

**2<sup>nd</sup> National Conference on  
Early Childhood Care and Education**

*‘Reconstructing Practices to Address Challenges and Trends in ECCE’*

**May 2-3, 2018**

**Conference Report**

**Organized by:**



Report Prepared by:

Dr. Mubeshera Tufail, Allama Iqbal Open University (AIOU), Islamabad

Edited by:

Dr. Fazal Ur Rahman, Allama Iqbal Open University (AIOU), Islamabad

Designed by:

Mr. Muhammad Arshad, Institute of Educational Technology, AIOU,  
Islamabad

# Contents

Executive Summary	05
Opening Session (May 03, 2018)	06
Plenary-I Nurturing Care for Holistic ECCE- Initiatives and Practices	08
Concurrent Sessions (Day 01: May 02, 2018)	16
Plenary-II Institutionalization of ECCE in Pakistan – Policy Gaps and Solutions	17
Concurrent Sessions (Day 02: May 03, 2018)	21
Training Workshops (May 02-03, 2018)	25
Poster Presentations (Day 02: May 03, 2018)	27
Closing Session	28
Conference Recommendations	29
Appendix-I Conference Programme	31
Appendix-II Conference Organizing Committees	37
Appendix-III Conference Material	41



## Executive Summary

The Second National Conference on Early Childhood Care and Education (NCECCE, 2018) was organized by Allama Iqbal Open University, Islamabad in collaboration with Higher Education Commission, Rupani Foundation and Ministry of Federal Education and Professional Training. United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF), Open Society Foundation (OSF) and Plan International, Pakistan supported for the arrangements of this event.

The theme of NCECCE (2018) was "*Reconstructing Practices to Address Challenges and Trends in ECCE*". The purpose of the conference was to address challenges and appraise latest trends in the field of Early Childhood Care and Education (ECCE) by providing a platform to the stakeholders and researchers of the field. The event was arranged to assess the progress based on the recommendations of First National Conference on Early Childhood Care and Education (NCECCE, 2017). It involved the plenary sessions, oral presentation sessions, poster presentations, training workshop and the stalls by professional organizations for displaying early childhood education practices. The conference received a very positive response from the people of various fields of the society. Approximately, around five hundred participants attended the conference. The conference involved two plenary session with three keynote speeches, thirty-nine presentations in concurrent sessions, thirteen poster presentations and three training workshops.

The conference activities led to a fruitful discussion and deliberation on diverse range of topics related to Early Childhood Care and Education. It included the policy and legislation related areas, government-school-home-community partnership for early childhood education, age-appropriate and inclusive pedagogy and assessment practices, resource mobilization and play-based learning. There is a need of a collaborative effort by the government, civil community and public/private education sector for Early Childhood Care and Education. The baby-friendly space concept along with health & nutrition up-scaling is to be mainstreamed in the early childhood education policies, designs and programs with broader societal efforts to improve the current situation. There is a need for integration of health and nutrition in ECCE/ECD curriculum and practice, introduction of cost-effective contextual, integrated and inclusive ECD approaches to ensure access and participation, and community ownership in ECD. The efforts may be directed to align provincial ECD policies with the federal one, to promote research and advocacy, measurement and accountability for early childhood development services and promotion of a research culture in early childhood education sector. Pre-service and in-service teacher training may be planned around the needs of the children, teachers and the organizational objectives. The awareness about child rights and play-based learning may be promoted at home and school for the children especially in their early years of development. There is a need of adoption of multi-sectoral approach for ECE, and provision of age-appropriate infrastructure for ECCE (Montessori and Prep) classrooms in all of its schools.

## Opening Session

The opening session was started with the recitation of the Holy Quran by Dr SanaUllah. Engr. Muhammad Baligh Ur Rehman, Federal Minister, Ministry of Federal Education & Professional Training was the chief guest of the opening session.

**Prof. Dr. Shahid Siddiqui** welcomed the guests, experts, speakers, presenters and the participants to Allama Iqbal Open University for attending 2<sup>nd</sup> National Conference on Early Childhood Care and Education (NCECCE, 2018). He stressed the arrangement of such events to highlight latest research and advancements in the field of early childhood education. **Professor Muhammad Rafique Tahir** explained the purpose of the 2<sup>nd</sup> National Conference on Early Childhood Care and Education (NCECCE, 2018) by stating the objectives of the conference as given below:

- 1) Share progress on the recommendations of the 1<sup>st</sup> National Conference on ECCE
- 2) Get a status update on ECCE in Pakistan
- 3) Provide a national platform to ECD Stakeholders to deliberate upon the issues, policy gaps in this sector
- 4) Provide a platform to ECD stakeholders for sharing knowledge & experience
- 5) Come up with consolidated recommendations to develop a road map to take the agenda of ECD forward

**Nasruddin Rupani**, Chairman Rupani Foundation highlighted the importance and need of research and investment of resources in early years for optimum and holistic development of the child. He also mentioned about the worthwhile services offered by the Rupani Foundation in the field of Early Childhood Care and Education (ECCE). **Ellen van Kalmthout**, UNICEF's Chief of Education in Pakistan for the last two years has worked on education for 30 years particularly for out-of-school children, girls' education and gender, early childhood education, education quality and learning, and education in emergencies and post-crisis transition. She stressed the importance of investing in ECCE for young children to survive, thrive and develop. **Nargis Sultana**, Foundation Open Society Institute – Pakistan, explained about the significance of the work performed for the betterment of young children in the previous years in Pakistan. Foundation Open Society Institute – Pakistan is actively working for organizing training and awareness sessions for stakeholders of early childhood education. **Ms. Nadia Noor**, Country Director PLAN Inc., emphasized the arrangement of support and resources for reaching out to the children for their optimum development in the best possible way. **Khadija Khan**, BoD Rupani Foundation, shared the progress on the recommendations of 1<sup>st</sup> National Conference on Early Childhood Care and Education (NCECCE, 2017) as given below:

- 1) A separate chapter on ECE has been added in the National Education Policy 2017 for a dedicated policy & legislation for prenatal to 8.
- 2) For promoting research and quality practices in early education sector, Journal of Early Childhood Care and Education (JECCE) has been initiated and the planning work on Center of Excellence has been initiated by Allama Iqbal Open University (AIOU).
- 3) Around 700 ECD stakeholders have been registered with the Early Childhood Development (ECD) Network. Bi-monthly newsletter is developed and shared with them. Directory of ECD Stakeholders is developed. Capacity building services will be offered to stakeholders.
- 4) A country-wide campaign on the importance of ECD is in the process with the help of partners for inclusion and diversity at Early Childhood Education (ECE) level, and empowering communities in ECE.

- 5) Higher Education Commission (HEC) needs to have a clear teacher training development programme for early Childhood Education sector in its road map.
- 6) Given the current fragmented state of Early Childhood Development (ECD), budgeting and financing is a huge problem.
- 7) Conference recommendation was to come up with an effective institutional mechanism for integrated planning, financing and monitoring. However, it needs detailed deliberations as Early Childhood Development (ECD) requires a multi-sector approach while related sectors such as health, nutrition, child protection and education are vertically organized with no horizontal mechanism to integrate them.

**Engr. Muhammad Baligh Ur Rehman**, Federal Minister, Ministry of Federal Education & Professional Training, explained the work done by his office in the field of early childhood education. The session was ended with a note of thanks by **Prof. Dr. Nasir Mahmood**, Allama Iqbal Open University, Islamabad.

## Plenary-1: Nurturing Care for Holistic ECCE- Initiatives and Practices

The plenary-1 session (May 02, 2017) was chaired by Ms. Saira Afzal Tarar, Federal Minister for National Health Services, Regulation and Coordination. This session was moderated by Professor Dr. Nomana Anjum, Chairperson Home & Health Sciences Department, Allama Iqbal open University. Dr. Muhammad Athar Hussain was the rapporteur of this session.

**Dr Almina Pardhan**, Assistant Professor, Institute of Educational Development, Agha Khan University presented her keynote speech titled “global and regional trends in Early Childhood Development”. Keeping in view the very high number of children in need of early education and development support, a collaborative effort by the government, civil community and public/private education sector.

