FLEs using online platforms. Some partners encouraged their FLEs to conduct online sessions for parents/caregivers. The quantitative monitoring data collected for the set of KPIs show that partners have over-achieved on some targets and some targets couldn't be fully realised due to the situation. For

example, the overall target was to train 750 FLEs, the partners trained 769 FLEs, the total target for parents/caregivers was 15,000, but only 8,135 were trained, which is nearly 54% of the total set target. Reaching out to parents/caregivers was a huge challenge due to social distancing measures. The partners were also able to reach out to 157 youth representatives and 141 community leaders against the total target of 200 and 100, respectively.

| S#. | Consolidated Key Performance Indicators | Actual Achieved As of 31-July- 2020 | Overall Target by 31-Jul- 2020 |
|-----|---|---|---|
| 1. | Number of implementing partners that completed three-day training workshop for selected master trainers | 20 | 18 |
| 2. | Number of master trainers who completed three-day Training of Trainers successfully | Total Achieved: 51 Male: 19 (37%); Female: 32 (63%) | 50 |
| 3. | Number of Frontline Educators trained by master trainers | Total Achieved: 769 Male: 138 (18%); Female: 631 (82%) | 750 |
| 4. | Number of parents/caregivers attending training sessions held by frontline educators | Total Achieved: 8135 Male: 1,863 (28%) Female: 4,792 (72%) | 15,000 |
| 5. | Number of youth representatives who completed the ECD awareness sessions | Total Achieved: 157 Male: 49 (31%); Female: 108 (69%) | 200 |
| 6. | Number of community leaders/influencers who completed the ECD awareness sessions | Total achieved: 141 Male: 41 (29%); Female: 100 (71%) | 100 |

| | | | |
|----|--|--------|--------|
| 7. | Number of children of 0 to 8 years of age reached out (assuming 2 children per parent/caregiver) | 13,310 | 30,000 |
|----|--|--------|--------|

The project successfully completed its journey and made lasting impacts on the implementing partners and the target communities. In addition to the quantitative monitoring data and baseline survey data, qualitative evidences, including success stories and reflections of the beneficiary parents are documented. The survey results inform us that the communities and the project target groups have awareness of the importance of ECD and they want to have access to credible knowledge and better quality ECD services. The qualitative reflections and success stories reveal that the target groups, including the parents and caregivers gained significant knowledge from the training sessions conducted for them by FLEs. Some reflections indicate that the parents, particularly the fathers came to know about ECD from these sessions for the first time. They are now willing to improve their behavior to be more supportive as a spouse and more caring and responsible as a parent. The success stories also tell how committed the partners were in the face of challenges and how they turned those challenges into opportunities. The pilot experience of the project received overwhelming response from the partners, FLEs and communities at large. The project has potential to positively contribute to the promotion of ECD and KFCPs, and in creating long lasting impact in the lives of children under the age of 8. The pilot results point to a significant scope for passing on applied knowledge on ECD and research-based good parenting practices developed by UNICEF to potentially millions of families in the whole of Pakistan, with the promise of high rewards in terms of significant demographic dividends for the Pakistani society. PAFEC has designed and submitted a proposal to UNICEF to scale up the project in the whole country in collaboration with its institutional members.

Increasing and Up-skilling Early Childhood Development Workforce in Pakistan

PAFEC has been awarded a grant by the Foundation Open Society Institute (FOSI) to work on the ECD workforce development, in collaboration with public and private universities and teacher education colleges (TECs). The overall goal of this project is to universalise holistic ECD and Early Childhood Care & Education (ECCE) in Pakistan. The specific purpose is to build the next generation of ECD workforce, tailored to the National Curriculum of ECCE. This purpose will be achieved by working with the public and private universities and TECs in three provinces of Pakistan (Sindh, Punjab and Khyber Pakhtunkhwa) and the Capital Territory Islamabad. The expected impact of this project in the medium term is increased quality and quantity of ECD/ECCE workforce in Pakistan.

The scope of work under this project is as follows:

Scope of the work for PAFEC

- a) Augment existing and develop new accredited certificate, diploma and Masters level courses for ECD/ECCE professionals, both for pre-service and in-service training in selected Higher Education Commission (HEC) recognised universities, Teacher Education Colleges

and selected private institutes in Sindh, Punjab, Khyber Pakhtunkhwa and the Capital Territory of Islamabad (ICT).