**Dr. Sadaf Sardar**, National Programme Officer - Scaling up Nutrition, briefed the audience about the initiatives for Early Childhood Development (ECD) taken by Planning Commission, Pakistan. The convergence and coordination among sectors in policy development and implementation is essential for child’s holistic development and efficient use of government resources. The visionary directives such as Vision 2025, Scaling Up Nutrition (SUN) Global Strategy (2016-20), National Health Vision (2016) and multi-sectoral nutrition strategies, and international guidelines such as New Global Strategy for Women's, Children's and Adolescent's Health (2016-2030), the Convention of the rights of a Child (CRC) and the Sustainable Development Goals (SDGs) may serve as a guide for early Childhood Development. Existing coordination platforms include the SUN movement - federal SUN secretariat/provincial Sun units, SDG cells – to offer opportunities to ensure monitoring and evaluation of ECD-related elements and Stunting programs- to address some key multi-sectoral activities from conception to 2 years as do primary schools for 5 to 8 years of age whereas UNICEF is to provide knowledge creation and capacity building and supportive environment for nurturing care. She pointed out that the efforts may be directed to align provincial ECD policies with the federal one, to promote research and advocacy, and measurement and accountability for early childhood development services.

**Dr. Wisal Khan**, UNICEF presented the details about the situation of stunted growth in the country and the initiatives to deal with “Stunting Reduction in Young Children”. The situation is serious with 44% children with a stunted growth in Pakistan; the health of the mother and the child is affected due to malnutrition. The malnutrition may affect the life, health and development of the child. Therefore, UNICEF is involved in initiatives to address malnutrition such as National multi-sectoral nutrition strategy in line with the already developed/endorsed provincial strategies, ten-point vision (2015) – Reproductive, Maternal, Newborn, Child and Adolescent Health (RMNCAH), Nutrition strategy (focus on adolescent girls), National Fortification Alliance, SUN (Scaling up Nutrition) and Breast feeding - legislation & implementation (Infant feeding boards).

**Prof. Dr. Nomana Anjum**, Allama Iqbal Open University highlighted the importance of first 1000 days in a child’s life. The health of the child and the mother must be carefully taken care of. For this purpose, important areas to consider include neo natal and postnatal care, vaccination (immunization coverage and barriers), breast feeding instead of bottle feeding, sanitation (access to safe drinking water, ending open defecation) and balanced diet. The stress negatively affects the health of the parents especially mother; it may have an unpleasant effect on their parenting and the development of the child. The research literature reveals direct links between mother’s health, nutritional status, mental well-



being, and child's physical, cognitive, social and emotional development. It underlines the importance of 1000 days in child's life and the quality of food, surrounding environment, love and care he receives from the caregivers. Professor Dr. Nomana Anjum urged that the baby-friendly space concept along with health & nutrition up-scaling is to be mainstreamed in the early childhood education policies, designs and programs with broader societal efforts to improve the current situation.

**Ms. Shah Sultana**, Director Rupani Foundation, presented the details of Mobile Early Childhood Development—An Innovative Approach for 0 -3 by Rupani Foundation. Rupani Foundation worked on customized programs for holistic development of children (1-8 years), parental education, advocacy and networking. One program in continuation of these efforts was Agah-Waldian (Informed Parents). It was a unique programme which supports newly married couples, families, parents and children not only in upbringing the child but also creating harmony within the family to nurture a child from 1 to 3 years of age. Another initiative was ECD On Wheels- a pioneer innovative effort of Rupani Foundation that ensures the provision of cost-effective Early Childhood Development at the doorstep to the areas that do not have Early Childhood Services (ECD) services. She mentioned the way forward for integration of health and nutrition in ECCE/ECD curriculum and practice, introduction of cost-effective contextual, integrated and inclusive ECD approaches to ensure access and participation, and community ownership to increase their stake in ECD.

At the end of the session, the chair gave her closing remarks. The locally practiced strategies for mother and childcare must be integrated and revived with the help of latest research and advancements, she said.

2<sup>nd</sup> National Conference on Early Childhood Care and Education (2018)  
**Concurrent Sessions (Day 01: May 02, 2018)**

The five concurrent sessions for oral presentations were arranged. The detail of the concurrent session is given below:

**(1) Child Protection & Child Rights (Concurrent Session 1- May 02, 2021)**

**Session Chair:** Ms. Smaina Sardar

**Moderator:** Ms. Sadia Hussain

**Rapporteur:** Ms. Naila Naseer

There were five papers presented in this session. **Mr. Muhammad Imran**, presenting his research paper titled ‘The United Nations Convention on The Rights of Child: Protection of Children from Sexual Abuse in Schools in Pakistan- Challenges and Issues’ highlighted the right of education and protection of children from sexual abuse and analyzed the gaps in policies and laws in Pakistan including constitutional provisions and relevant statutes protecting children from sexual abuse in schools.

**Mr. Muhammad Basharat** and **Dr. Munazza Ambreen**, in their paper titled “Protection of Child Rights: A comparative study of public and private schools in Islamabad”, explained that the quality of education, right to play and, clean and protective environment are better protected child rights in public schools. However individual attention, first aid facility and freedom of expression are the weak areas regarding protection of child rights in public schools. Protection from punishment and proper encouragement are better protected child rights in private schools. However safe food and water and first aid facility are the weak areas regarding protection of child rights in private schools.

**Ms Maliha Ahad** gave a detailed overview on various aspects of ‘Child Protection’. She empathized that ensuring the safety and well-being of children is a community effort. Early Childhood Caregivers need to recognize and understand their ethical obligations in supporting child protection. The awareness about children’s needs and rights and safeguarding them is very important for making children to feel themselves safe. United Nations Convention on the Rights of The Child (UNCRC) and child protection laws have child protection dimensions including their physical, mental, and emotional safety. The lack of awareness about these rights may lead to unfavorable consequences for child health and safety.

**Shamaila Haleem** in her presentation titled ‘Rights of A Female Child in Islamic Perspective’, briefed the audience about the rights of every child given by Islam for life, health and education. Besides highlighting the rights of orphans, the Islam protects the physical and emotional safety of every child.

**Manizeh Bano**, Executive Director Sahil, gave an overview of the work done by the organization ‘Sahil’ for child protection. It provides the support to teachers, parent and the children of various age groups through teacher’s guide, animations, YouTube videos, puppet shows, card games, short messages, free legal aid and free counselling services. The training menu for Sahil Child Protection includes ‘Meri Hifazat- Primary School Teachers’, ‘Adolescent Health-

Secondary School Teachers’, ‘Growth and Development’, ‘Gender Based Violence (GBV)’, ‘Para Counseling Skills’, ‘Trauma Management’, ‘Child Development and Protection for Lady Health Workers (LHWs)’, ‘Child Abuse and Early Marriages’, ‘Peace and Conflict Resolution’, ‘MenEngage to End Violence Against Women’ and ‘Aflatoun- Child Social and Financial Savings’.

At the end of the session, the chair emphasized the importance of awareness and provision of support to every child to feel safe at home, school and the community. For this purpose, the awareness of parents, community and the class teacher about child rights is required.

## **(2) Policy Discourses Around ECCE (Concurrent Session 2- May 02, 2021)**

**Session Chair:** Ms. Grace Woods

**Moderator:** Ms. Sadaf Sardar

**Rapporteur:** Dr. Rehmatullah Bhatti

There were five papers in this concurrent session. **Dr. Tariq Javed** and **Muhammad Mahmood**, in their presentation titled ‘Economic Growth Through Investment in Early Childhood Education’, highlighted that the investing in the early years of a child promotes to establish human capital on equality basis, which produces positive social and economic outcome for a nation. A child who has access to quality ECE services, can learn and perform better therefore there is a higher degree of chance that s/he would perform very well in their school and career in future.

**Ms Ume Farva**, in her presentation on ‘Early Childhood Development: Islamic versus Confucius Perspective’, shared that the main concern of both religions is to train children to make them good citizens by providing religious education to form a virtuous personality, physical training, moral development, training for having courage, humbleness, patience and respect for the elderly as well as obedience to parents.

**Dr. Muhammad Asif Chaudhry**, **Dr. Ghulam Dastgeer** and **Mrs. Sumaira Laqut Chaudhry**, while presenting their research study ‘Factors Affecting Enrollment in Early Childhood Education in Punjab’, concluded that multiple factors (Parents factors, Teachers factors, School factors) affect the enrollments in these schools. The researchers recommended that government of the Punjab may provide facilities such as: classroom, instructional materials and equipment, for enhancing enrollment at primary level in Punjab.

**Mr. Imtiaz Alam**, in his presentation on ‘Development of ECE Teachers’ Guide through Action Research’, explained the action research process for improving the ECE teacher guide developed in line with National curriculum for ECE 2007. The areas covered in this guide included ‘importance of Early Childhood Education and Development, developmental domains and key learning areas, competencies and outcomes, assessment, classroom environment, daily routine/timetable and the role of ECE teacher and teacher educator’. The feedback from the teachers during pilot-testing highlighted that the Daily Lesson Plans are easy to use/comprehensible, applicable as the activities are interesting and simple, material is easily available and most importantly the integrated approach is clearly visible. While, at the same time, the teacher recommended that there is a need for the teachers training for its effective implementation, development of primers to be aligned according the daily plans (students resource pack) and its provision to all schools and ECE teachers. Development of ECE Teachers Guide is leading towards teachers training and learning material development for children; hence it will be

contributing to achieving National Curriculum objectives, National Education Policy and Sustainable Development Goals.

**Saba Saeed**, Project Director (Early Learning), Idara-e-Taleem-o-Aagahi (ITA), during her presentation titled 'ECE Age Variations and Implications for Workforce Development in Punjab', mentioned that Pakistan has the third highest rate in the world where under-5 stunting rate was 44% in 2016 and 34% in 2017 (UNICEF). She emphasized the defined age of entry to an ECD programme because the teachers and caregivers can find it extremely challenging to respond to a diverse and wide range of learning, physical and socio emotional needs. There may be a lack of adequate and relevant professional development opportunities to effectively tailor the instruction according to the needs of the children. Almost 30-33% children enrolled in ECE in the school (government or PEF) are aged between 2 and 4 years; 15-16% children are attending ECE at age seven or older, classified as "over-age" in selected geographical locations of Muzaffargarh, Chiniot, Bahawalpur, and Rahimiyarkhan in Punjab. The presenter recommended that teachers need more training and support on how to proceed in case of multi-age prevalence in ECE classrooms. The support for workforce preparation and development with coherent funding, oversight, and policies is required.

At the end of the session, the chair concluded the session by saying that it is important to study the effect of various factors related to the environment or children in detail in order to maximize the benefits of ECE for children.

### (3) **Responsive Parenting for Early Childhood Development (Concurrent Session 3-May 02, 2021)**

**Session Chair:** Mr. Nasruddin RUPANI

**Moderator:** Ms. Sadia Adnan

**Rapporteur:** Ms. Tooba Saleem

There were five presentations in this concurrent session. **Ms. Hifsa Batool**, while presenting her research study about 'Parental Attitude Towards Mentally Challenged Children', mentioned that parents of mentally challenged children have positive attitude towards their mentally challenged children as compare to the parents of normal children and Mothers have more positive attitude towards their mentally challenged children as compare to fathers.

**Ms. Ansa Fatima** and **Dr. Muhammad Athar Hussain** in their presentation 'Child Development Through Play and Mother Teacher: A Froebelian ECE Approach', highlighted that as the education of a toddler and his learning experiences are going to benefit him/her throughout his/her educational career that is why mother's involvement is an essential aspect of child's early education because on the whole it helps the child to broaden his/her horizon. It enhances his/her social relationship and also develops a sense of self-efficacy and self-esteem. There are many important life skills and values which can be transferred through mother to the child.

**Ms. Neelum Yaqoob**, **Ms. Tahira Bibi** and **Mr Malik Umar** in their research study entitled 'A Thematic Sentimental Study to Explore the Perceptions about the Early Childhood Learning Videos Posted on YouTube' used a qualitative phenomenological approach to investigate the perceptions of the viewers in respect of their experience of the early childhood learning videos which was aimed to determine the essence of that experience as perceived by the participant. Analytical findings emphasized that the viewers have a positive perception towards the usefulness

and effectiveness of Early Childhood Learning YouTube videos. Monitored and supervised learning through Early Childhood Videos on YouTube is useful and effective for the awareness purpose.

**Mr. Asad Khan, Mr. Kifayat Khan, Ms. Mehnaz Iqbal Yousufzai and Mr. Luqmaan Ali Khan** found in the research study ‘Role of Parents in Promotion of School Home Relationship’ that Results of the study show negative participation of parents in the schools. Most of the parents were in the view that their only responsibility is to send their children to schools. They had no interest in knowing the progress of their children. Most of the parents did not know the current class of their children. There was no closed teachers’ parents’ collaboration in the schools. Head Teachers blamed the parents for being not cooperating with schools even when they are called. Parents Teachers Councils were not performing their functions in the schools. Most of the PTCs were just interfering in the schools. Based on study results, it was recommended that parents may be actively involved in schools. Parents Teachers Councils (PTCs) may be strengthened through proper training to aware the parents about collaborating with school management. School teachers may also be trained about how to involve parents in the learning process.

**Ms Shafia Rafique**, CEO Littlefellows Daycare, in her presentation ‘Role of Parents in Holistic Development of Children’, emphasized that parents are the pillars who need to nurture and support children to foster confidence in them as well as pave way for their physical, emotional, and intellectual growth during various developmental stages of life. Parents are the child’s first role model. A parent’s abilities, aspirations, habits and behaviour are some of the factors which contribute to success or failure of child. Functioning as a coach, the parent exposes a child to age-appropriate challenges to encourage development as well as to experiences that allow the child to explore on their own and learn from interacting with their environment.

After the presentations, the chair concluded the session that parents’ role and support for an effective early childhood development is crucial and a continuous research for exploring the opportunities to activate that role is required at this time.

#### **(4) Early Childhood Development & Education Through Play (Concurrent Session 4- May 02, 2021)**

**Session Chair:** Mr. Iqbal Jatoi

**Moderator:** Ms. Amna Tariq

**Rapporteur:** Ms. Mubshera Tufail

There were five presentations in this session. **Ms. Shamaila Haleem**, in her presentation ‘Art and Craft in Early Childhood Education: Uses and Value’, asserted that colourful activities play significant role in the cognitive, social, emotional, psychological, and educational development of children. Teaching and learning process becomes easy and interesting in case of using art and craft especially in the subjects like mathematics, science, social studies, history, geography, and languages. Children learn easily many difficult concepts through fun activities and play. Art and craft help in developing creative skills of children.

**Mr. Muhammad Salman, Ms. Afsheen Masood, Ms. Sumeera Rashid and Mr. Shezada Qaisar**, in their presentation based on an experimental study ‘Learning Reading and Literacy Skills Through Play’, affirmed that real play situation helped preschoolers (4 to 6 years old children) more in gaining the literacy and reading skills as compared to iPad play situations.

Moreover, the findings indicated that teaching and learning through play sustains children's attention span and develops their reading skills. The real play provided more opportunities for promotion of reading and literacy skills.

**Ms. Salima Al-Naser Surani**, in her presentation 'Teachers' Perspective of Play in Early Childhood Education (ECE) setting in Pakistan', mentioned that the teachers' personal experiences greatly influence their perceptions regarding play. Despite realizing the importance of play, teachers were unable to integrate play in curriculum. There was also evidence that teachers had different expectations from boys and girls regarding play. Similarly, children also brought certain perceptions from home which contributed to the gender discourse in the context of play. Hence teachers were found promoting stereotypes regarding gender roles among young children. The findings emphasize the need to sensitize teachers, schools and policy makers to treat play as a direct component of curriculum and avoid gender stereotyping in play-based spaces and practice.