- b) Bridge the existing gap between practice and theory in ECD curricula, by making existing courses more relevant, open and attractive to practitioners of ECD, by assessing and recognising prior skills and competencies of practitioners, and supplementing these with latest pedagogical concepts and skills, so that they can join the pool of academics, and increase the ranks of ECD workforce.
- c) Enhance capacity of the partner institutions, training the faculty in designing and conducting the courses using latest global research and best practices from around the world
- d) Expand the existing National Curriculum for ECCE (from age 4 to 5 children), broadening its scope to include children from age 3 to 8 years old
- e) Train teacher educators on the revised curriculum from PAFEC member organisations from Islamabad Capital Territory (ICT) and Khyber Pakhtunkhwa.

PAFEC has formally selected and reached out to ten universities and colleges. Introductory meetings have taken place with all the ten institutions across Pakistan. Detailed preliminary meetings on the scope of collaboration has been undertaken in person at the university/college or via a conference. These introductory meetings held with either the Vice Chancellors or the Head of the Department while the detailed discussion on the collaboration and the scope of work has been undertaken with the representative teams from the university or the college, including the core faculty members.

Five institutions have shared their existing post-graduate degree or BS or B.Ed. in ECE/ECCE programmes and courses with PAFEC for review. During the quarter, detailed review of programmes has been undertaken for three institutions, while detailed workshops have been conducted with the faculty members of the two institutions to: 1) provide feedback on the existing programme and 2) areas of gap/improvement in the programme and overall improvement in the design of the programme, objectives and learning outcomes in line with the Single National Curriculum for ECCE 2020. Detailed work on specific course review and improvement is in the process along with finalisation of ECCE framework in detail.



One of the highlights of this initiative is the willingness and the ownership of the participating universities and colleges by committing time and efforts that they are investing is over and above their regular assignment and commitments at their respective institutions. Moreover, one of the positive outcomes that PAFEC has observed at the onset of this initiative, is the commitment demonstrated by the collaborating institutions by initiating the work despite some delay in formal agreement.

Following is the list of ten universities/colleges identified for the project:

| S.No. | Name of the Institution | Province & Region | Progress Update | Focal Persons |
|-------|---|-------------------|---|--|
| 01 | Allama Iqbal Open University | Islamabad | Draft ECCE Framework developed after several workshops. BS in ECCE is being designed. | Dr. Muhammad Athar and Dr. Nasir Mehmood |
| 02 | Fatima Jinnah University | Punjab | ECCE Framework finalized. Capacity building workshops organised for the faculty. | Dr. Malik Behloul |
| 03 | Federal College of Education | Islamabad | Capacity building workshops organised for the faculty. Detailed feedback given to align the existing Courses with the SNC and fundamentals of ECD. | Dr. Samina Dogar |
| 04 | Sukkur IBA University | Sindh | Existing courses are being reviewed. | Dr Nasima Zain-ul-Abdeen |
| 05 | Abdul Wali Khan University | KP | Initial discussions have taken place about a diploma course in ECCE. | Dr. Muhammad Ghaffar |
| 06 | University of Hari Pur | KP | Diploma Course and ECCE framework are being designed. | Dr. Syed Muhammad Afzal |
| 07 | Islamia University Bahawalpur | Punjab | Outline for ECCE diploma course is being developed and work on the course details is in progress. | Dr. Irshad Hussain |
| 08 | Institute of Early Childhood Development, Karachi | Sindh | BS and Diploma courses have been reviewed and detailed feedback is given to the faculty. | Ms. Naheed Wasi |
| 09 | Khawaja Fareed Uni of Engineering & Technology | Punjab | Initial discussion about the collaboration is initiated | Dr Samina Sarwat |
| 10 | Shaheed Benazir Bhutto Women | Sindh | Initial discussions about the collaboration is initiated | Dr. Tayyab Zarif |

| | | | | |
|--|--------------------------|--|--|--|
| | University, Nawabshah | | | |
|--|--------------------------|--|--|--|