**Dr. Muhammad Samiullah** and **Dr. Sarwat Maqbool**, in their presentation 'Effect of Teaching Through Songs on Performance of Early-Graders in Public Sector Schools of Bahawalpur' based on an experimental study on 1<sup>st</sup> grade student, affirmed that teaching through Songs had a noteworthy effect on improvement of performance at early childhood level. The outcomes of the research were worthwhile for early childhood teachers & pupils. The said strategy is recommended for teaching of speaking skills in English at early childhood level.

**SABAQ representative**, Mr. Hassan Bin Rizwan in his presentation 'MeraSABAQ Tabs-Technology as Play in ECE', mentioned that the SABAQ digital lessons may improve the quality of learning in ECE classrooms using play spiral approach. At the end of session, the chair commented that art activities and the play promote cognitive, psychomotor and socio-emotional development of the children; sharing of successful practices in different areas of learning may help to enrich the learning experiences of the children.

#### **(5) Assessment and Evaluation Practices in ECCE (Concurrent Session 5- May 02, 2021)**

**Session Chair:** Dr. Haroona Jatoi

**Moderator:** Mr. Ehsan Ullah

**Rapporteur:** Dr. Sidra Rizwan

There were six presentations in this session. **Dr. Saleem Ullah Jundran** and **Mr. Khizer Hayat** in their presentation 'Annual Evaluation of the Punjab Government's Initiative of Early Childhood Education Programme: A Case-Study of Government High School Dhunni Klan' based on a case study research, highlighted that teaching-learning at this level was found mostly in oral form with less use of paper and pencil. Alphabet teaching, rhyming, reciting, audio-visual listening and responsive telling were common practiced. Annual assessment and testing were oral. Prescribed textbook was not introduced. There were 25 kids enrolled in this early childhood grade. Owing to the start of this ECE class, a culture of mothers visit to this boys school was introduced here. Mothers were found seeing their kids how did they stay and play there. This school site was almost at a distance of one km from the main population of the village. So, some parents were found scared of sending their kids to the school outside the village. It was proposed that allocation of monthly budget for the purchase of new toys and distribution of healthy edibles among children, construction of toilets attached with ECE classroom, introduction of specialized ECE teaching Cadre into the public sector, increase in the

remuneration of ECE class caregiver and provision of printed booklets as ECE syllabus for regular distribution can contribute towards the prospective sustainability of this ECE Programme.

**Mr. Ahmad Bilal** and **Mr. Ghulam Yasrab**, in their presentation ‘Evaluation of Instructional Facilities and Practices of Early Childhood Education (ECE) Teachers in Public Sector Schools of Gujrat’ based on an observational study, explained that the instructional material was available in all ECE classrooms. The sitting arrangement was good according to the needs of the students and teachers. ECE material was in working condition and accessible to ECE students. ECE teachers were using ECE material during their teaching. Majority of ECE students were familiar with the instructional material during the lesson of ECE teachers, but some of the students did not take interest to ECE material during classes. The majority of the ECE teachers used activities during their teaching, but a considerable number of ECE teachers did not use activities. The study recommended that the Department of Education may give a range of modern pedagogical training to ECE teachers so that they could practice ECE material effectively.

**Mr. Shafqat Ali** and **Ms. Rubina Kousar** in their presentation ‘Curriculum-Based Assessment of desired Students Learning Outcomes given in the National Curriculum (2007) for Early Childhood Education in Islamabad Capital Territory’, highlighted that students showed better results in Personal and Social Development and The World Around Us whereas the Basic Mathematical Concepts was found the weakest area of learning. In Creative Arts and Health Hygiene & Safety, female students showed better results than male students. Male students showed better results in the learning area of The World Around Us than girl students. It was concluded that where properly trained teachers were deputed students showed better results. On the basis of findings, it was recommended that more studies were needed at larger level to gauge students’ learning at Early Childhood Education level and in other regions.

**Ms. Seema Arif** and **Ms. Rabia Khalil** in their presentation ‘Quality Improvement in Early Childhood Education in Private Schools of Lahore: A Comparison of Teachers’ and Principals’ Perspective’, highlighted that the opinion of teachers and principals were different from their actions. It is hard to say that schoolteachers and principals are aware of the needs and ways of quality improvement. There is a strong need for a quality regulatory authority to train and monitor the teachers and principals not only for quality management but quality improvement as well.

**Mr. Yousuf Khan**, in the presentation titled ‘Multiple Factor Analysis of Well-Being for Early Childhood Care and Education: A Meta-Analysis for Developing Instrument’ based on development and validation of the well-being tool, mentioned that for promoting well-being at early childhood stage, there are multiple factors to be analyzed for holistic development from multiple preventive, controlling and developmental aspects of overall health of the child and proper education at the Early Childhood Education level.

**Mr. Sher Zaman** and **Ms. Sumaira Asghar** in their presentation ‘Evaluation of Teaching Reading Strategies used by Early Grade Teachers’, asserted that most of teachers focused on oral expression, meanings of difficult words and rarely use effective teaching reading strategies for phonemic awareness, pronunciation, and text comprehension.

At the end of session, the chair gave her conclusion remarks that assessment at early childhood education level is a multidimensional and subjective phenomenon therefore, continuous

professional development of ECE teachers and thorough deliberation on ECE assessment practices is required.



## Plenary-2: Institutionalization of ECCE in Pakistan – Policy Gaps and Solutions

The plenary-2 “Institutionalization of ECCE in Pakistan – Policy Gaps and Solutions” was held on second day of the conference (May 03, 2018). Professor Dr. Nasir Mahmood, Allama Iqbal Open University was the session chair and Mr. Jan Madad, Sr. Education Specialist UNICEF Pakistan was the moderator for this session. Dr. Muhammad Samiullah, Allama Iqbal Open University was the rapporteur for this session.

The session was started with the opening remarks of the session chair. The title of the keynote speech by **Dr. Carol Aubrey**, University of Warwick was Early Child Development and Care: Policies in Practice- Researching in Diverse Contexts. The expert elaborated the concept of Early Childhood Development (ECD) as given below:

- School-based nursery education or class (and ‘katchi’)
- Community-based pre-school or playgroups, usually part-time
- Centre-based childcare, usually for birth to three or birth to six
- Home-based childcare, usually for birth to three or birth to six
- Supplementary feeding programmes
- Home-visiting, parent education/support
- Health programmes, incl. monitoring, vaccinations & treatment.

Dr. Carol Aubrey discussed the result of various research studies and meta-analysis of the studies by the experts and World Bank (2016). Woodhead (1997) produced a model for ‘contextually appropriate practice after comparing ‘quality’ ECD programmes across France, India, Colombia and Kenya. The speaker mentioned the investigation of ‘hidden’ home and community resources of young children (gather data on origin, use and distribution of knowledge and skills in community, e.g., personal and labour history through ‘networks of exchange’) as suggested by Moll et al. (2005). There is a variation in the recipients of ECD services based on socioeconomic status, gender, rural-urban gap, geographic area, health and the public-private sector. Efforts are required to be set against global inequality of war & epidemics, HIV/AIDS and civil war. Multilateral organizations have tended to encourage ECD interventions that are low-cost, low quality and targeted, and arguably contribute to inequality. The speaker highlighted the following strategies for ECD in Asia (Pakistan):

- Need to examine family values, cultural capital and ‘learning how to learn’ at home when linking home and school (submission: study, behave, stop playing)
- Involving parents. There is a barrier to communicate with schools if parents had little schooling (e.g., failed to learn to read and write Urdu or Arabic) and lack knowledge of school system
- Family literacy practices (books, newspapers in the home). It influences child/parents’ perception of ‘match’ with the school and ability to read aloud or help with home

reading (incomplete records in the book bag may be interpreted as lack of interest) (Brooker, 2002)

- Sharing with parents. One must have confidence in parental duty to ‘instruct’ inculcate religious knowledge, alphabets, reading, writing, reciting and counting, evenings, weekends.