PAFEC also organised a webinar for the faculty and students of the Fatima Jinnah Women University and a seminar for the faculty of the Federal College of Education. These sessions were well received and deemed as relevant and useful by the faculty and management of both the partner institutions. The title of the webinar/ seminar sessions was “Positive Parenting in ECD/ECCE” for which PAFEC had engaged Ms. Shafia Rafique, CEO/Principal at Little Fellow Daycare & Elementary School. A large number of participants (faculty and students) attended the events. The key areas which were covered in these sessions included the following:

- What is Early Childhood Development
- Developmental Domains
- Contributors of Early Child Development
- Nurturing Care Framework
- What is [Parenting](#)
- Different Parenting Styles
- Positive Parenting
- Key Principles of Positive Parenting

The presentations by the resource person were followed by detailed discussions and maximum participants participated in the presentations by asking questions, sharing their knowledge & experience and generating discussions which provided an opportunity to them for learning more about the topic.



Work on the fourth component of the project which is expanding the existing National Curriculum for ECCE (from age 4 to 5 children), broadening its scope to include children from age 3 to 8 years old, has already started. A consultant has been engaged for this task and she has prepared the first draft of the curriculum from age 3 to 4 which will be presented to a group of ECCE curriculum experts for their input.

Engagement with National Curriculum Council

Ms. Khadija Khan, Programme Director, PAFEC, who is also a member of the National Curriculum Council (NCC) has been working on the National Curriculum for Early Childhood Care & Education (ECCE) since 2017. From 2019 onwards the present government decided to develop a Single National Curriculum (SNC), and

assigned the responsibility to the National Curriculum Council (NCC) to a key priority. In pursuit of this overarching objective, the NCC formed tasks force consisting of subjects experts for different subjects. Ms. Khadija Khan was nominated as a focal person for ECCE. The taskforce member developed the Single National Curriculum (SNC 2020) for grade pre 1-5 under a consultative approach. In order to ensure implementation of the SNC, in its true spirit, it was decided to develop model textbooks. Authors consisting of subjects specialists were hired who developed the model textbooks in collaboration with the textbooks boards of all four provinces, Azad Jammu and Kashmir, Gilgit-Baltistan, teachers of Federal Educational Institutes, private educational institutes and prominent universities, experts of Research and Curriculum, Teacher Training and Assessment. Ms. Khadija along with the other task force members supervised the development of the model books, which will be implemented in the schools across the country from the academic year 2021.

Engagement in the Development of Multi-sector ECD Policy Framework

PAFEC has been collaborating with SUN Secretariat, Nutrition Section, Ministry of Planning, and Development & Reform to develop an ECD Policy Framework since 2017. The 'Ministry' recently formed a National Technical Steering Committee and a Working Group and Ms. Khadija Khan, CEO PAFEC has been appointed on both these committees as a member. First meeting of the committee, titled as Integrated Early Childhood Development (ECD): From Policy to Programming held on 16, November, 2020. The meeting focused on ECD landscape in the country and discussed the way forward. The meeting was chaired by Dr. Jalil, Member Food Security and Climate Change (FS&CC).



To this end, PAFEC also facilitated a Focus Group Discussion (FGD) on ECD Policy & Framework, conducted by UNICEF in collaboration with the Ministry of Planning, Development & Reform, SUN Secretariat, Nutrition Section, and Harvard. T. H. CHAN School of Public Health. ECD experts from different sectors including education, health, nutrition, child protection and inclusive education were invited for this discussion. The FGD was part of the consultation & stakeholders' engagement in the development of Multi-sectoral ECD Policy Framework. The aim of the consultation was to gain a better understanding of ECD & systems which are locally relevant & responsive.

Participation in UNICEF Radio Programme

PAFEC participated in the UNICEF Pakistan radio programme on ECD, Nanhay Qadam (Meaning: Baby Steps). UNICEF broadcasted this programme in collaboration with Pakistan Broadcasting Corporation (PBC) broadcasted from 1st July 2020 to 31st December 2020, consisting of 25 episodes. The programme focused on Early Childhood Development and COVID-19 through sharing action-oriented information and promoting key messages and practices. Ms. Khadija Khan, represented PAFEC as a guest speaker in the third episode which was aired on 21st July 202. The show was aired from 4:05 pm to 5:00 pm live on www.radio.gov.pk and was streamed through 41 channels across Pakistan on FM 101, FM 93, and MW. The theme of the show was 'Spousal Communication'. Ms. Khadija Khan talked about the importance of spousal communication, quality of their relationship, their mental and physical health and how all these factors impact the development of their children. She also gave practical tips to improve spousal communication. The programme received calls for the guest speaker, even from far flung areas of the country. She responded to the calls explaining what latest research says about spousal communication and its impact on ECD. According to the data input shared by Radio Pakistan, the programme reach was more than 83 million, approximately.



The programme gradually gained listeners' attention and people started appreciating it. Ms. Khadija and other PAFEC members participated in four more episodes of the programme, covering themes such as Play and Effective Communication Stimulation for ECD, Importance of Positive Discipline for ECD, Protecting Children during COVID-19 and Advocacy for Systems Strengthening. Details of these episodes can be accessed in the following links:

<https://soundcloud.com/.../nannhe-qadam-ecd-program-16...>

Key messages highlighted in these episodes included:

- Learn about the developmental needs of young children and responding to their needs timely and adequately
- Recognising young children's potential and providing them early stimulating and learning activities. For example, listening and talking to them, singing and playing with to them and reading stories to children, asking them questions, letting them ask you questions and answering their questions. Questioning stimulate cognitive development!
- Respect your children, do not ridicule and criticize them. Encouragement and Positive Discipline helps develop positive behaviour!
- Developing a daily family routine – involving everyone in the family to develop a flexible and diverse routine to adopt and learn in the new situation – routine for working from home, online classes, menu etc.
- Assigning responsibilities to everyone in the family – helping children prepare a responsibility chart for chores such as making bed, cleaning, cooking, washing, doing groceries etc.
- Family Time – allocating time daily to talk children(meal time is best for this activity), helping them to be thankful for being at home safely with each other, switching all digital devices during family time, sharing authentic information about COVID-19 with children and telling them what they need to do to stay safe, letting them ask questions, helping

them understand as to why their schools are closed, encouraging them to find ways to help needy and poor, sharing examples of voluntary work being done especially during the pandemic and sharing personal goals and ambitions

- Engaging Learning Activities: preparing a learning area first, planning and doing activities with children other than their syllabus e.g. experience sharing(encouraging children to share their experience), reading and telling story, watching movies together, limiting screen time, role playing , playing music, singing songs together, doing art work, developing learning material, playing games , kitchen gardening, doing projects, it is absolutely fine to learn from your children, asking them to become your teachers, noticing their changing behavior REMEMBER PARENTS ARE ROLE MODELS !

Mass Awareness & Capacity Building Programme on ECD

PAFEC carried out a variety of activities and took a number of initiatives in 2020 under its mass awareness and capacity building programme, using different platforms. These include the bi-monthly e-newsletter, capacity building workshops on ECD, participating in talk shows on radio and television as ECD advocates and conducting webinars. Below is an update of the activities:

Webinars

PAFEC initiated a series of webinars for parents, ECD practitioners and professionals since April 2020. A subject expert on ECD and associated practices was invited with a moderator for every webinar to deliver a talk/speech on the assigned topics. The topics covered in these webinars included, creating conducive learning conditions at home for young children, protecting children through positive parenting during COVID-19, taking care of autistic children, the art of positive discipline, to smart parenting and supporting families & parents to engage children in meaningful learning at home. The speakers elaborated the conceptual understanding of the topics as well as provided practical solutions for addressing problems to help develop children optimally.

Moreover, the webinars provided opportunities to parents and teachers to learn about the developmental needs, age appropriate learning activities and how to design them from low cost no cost materials. The participant was given opportunities to ask questions from the speakers to get clear understanding on the topics. They also shared their experiences of taking care of children and how they help children in their learning.



Electronic-newsletter

The Alliance is mandated to issue a bi-monthly electronic newsletter to share updates/news from PAFEC, latest research on ECD around the world, innovative programmes in ECD, models implemented in Pakistan and around the world and interviews of ECD experts. PAFEC this year also continued the same practice of sharing research-based knowledge and best practices in ECD from around the world with its members through bi-monthly e-newsletters. During the lockdown PAFEC actively shared COVID-19 related information and resources with its members through the e-newsletter.