The second keynote speaker on the second day of the conference was **Dr. Naseema Shaik** (PhD), Cape Peninsula University of Technology and Deputy President of South African Research Association for Early Childhood Education. The topic of her keynote speech was “Reconceptualizing ECEC: Towards a Transformative Pedagogy for ECEC”. While explaining the existing scenario of Early Childhood Education and Care (ECEC), she said that there is a prevailing concept for “one size fits all curriculum” and the ‘schoolification’ model of early childhood education and care. Here, she quoted “Mainstream pedagogical practice promotes a transmissive pedagogy and a bureaucratic practice” (Formosinho & Oliviera-Formosinho, 2008). There is a need for transformation of the image of the child, pedagogy and teacher training, engagement with parents and communities and early childhood space. The pedagogy for ECEC should be active and child-centered, and it should emphasize the creation of meaningful learning experiences and learning by doing, experiencing and discovering. Teacher training may emphasize the need for adapting practice in relation to the contextual realities of children and reconsidering the knowledge and/or re-construction of practice. As mentioned by Carol Aubrey, ‘funds of Knowledge’ may help to know about the child. The active engagement with parent and the community may help to know about the needs of the child and thus in transforming the pedagogy. While talking the environment, the speaker mentioned about the ECEC space operating as a democratic, multi-purpose and resource centre that can empower parents and communities (Broadhead, Meleady & Delgado 2008). The expert concluded her presentation on a note that for promoting an effective and engaging learning experiences, the early education should not be restricted to the classroom, but it should seek to contextualize the issues in the surrounding areas and people as part of the learning environment.

**Dr Ramazan** shared about the early Childhood Development Centre at Karakoram International University. It was established in 2009 and initially ECDC offered programs in three areas (i) play group (3-4yrs); (ii) nursery (4-5yrs); and (iii) reception (5-6yrs) with more than 30 students attended various programs. Now the new programs are offered for (i) Infant (6-12 months) (ii) Toddlers (1-3yrs) (iii) Pre-school (3-5yrs) (iv) After school program (5-7years) with an orientation of staff about new approaches to learning and proper daily schedules.

**Mr. Muhammad Afzal Khan** presented the status of Early Childhood Care and Education (ECCE) status in Gilgit-Baltistan, as given below:

- |  |                      |
|--|----------------------|
| • Number of Children of ECCE age (3-4 years) | 105249               |
| • Enrolled in Schools (All sectors)          | 64178 (61%)          |
| • Government School offering ECE             | 350/1284 (27%)       |
| • Students enrolled in Govt. Schools         | 27509 (43%)          |
| • Students Enrolled (ECD-I&II)               | 10305 (66% in ECD-I) |
| • Students enrolled in other sectors         | 40744 (57%)          |

For access and quality of ECCE services in Gilgit-Baltistan, a number of steps were taken which included (i) ECE made part of all new development plans (School Establishment) (ii) Developed minimum standards for Establishment of Schools (iii) Provision of ECE Kit and play material and (iv) Development of model Schools. However, Muhammad Afzal Khan mentioned about the lack of financial resources, lack of pre-service and in-service training programmes for ECCE teachers in Gilgit Baltistan.

**Ms. Sadia Adnan** highlighted the initiatives taken in Islamabad Capital Territory for promotion of Early Childhood Education (ECE). Federal Directorate of Education (FDE) introduced student-centered classrooms through a mega public-private partnership with Children Resources International. This project equipped all primary classes (which were I-V in all and Prep-V in some cases) with teaching materials of international standard. After the development of first ever National Curriculum of ECE in 2007, Prep was made a recognized and compulsory grade level at all FDE schools to cater children of 4-5 years in Federal Government schools. FDE has provided its full support in ECE Curriculum Revision in 2017 which was led by Ministry of Education and Professional Training. FDE's official and nominated ECE experts have actively participated in this Curriculum revision and also provided support in re-shaping new books based on this revision. These new books written in guidelines of Revised ECCE curriculum are now being provided to the students in current academic calendar. Besides, hiring of trained teachers and participation in curriculum revision, FDE started in 2016-2017, Montessori in 11 selected schools of FDE with the help of Private partners who provided with academic support in all and physical resource provision in most of the 11 Montessori classes. This number has reached up to 71 in 2017-2018 with both academic as well as physical resource provision by its private partners. However, there are challenges in lack of financial allocations, uncertainty about sustainability of the ECE policies in case of change in government, adoption of multi-sectoral approach for ECE, and provision of age-appropriate furniture and building for ECCE (Montessori and Prep) classrooms in all of its schools.

**Dr. Shafqat Hussain**, Punjab School Education Department, Punjab, provided a detailed presentation about ECE initiatives taken in Punjab. Under Punjab School Education Sector Plan (PSESP) (2013- 2017), the following steps were taken:

- Institutionalization through development and notification of ECE policy
- Train teachers, care givers, head teachers, members of school council and education managers
- Create awareness about significance of Early Childhood Education
- Planning and implementation of ECE program in 5000 primary schools every year

For this purpose, there were a number of trainings were conducted: (i) Training of 989 Head teachers and 989 ECE teachers (Training on Early Childhood Education: Phase1 (2013-15), (ii) Training on ECE (According to PC-I 2015-17 Schools) for 1400 ECE Schools (PC1 2015-2017), (iii) Training on ECE (Funded by PMIU) for 1475 ECE Schools (Training funded by PMIU), and (iv) ECE Training of 1000 ECE Schools (Funded by UNICEF) in District Lahore, Rahim Yar Khan, Rajanpur Rawalpindi, and Toba Tek Singh (Phase-III, 2018). In Punjab, 2125 ECE Schools have been established in 2013-15 (1225 by Govt. & 900 with the support of UNICEF), 2875 (1400 PC-I & 1475 with PMIU) ECE Schools have been established in -2016-2017 (with Govt. Funding), and 1000 ECE Schools (with the support of UNICEF) have been established in 2018. The future targets are to establish total of 5000 ECE Classrooms in 2018 in

Punjab whereas Schools Education Department Punjab & (QAED) intend to establish 5,000 ECE School till June 2019. There will be development of 5,000 more ECE Rooms in Government Schools till June 2019. The future targets also include introducing ECE as an integral component of the training and developing a culture of research with public and private institution for making a stronger evidence-based case for ECE.

After the keynote speeches and presentations, there was a question-and-answer session for deliberating on the mentioned challenges and the way forward. It was discussed that the awareness campaign about Early Childhood Education (ECE) for stakeholders and collaboration among them may facilitate to successfully deal with the ECE related challenges. The conference chair commented that the existing scenario may serve as a base for planning future action plans. He added that the successful strategies may be shared among stakeholders to maximize its benefits for the target population i.e., children. At the end, the chair thanked the participants for their active participation during the session.

*2<sup>nd</sup> National Conference on Early Childhood Care and Education (2018)*  
**Concurrent Sessions (Day 02: May 03, 2018)**

The four concurrent sessions for oral presentations were arranged. The detail of the concurrent session is given below:

**(1) Innovations and Best Practices of Teaching and Learning in ECE (Concurrent Session 6- May 03, 2021)**

**Session Chair:** Ms. Mehnaz Aziz

**Moderator:** Mr. Imtiaz Alam

**Rapporteur:** Dr. Farkhanda Rasheed Chaudhry

There were four papers in this session. **Ms. Nasima Zainulabidin** and **Dr. Dilshad Ashraf** in their presentation ‘Teachers’ Quest for Gender Equity: Exploring the Possibilities of Transforming an Early Childhood Classroom in Karachi Pakistan’ based on a Collaborative Action Research (CAR) study, explained that the two participating ECE teachers positioned themselves for transforming classroom discourses by disrupting the processes of promoting stereotypical masculine and feminine traits and oppressive gender relationships among children in the classroom. Further, this paper calls for explicit integration of gender equity perspective in teacher preparation programmes and education policies to meet the global and national targets around equitable access and participation of all learners in early childhood education.

**Dr. Javed Iqbal** and **Dr. Khalid Mehmood** in their presentation ‘Teaching Practices and Physical Facilities of Early Childhood Education in Public and Private Schools’ based on an exploratory survey research study, highlighted that both public and private school teachers mostly focus on personal and social development practices, language and literacy practices, basic Mathematical concept practices, health hygiene and safety practices. Creative arts practices were merely focused on in both institutions. Physical facilities were better in public schools as compared to private schools. It was recommended that private schools should provide adequate physical facilities for their children.

**Ms. Naheed Wasi** and **Ms. Salima Al-Naser Surani** in their presentation titled ‘Changing Teachers’ Behaviour and Practices through Connecting Active Learning in ECE Settings’, asserted that using a holistic child approach and accepting simultaneously are crucial for leading change in ECE setting. Furthermore, the effect of mindset change in ECE teachers is based on a reflective practice and constant on job support by relevant school stakeholders. An implication of the study is that ECE teachers are able to inquire into their own practice, reflect on it and model it, then they are ready to confidently adapt the concept of active learning. ECE teachers at this layer need continuous professional development to implement the theory and set example for the next generation of ECE teachers and to unsettle the status quo by changing the traditional system of ECE education.

**Mr. Zubair Torwali** in his presentation ‘Early Childhood Education in Mother Tongue: A Case of Torwali Language’, explained that the model used for early education in Torwali is near to the ‘language maintenance (language shelter)’ approach in early childhood education. This is an approach to the mother tongue based on MLE (multilingual education) that uses early education

as one of the effective models used in language revitalization efforts. This paper is a research around the theory and praxis of this programme undertaken by Idara Baraye Taleem-o-Taraqi (IBT) since 2008.

## **(2) Inclusive Educational Practices in ECCE (Concurrent Session 7- May 03, 2021)**

**Session Chair:** Dr. Abdul Hameed

**Moderator:** Ms. Maliha Ahad

**Rapporteur:** Dr. Syed Nasir Hussain

**Zahid Majeed**, in the study ‘Early Childhood Teachers Understanding of Inclusive Education and Associated Practices: Reflections from Pakistan’, mentioned the need to shift away from a narrow individualistic-deficit assumption of disability towards a socio-constructivist conceptualization of ‘diversity’ and the establishment of genuinely inclusive school cultures. **Dr. Ghulam Fatima, Dr. Misbah Malik and Dur-e-Nayab**, in their study ‘Opinions of Regular and Special Education Teachers about Early Childhood Inclusive Education in Punjab’, highlighted that significant difference existed between the opinions of regular and special education teachers on the basis of their gender, regular and special set up, and locale. The teachers working in regular set up were reluctant about enrolling the preschool age children with disabilities in schools. Male teachers from both set ups were more reluctant than female teachers. Teachers from urban areas were in favour of getting the preschool age children with disabilities admitted in regular schools. Recommendations were made to Punjab Special Education and Punjab School Education Departments for promoting Early Childhood Inclusive Education in Punjab. **Ms. Zehra Zulfiqar and Ms. Badria Khalil** in their study ‘A Study of Speech Comprehension Disability Due to Hearing Impairment in Early Language Development’, found that hearing impairment has a negative impact on a child’s social behavior as it inculcates and fosters feelings of isolation, anxiety and embarrassment in a child’s personality. **Ms. Farzana Jabeen Khoso, Ms. Firdoos Bughti and Dr. Jam Muhammad Zafar** in their study ‘An Analysis of Children Behaviour and Learning Disorders in Early Childhood Education at Khairpur’ found that children were facing ADHD, reading issues, writing issues, math issues, dyslexia, auditory processing disorder, visual processing issues, non-verbal learning disabilities time management issues, inattention and hyperactivity, problems in numeric and language barriers. Short course for teachers and awareness sessions for parents and particularly for mothers should be arranged to overcome behavioral and learning disorders at early age. At the end of the session, the chair commented that the ECE class is a diverse classroom so, it is very important to adopt inclusive educational practices at ECE level.

## **(3) ECCE: Community-Based Models and Practices (Concurrent Session 8- May 03, 2021)**

**Session Chair:** Mr. Nargis Sultana

**Moderator:** Ms. Chiho Ohashi

**Rapporteur:** Mr. Salman Khalil Chaudhry

**Ms. Madiha Saeed, Ms. Shahida Parveen and Mr. Tanzeel Nisar** in their presentation ‘Parent-Teacher Collaboration: A gateway to an improved Early Childhood Education System’, reported that most of the schools just rely on getting the signature of parents on annual reports and in certain cases the schools offer a few Parent-Teacher meetings scheduled just for one hour in

which they only share the performance report of the student. This study focuses how the gap in parent-Teacher communication is creating grave speculations. The parent-teacher collaboration is essential particularly to meet the special needs of not special children. This collaboration will be helpful to bring forth the problems that hamper the smooth learning of the students.

**Mr. Muhammad Ishfaq Ud Din, Dr. Muhammad Naseer Ud Din and Ms. Irum Nizam** in their study ‘Perceptions of Principals and Teachers Regarding Community Involvement in Early Childhood Education’ reported that community members were involved in the early childhood education development. The community members attend school meeting with staff and check their child’s achievement and progresses at school. The schools encouraged community participation and share progress report of their students with parents. The community members did not raise any funds for schools so the researcher recommends that the community members should promote such campaigns to promote school development and there should be a specific time for community members to discuss the issue with staff.

**Mr. Sajid Ali, Ms. Misbah Aman and Ms. Shenaz Joher** in their presentation ‘Sustainable and Holistic ECD Model for Rural Areas of Pakistan: A Case Study of AW-IP Model in Hasis Village’, highlighted that Rupani Foundation introduced its community based Agah-Walidain- (Informed Parent) model that takes into account cognitive abilities, physical development, social skills, emotional intelligence, ethics, parental engagement, health, nutrition and hygiene by engaging communities in discourse of ECD. The model is specifically designed and developed in Pakistan to address wide array of challenges faced by children, their mothers, families and communities. Contextualized in the Pakistani context, the model has potential to be scaled up in rural settings with scarce resources, poor infrastructure and limited accesses.

At the end of the session, the chair gave his concluding remarks that the school and home must actively communicate and collaborate for better education and development of the child.

#### **(4) Training of ECE Teachers and Caregivers (Concurrent Session 9- May 03, 2021)**

**Session Chair:** Ms. Nadia Noor

**Moderator:** Ms. Khadija Khan

**Rapporteur:** Dr. Muhammad Athar Hussain

**Dr. Fazal Ur Rehman and Dr. Muhammad Athar Hussain** in their presentation ‘Training for Early Childhood Education Professionals in Open Distance Learning Perspectives’ highlighted that females and males were fully satisfied with the resource persons. On the other hand, females were more satisfied than males in case of workshop content and males were highly satisfied with workshop arrangements as compared to females. contents for training need revision and were not perceived as demands of the participants. Findings of this research suggested the need to improve the quality of workshop by using different AV Aids during the workshops. Furthermore, the schedule of workshop should be changed by increasing the number of days and decreasing the hours of the workshop for the ease of the participants.

**Mr. Hamid Ali Nadeem, Mr. Arshad Mehmood Qamar and Mr. Niaz Muhammad** in their presentation ‘Problems faced by Female ECE teachers of Islamabad’, reported that they face communication problems with infants who cannot speak properly. The problems included sleeplessness of the children during class, maintaining discipline is difficult, no proper mechanism of training to cater diversity at ECE level, undue stress by the parents regarding extra of their

children, children from disturbed family background and no financial incentives to teach at nursery/prep level. Three teachers added the problem of non-availability of helper/ assistant teacher for their classes. It is recommended that the teachers who are supposed to teach at ECE level should be given an intensive training periodically on priority basis.

**Ms. Seema Lasi** and **Ms. Batool Fatima** in their study 'Patterns, Habits and Problems of Sleep in Pre-school Children', mentioned that children sleep during daytime (nocturnal and daytime together) was  $9.43 \pm 1.18$  hours (maximum 14 hrs. and minimum of 7 hrs.) the percentage of children taking daytime nap was 73%. Co-sleeping was found in 67% children and the rest were found to share bedroom with siblings or other family members. The presence of technology in bedrooms where children slept was TV (49%), Laptops (43%) and cell phone/landlines (55%). Group discussions with parents and teachers also provided greater insights on dynamics of sleep and sleep related problems. Most of the parents complained of the growing pressures due to tuitions and children's obsession to TV and technological gadgets. Other than that, cultural and societal factors, such as late-night weddings, family outings and other such celebrations were found to largely upset sleep routines of children. Teachers also reported effects of inadequate sleep during classroom time, most behaviors exhibited by these children were, lack of interest in learning and instruction and certain behavioral problems including aggression.