Web-based Television Programme

Ms. Khadija Khan was invited by a private web-based television as a guest speaker and a member of the National Curriculum Council on "One Nation One Curriculum Live Session". It was an interactive sessions between the speaker and the moderator. She talked about the process being followed to review and update

the Single National Curriculum for ECCE, explain it step by step. She said that it is widely accepted that curriculum plays a pivotal role in nation building. It reflects a nation’s aspiration for its future generations of citizens and delineates the ambit of knowledge, skills, behaviors and attitudes that children must amass over the period of schooling. It is for this reason that the present government decided to develop and implement a Single National Curriculum (SNC), a key priority. In pursuit of this overarching objective, the government started working on a Single National Curriculum (SNC 2020) for grade pre 1-5 under a consultative approach with the engagement of experts from all federating units. In order to ensure implementation of the SNC, in its true spirit, model textbooks will be developed in collaboration with the textbooks boards of all four provinces, Azad Jammu and Kashmir, Gilgit-Baltistan, teachers of Federal Educational Institutes, private educational institutes and prominent universities, experts of Research and Curriculum, Teacher Training and Assessment’. Moreover, sharing her recommendations during the session, she emphasised on the need for allocating resources to train teachers, teacher educators and to get schools ready to implement the curriculum in its true spirit.



Workshop on the use of ECD Kit

Dr. Relindis Yovsi, the ECD Consultant at UNICEF) organised an online workshop in collaboration with Pakistan Alliance for Early Childhood (PAFEC for the implementing partners of the ***‘Parental Package for ECD-Key Family Care Practices’*** on the use of the ECD Kit being provided by UNICEF.”. The workshop aimed at building the capacity of Master Trainers, Frontline Educators, teachers, parents and caregivers on how to use the teaching and learning materials of the Kit. Moreover, Dr Relindis focused on the different developmental domains of ECD with an emphasis on brain development, strengthening the response for children ages 0-8 in emergency situations (e.g. COVID-19) and how to provide them with stimulation and learning materials to help restore a sense of stability and safety for young children and how to enhance early learning and development opportunities for young children by strengthening the linkage with play through providing variety of early stimulation and learning experiences that tap into multiple developmental domains. She introduced the teaching and learning materials showing one by one from the ECD Kit and explained how to use them to strengthen the knowledge and skills to deliver to creatively use ECD kit materials for early stimulation and learning of young children 0-8 years of age. The workshop was Co-facilitated by Ms. Khadija Khan (CEO PAFEC) & Zohra Nisar Hunzai (Communication for Development UNICEF).

Membership Drive

Following its mandate of creating a critical mass for ECD in the country through engaging individuals and institutions as members, PAFEC is now able to offer individual membership to over 800 ECD practitioners and around 100 mission-similar institutions.

Engagement of General Body

PAFEC formed a general body, taking members from public, private sectors and individual ECD practitioner from all parts of Pakistan. Almost all these members were able to attend the International Conference on ECD in 2019. A detailed meeting held with the members on the last day of the conference to discuss their roles and responsibilities. Focal persons for each provinces and regions were nominated and a draft action plan was developed. However, formal meetings of GB did not take place in 2020 because of the pandemic but they remained engaged with PAFEC throughout the year in the webinars and in the Parenting Programme.

PAFEC joined Shirakat – Partnership for Development, to Reduce Prevalence of Early and Forced Marriages

PAFEC joined hands with Shirakat - Partnership for Development, to organise the South Asian Virtual-Conference on Prevention of Forced and early Marriages during and post COVID-19 COFEM – 2020. The title of the conference was, ***Deepening the Dialogue: Strategies for Working with Men and Boys for Prevention of Child Early and Forced Marriages in the context of COVID-19.*** A series of online meetings of the organising committee held prior to the conference to complete the preparations for it. CEO, PAFEC actively participated in the meetings and contributed to the development and execution of the conference plan. The format of conference consisted of talk shows on television and webinars from 2nd to 12th October, 2020. The following topics were covered during these events: Early and Forced Marriages in South Asia, Implications of Economic Recession Post COVID-19 and Impact on Early and Forced Marriages, Impact of CEFM on Reproductive Health of Young People in the times of the Pandemic, Policy Advocacy Initiatives in South Asia to deal with CEFM during Humanitarian Crisis and Response Efforts, Strategies to Curtail CEFM during and Post Humanitarian Crisis. Ms. Khadija Khan, CEO, PAFEC, participated as a guest speaker in the first show of this special series on HUM News in Subh se Agay on Early and Forced Marriages in South Asia.



Building Awareness to fight and to stop the spread of COVID-19

PAFEC, in collaboration with UNICEF, has designed a three-month campaign to fight COVID-19. The campaign will be launched in four districts of Punjab, i.e. Lahore, Faisalabad, Multan and Gujranwala with some institutional members of PAFEC.

Goal of the Campaign

The overall goal of the campaign is to create awareness about COVID-19 to stop the community spread of the virus.

Objectives of the Campaign

The objectives of the campaign are manifold:

- a) Reduce the spread of COVID-19, through preventive measures
- b) Build capacity of communities through sensitizing them using different strategies
- c) Create preparedness among communities to deal with virus in case of being infected and to mitigation the situation
- d) Provide necessary health and hygiene guidelines information and identify services available for this purpose

Annexure 1

**PAKISTAN ALLIANCE FOR
EARLY CHILDHOOD
AUDITED FINANCIAL STATEMENTS
FOR THE YEAR ENDED
JUNE 30, 2020**



IJAZ TABUSSUM & CO.
CHARTERED ACCOUNTANTS

**INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF PAKISTAN ALLIANCE FOR EARLY CHILDHOOD
REPORT ON THE AUDIT OF THE FINANCIAL STATEMENTS**

Opinion

We have audited the annexed financial statements of **Pakistan Alliance for Early Childhood**, which comprise the statement of financial position as at June 30, 2020, and the statement of income and expenditure account, and the statement of changes in funds, the statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and other explanatory information, and we state that we have obtained all the information and explanations which, to the best of our knowledge and belief, were necessary for the purposes of the audit.

In our opinion and to the best of our information and according to the explanations given to us, the statement of financial position, statement of income and expenditure account, the statement of changes in funds and the statement of cash flows together with the notes forming part thereof conform with the accounting and reporting standards as applicable in Pakistan and give the information required by the Companies Act, 2017 (XIX of 2017), in the manner so required and respectively give a true and fair view of the state of the Company's affairs as at June 30, 2020 and of the income and expenditures and, the changes in funds and its cash flows for the year then ended.

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs) as applicable in Pakistan. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Company in accordance with the International Ethics Standards Board for Accountants (IESBA)' Code of Ethics for Professional Accountants as adopted by the Institute of Chartered Accountants of Pakistan (ICAP) and we have fulfilled our other ethical responsibilities in accordance with the Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Information other than the Financial Statements and Auditor's Report Thereon

Management is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained during the audit, or otherwise appears to be materially misstated. If, based on the work we have performed on the other information obtained prior to the date of this auditor's report, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

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Responsibilities of Management and Board of Directors for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the accounting and reporting standards as applicable in Pakistan and the requirements of Companies Act, 2017(XIX of 2017) and for such internal controls as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Company or to cease operations, or has no realistic alternative but to do so. Boards of Directors are responsible for overseeing the Company's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs as applicable in Pakistan will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs as applicable in Pakistan, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal controls.
- Obtain an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal controls.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial



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statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board of Directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal controls that we identify during our audit.

Report on Other Legal and Regulatory Requirements

Based on our audit, we further report that in our opinion:

- a) proper books of accounts have been kept by the Company as required by the Companies Act, 2017 (XIX of 2017);
- b) the statement of financial position, the statement of income and expenditure account, the statement of changes in funds and the statement of cash flows together with the notes thereon have been drawn up in conformity with the Companies Act, 2017 (XIX of 2017) and are in agreement with the books of accounts and returns;
- c) investments made, expenditure incurred and guarantees extended during the year were for the purpose of the Company's business; and
- d) no Zakat was deductible at source under the Zakat and Usher Ordinance, 1980 (XVIII of 1980).

The engagement partner on the audit resulting in this independent auditor's report is Ijaz Akber.