At the end of session, the chair commented that the training of ECE teachers and caregivers should be done according to the needs of the students and the teachers, and the local challenges faced by the institution.



## Training Workshops (May 02-03, 2018)

Besides concurrent session, there was three training workshops- two workshops on May 02, 2021 and another workshop on May 03, 2021, for ECE experts, teachers, future teachers, mothers and interested participants. The detail of the workshop is given below:

### **(1) Importance of Merging Whole Language and Phonic Approach to Bridge the gap Between Early Years and Primary Grades- May 02, 2018**

The training workshop ‘Importance of Merging Whole Language and Phonic Approach to Bridge the gap Between Early Years and Primary Grades’ was conducted by Ms. Tabbasum Murtaza, Manager Curriculum-English Language and Literacy, Beaconhouse School System. The duration of the workshop was 60 minutes. It was attended by thirty-eight participants who were students of Postgraduate Diploma in early Childhood Education (PGD in ECE), mothers, family support motivators, trainers and conference participants.

The phonics and whole language approach are used for language development during pre-primary and primary school years. The usefulness of both approaches is evident from the research studies. However, merging the use of both approaches for a class may benefit the students a lot in language learning. As a result, reading fluency, comprehension and spelling accuracy of students can be improved. In this workshop, the trainer shared the examples and relevant materials for merging the whole language and phonics approach for young children. The workshop participants found this workshop useful for their learning.

### **(2) Teaching and Learning of Mathematics in Early Years Through Concrete Pictorial Abstract (CPA)- May 02, 2018**

The workshop ‘Teaching and Learning of Mathematics in Early Years Through Concrete Pictorial Abstract (CPA)’ was conducted by Ms. Humaira Malik, Manager Curriculum (Early Years-Class II)-Mathematical Development and Numeracy Beaconhouse School System. This 60-minutes workshop was attended by thirty-eight participants.

Concrete Pictorial Abstract (CPA) approach is an activity-based approach where students engage in activity-based experiences and resources for constructing understanding of a concept. In mathematics, CPA approach can help students to use concrete manipulatives and materials to uncover abstract mathematical understanding. The teacher’s role in this approach is that of a facilitator to guide students through concrete, pictorial and abstract levels of understanding by providing scaffolding and feedback. In this workshop, the process and the related activities and materials of CPA approach were shared with the workshop participants. The workshop participants enjoyed attending this workshop.

### **(3) Inclusive Environment That Works for All- May 03, 2021**

The workshop ‘Inclusive environment that works for all’ was conducted by Ms. Maliha Ahad, CEO AIM Dubai Consulting and Training. This workshop was of 90 minutes duration. There were thirty-eight participants in this workshop. There were two areas covered in this workshop: (i) Inclusive environments that works for all and (ii) Child protection.

**Inclusive Environments That Work for All (Students, Teachers and Parents):** Inclusion provides support to all children so that their experiences in educational settings encourage them

to be as involved and independent as possible. Inclusion involves providing children with the ongoing services and supports that they need to succeed in regular education classrooms during both non-academic and non-academic classes. The workshop will cover the following areas:

1. Definitions
2. Authentic Inclusion
3. Effective Practices
4. Role of Leadership
5. Considerations in early years classrooms

2<sup>nd</sup> National Conference on Early Childhood Care and Education (2018)  
**Poster Presentations (Day 02: May 03, 2018)**

The poster presentations' session was chaired by Dr. Munazza Ambreen and moderated by Ms. Tahira Bibi. The session duration was one and half an hour. There were 13 posters in the session.

**Poster Presentations on ECCE**

**Venue: Lobby First & Second Floor, Academic Complex, AIOU**

1. Personality Traits in Children of Working And Non-working Mothers: A Study Of Primary School Children  
*Irum Nizam, Dr. Muhammad Naseer Ud Din and Mr. Muhammad Ishfaq Ud Din*
2. Effects of Day Care on Child Development  
*Ms. Naila Naseer and Dr. Shaista Majid*
3. Cognitive Development in the Early Childhood: A Study of Bruner's Theory  
*Ms. Shamaila Haleem*
4. Parental Style Role in Children Psychological Well-being  
*Ms. Nighat Gul*
5. Factors Contributing Towards the Academic Achievement of Children in Second Language at Primary Level  
*Dr. Sidra Rizwan*
6. Analysis of Level of Stress Among Parents Having Autistic Children  
*Ms. Saleha Ashraf*
7. An Investigation of Conservation Capacity Among Primary Grade School Children Through Piaget's Cognitive Development  
*Dr. Muhammad Naseer Ud Din, Muhammad Ishfaq Ud Din and Irum Nizam*
8. Child Rights in Pakistan: Challenges and Issues  
*Mr. Arshad Mehmood Qamar, Mr. Hamid Ali Nadeem and Mr. Niaz Muhammad*
9. Effectiveness of Play-way Method for Teaching to Children of Early Primary Years  
*Mr. Arshad Mehmood Qamar, Mr. Hamid Ali Nadeem and Mr. Niaz Muhammad*
10. Violence Shown in Media and its Effects on Children  
*Mr. Abid Zafar and Mr. Umar Ghazanfar Chaudhary*
11. An Analysis of Policy Provisions: Promoting Early Childhood Education in Pakistan  
*Mr. Hamid Ali Nadeem, Dr. Azhar Mumtaz Saadi, Dr. Ehsaan Mehmood and Mr. Irfan Haider*
12. The Role of National Early Childhood Education Policy towards its practices in pre-schools  
*Dr. Muhammad Samiullah and Ms. Haseena Malik*
13. Community-based ECD Model for 0-3 by Rupani Foundation  
*Mr. Salman Ali, Head ECD Rupani Foundation*

## **Closing Session**

The closing session was chaired by Professor Dr Shahid Siddiqui, Vice-Chancellor Allama Iqbal Open University. The session comprised of the objectives of the conference, summary and recommendations of the conference. The conference recommendations are given in the next section. Professor Muhammad Rafique Tahir, Joint Educational Advisor, Ministry of Federal Education and Professional Training, announced about the Early Childhood Care and Education conference in 2019. At the end of session, the session chair appreciated and thanked the organizers and the participants of the conference.

*2<sup>nd</sup> National Conference on Early Childhood Care and Education (2018)*  
**Conference Findings, Recommendations & Way Forward**

The conference way forward was presented by Professor Muhammad Rafique Tahir, Professor Muhammad Rafique Tahir, Joint Educational Advisor, Ministry of Federal Education and Professional Training on the basis of keynote speeches, research studies, discussions and the recommendations by the experts, stakeholders and the participants of the conference. The way forward was presented under six major areas of Early Childhood Care and Education (ECCE): policy formation, legislation, transformative pedagogy, diversity and inclusion, involvement of parents and the society, and investing in Early Childhood Education (ECE).

**Policy Formulation:**

1. The new ECCE policy should be based upon social constructivist approach which advocates the use of transformative pedagogies.
2. Policy should be developed through broad based consultations involving people from grass root level
3. Uniformity in quality of ECCE must be maintained across all regions.
4. Policy must ensure equal opportunities to maintain parity by gender, locale, and any other.
5. More than one sector is involved in childcare and education therefore one platform is needed for coordination among different departments to improve ECCE.
6. Action Plan for implementing policy and curriculum should be developed with clear targets
7. Fast track formulation of the policy and legislation.

**Legislation:**

1. Legislation and policy framework for early childhood care, development, education and protection are to be aligned.
2. Process should be initiated wherever the legislation is yet to be made.
3. Child safety and protection in schools, ECCE centers and society, is to be ensured.