Islamabad
Date: 30-9-2020

Handwritten signature of HLB Ijaz Tabussum & Co. in black ink.
HLB IJAZ TABUSSUM & CO.
Chartered Accountants

PAKISTAN ALLIANCE FOR EARLY CHILDHOOD
 (A COMPANY SETUP UNDER SECTION 42 OF THE COMPANIES ACT, 2017)
 STATEMENT OF FINANCIAL POSITION
 AS AT JUNE 30, 2020

| | Note | 2020 (Rupees) | 2019 (Rupees) |
|--------------------------------------|------|-------------------|------------------|
| ASSETS | | | |
| NON-CURRENT ASSETS | | | |
| Property, plant and equipment | 4 | 409,518 | 497,673 |
| Security deposit | | 1,000 | 1,000 |
| CURRENT ASSETS | | | |
| Advances to employees | | - | 12,000 |
| Cash and bank balances | 5 | 15,063,158 | 1,225,130 |
| TOTAL ASSETS | | 15,473,676 | 1,735,803 |
| FUND AND LIABILITIES | | | |
| General fund | | 3,860,129 | 1,148,109 |
| NON-CURRENT LIABILITIES | | | |
| Deferred grant | 6 | 11,526,547 | 497,673 |
| CURRENT LIABILITIES | | | |
| Trade and other payables | 7 | 87,000 | 90,021 |
| TOTAL FUND AND LIABILITIES | | 15,473,676 | 1,735,803 |
| CONTINGENCIES AND COMMITMENTS | 8 | | |

The annexed notes from 1 to 22 form an integral part of these financial statements.


 CHIEF EXECUTIVE


 DIRECTOR

PAKISTAN ALLIANCE FOR EARLY CHILDHOOD
(A COMPANY SETUP UNDER SECTION 42 OF THE COMPANIES ACT, 2017)
INCOME AND EXPENDITURE ACCOUNT
FOR THE YEAR ENDED JUNE 30, 2020

| | Note | 2020 (Rupees) | For the period from December 07, 2018 to June 30, 2019 (Rupees) |
|--|------|-------------------------|---|
| INCOME | | | |
| Grants | 9 | 11,575,927 | 2,200,345 |
| Deferred income recognized during the period | | 88,155 | 58,186 |
| Other income | | 287,880 | - |
| | | <u>11,951,962</u> | <u>2,258,531</u> |
| EXPENDITURE | | | |
| Foundation Open Society Institute (FOSI) | 10 | 477,000 | - |
| UNICEF | 11 | 2,404,003 | - |
| Pakistan Alliance for Early Childhood program cost | 12 | 3,042,921 | - |
| Administrative expenses | 13 | 3,316,018 | 1,110,422 |
| | | <u>9,239,942</u> | <u>1,110,422</u> |
| SURPLUS OF INCOME OVER EXPENDITURE | | <u><u>2,712,020</u></u> | <u><u>1,148,109</u></u> |

The annexed notes from 1 to 22 form an integral part of these financial statements.



 CHIEF EXECUTIVE


 DIRECTOR

PAKISTAN ALLIANCE FOR EARLY CHILDHOOD
(A COMPANY SETUP UNDER SECTION 42 OF THE COMPANIES ACT, 2017)
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2020

| | 2020 | For the period from December 07, 2018 to June 30, 2019 |
|---|--------------|---|
| Note | (Rupees) | (Rupees) |
| CASH FLOWS FROM OPERATING ACTIVITIES | | |
| Surplus of income over expenditure for the year | 2,712,020 | 1,148,109 |
| Adjustments for non-cash items: | | |
| Depreciation | 4 88,155 | 58,186 |
| Deferred income recognized during the year | (88,155) | (58,186) |
| Surplus before working capital changes | 2,712,020 | 1,148,109 |
| Changes in working capital: | | |
| Advances to employees | 12,000 | (12,000) |
| Trade and other payables | 7 (3,021) | 90,021 |
| Net cash generated from operations | 8,979 | 78,021 |
| Net cash generated from/ (used in) operating activities | 2,720,999 | 1,226,130 |
| CASH FLOWS FROM INVESTING ACTIVITIES | | |
| Security deposit | - | (1,000) |
| Net cash generated from/ (used in) investing activities | - | (1,000) |
| CASH FLOWS FROM FINANCING ACTIVITIES | | |
| Grant received as restricted fund | 11,117,029 | - |
| Net cash generated from/ (used in) investing activities | 11,117,029 | - |
| Net increase/ (decrease) in cash and cash equivalents | 13,838,028 | 1,225,130 |
| Cash and cash equivalents at the beginning of the year | 1,225,130 | - |
| Cash and cash equivalents at the end of the year | 5 15,063,158 | 1,225,130 |

The annexed notes from 1 to 22 form an integral part of these financial statements.


CHIEF EXECUTIVE


DIRECTOR