**Transformative Pedagogy**

1. Child behavior is complex, some can be shy, and some can be hyperactive and early years are marked to be sensitive, for which teachers are to be prepared.
2. ECE instruction is entirely different than other levels therefore on job training is required at ECE center to equip teachers with the specific skills needed to fulfill the responsibility.
3. Use of games, arts, stories, songs and music is essential part of ECE along with strengthening verbal communication and preventive measures are required for using technological tools.
4. Mother tongue is the best medium of instruction at early years. Other languages may be taught but not used as the instructional medium
5. Ethical standards should be made part of ECCE curriculum
6. Center of excellence for preparing master trainers of ECCE needs to be established in CADD.

**Diversity and Inclusion**

1. ECE centers enroll children of various ages and teachers need assistance, a cadre of “teaching assistants/care givers” is to be approved.
2. Diversity and inclusion is to be highlighted in teachers training so that they may be open to include various contexts.
3. Having differently abled and challenged children at ECE centers is another aspect to be included in policy and arrangements are to be made for a more inclusive education in early years

4. Gender stereotyping comes from curriculum, physical spaces and behaviors; it needs to be eliminated at early years grooming for which teachers and parents are to be sensitized.

#### **Involvement of Parents and the Society**

1. Parental Education should be made mandatory and packages for parents should be developed by ECD experts and offered across the board
2. Government should support communities to provide ECCE services to children and parents from pre-natal - 3
3. Child rights awareness campaigns for community mobilization should be initiated
4. Mothers are required to be a part of the early years training; therefore, all centers must have the facility to accommodate mothers coming with children at least for beginning few months
5. For working women special hours are to be arranged.
6. Schools and homes are to be related closely. Children must not feel to encounter alien environment.
7. Without parent involvement early years upbringing cannot be successful, for that educating the parents is a must.

#### **Investing in Early Childhood Education (ECE)**

1. Government needs to invest more into early childhood interventions with the human capital perspective.
2. Safe food, water, and health facilities are to be provided at ECCE centers.
3. With the increase of enrolment in early years, provision of facilities – classrooms, instructional materials and equipment are urgently needed at schools to cater the needs of ECCE.
4. University-Ministry-community linkage is to be strengthened for development of ECCE.

## APPENDIX-I CONFERENCE PROGRAMME

**DAY ONE: WEDNESDAY- May 2, 2018**

<b>OPENING SESSION</b>	
<b>Venue: W.M. Zaki Auditorium, Academic Complex</b>	
8:30 am	<b>Registration of participants and to be seated</b>
9:35 am	<b>Guests to be seated</b>
9:45 am	<b>Arrival of the Chief Guest</b>
9:45 am	<b>National Anthem</b>
9:50 am	Recitation and Translation from the Holy Quran by <b>Dr. Sanaullah</b>
10:00 am	Welcome Address by <b>Prof. Dr. Shahid Siddiqui, Vice-Chancellor Allama Iqbal Open University</b>
10:05 am	Objectives of the Conference by <b>Professor Muhammad Rafique Tahir, Joint Educational Advisor, Ministry of Federal Education and Professional Training</b>
10:10 am	<b>Remarks:</b>
10:15 am	<ul style="list-style-type: none"> <li>• Mr. Akbar Hussain Durrani, Federal Secretary, Ministry of Federal Education and Professional Training</li> </ul>
10:20 am	<ul style="list-style-type: none"> <li>• Dr. Allah Bakhsh Malik, Secretary Elementary &amp; Secondary Education, School Education Department Punjab</li> </ul>
10:25 am	<ul style="list-style-type: none"> <li>• Mr. Noor Ul Haq Baloch, Secretary Elementary &amp; Secondary Education, Department of Education Balochistan</li> </ul>
10:30 am	<ul style="list-style-type: none"> <li>• Mr. Nasruddin Rupani, Chairman Rupani Foundation</li> </ul>
10:35 am	<ul style="list-style-type: none"> <li>• Ms. Ellen van Kalmthout, Chief of Education, UNICEF Pakistan</li> </ul>
10:40 am	<ul style="list-style-type: none"> <li>• Ms. Nargis Sultana, Sr. Programme Officer Education Foundation Open Society Institute</li> </ul>
10:45 am	<ul style="list-style-type: none"> <li>• Ms. Nadia Noor, Country Director PLAN International Inc.</li> </ul>
10:50 am	<ul style="list-style-type: none"> <li>• Mr. Aslam Shaheen, Chief Nutrition, Scaling-up Nutrition, Pakistan Planning Commission</li> </ul>
10:55 am	Sharing progress on the recommendations of the 1 <sup>st</sup> National Conference on ECCE 2017 by <b>Ms. Khadija Khan, BoD Rupani Foundation</b>
11:05 am	Address by Chief Guest- <b>Engr. Muhammad Baligh Ur Rehman, Federal Minister, Ministry of Federal Education &amp; Professional Training</b>
11:15 am	<b>Vote of Thanks by Prof. Dr. Nasir Mahmood, Dean Faculty of Education, Allama Iqbal Open University</b>
11:30 am	<b>Presentation of Conference Shield to the Chief Guest</b>
	<b>Group photo</b>
11:30 am	<b>HI-TEA</b>

## DAY ONE: WEDNESDAY- May 2, 2018

<b>PLENARY-1</b>	
<b>Nurturing Care for Holistic ECCE: Initiatives and Practices</b>	
<b>Venue: W.M. Zaki Auditorium, Academic Complex</b>	
Session Chair: Ms. Saira Afzal Tarar, Federal Minister for National Health Services, Regulation and Coordination	
Moderator: Professor Dr. Nomana Anjum, Chairperson Home & Health Sciences Department	
Rapporteur : Dr. Muhammad Athar Hussain, Allama Iqbal Open University	
12:00 pm	<b>Keynote Speech: Global &amp; Regional Trends in Early Childhood Development</b> Presenter: Dr. Almina Pardhan, Assistant Professor, Institute of Educational Development, Aga Khan University
12:30 pm	<b>Initiatives Taken by Planning Commission Pakistan</b> Presenter: Dr. Sadaf Sardar, National Programme Officer - Scaling up Nutrition
12:45 pm	<b>Stunting Reduction in Young Children</b> Presentation by UNICEF
01:00 pm	<b>Importance of First 1000 Days in a Child's Life</b> <b>Presenter:</b> Prof. Dr. Nomana Anjum, Allama Iqbal Open University
01:30 pm	<b>Mobile Early Childhood Development – An Innovative Approach for 0 -3 by Rupani Foundation</b> Presenter: Ms. Shah Sultana, Director Rupani Foundation
01:45 pm	Q&A
02:00 pm	Remarks by the Chair
<b>02:10 pm</b>	<b>LUNCH BREAK</b>



## Day One: Wednesday- May 2, 2018

Concurrent Sessions (Academic Complex, Allama Iqbal Open University, Islamabad)						
Room	104	105	106	107	108	109
<b>Sub Themes</b>	<b>Child Protection &amp; Child Rights</b>	<b>Policy Discourses Around ECCE</b>	<b>Responsive Parenting for Early Childhood Development</b>	<b>Early Childhood Development &amp; Education Through Play</b>	<b>Assessment and Evaluation Practices in ECCE</b>	<b>Training Workshop</b>
<b>Session Chair</b>	Ms. Samina Sardar	Ms. Grace Woods	Mr. Nasruddin RUPANI	Mr. Iqbal Jatoi	Dr. Haroona Jatoi	Dr. Nasir Mahmood
<b>Moderator</b>	Ms. Sadia Hussain	Dr. Sadaf Sardar	Ms. Sadia Adnan	Ms. Amna Tariq	Mr. Ehsan Ullah	Dr. Fazal Ur Rehman
<b>Rapporteur</b>	Ms. Naila Naseer	Dr. Rehmatullah Bhatti	Ms. Tooba Saleem	Ms. Mubeshera Tufail	Dr. Sidra Rizwan	Dr. Farkhanda Rasheed Chaudhry
<b>3:00-5:10 pm</b>	Oral Presentations & Q&A	Oral Presentations & Q&A	Oral Presentations & Q&A	Oral Presentations & Q&A	Oral Presentations & Q&A	Whole Language Approach and Concrete Pictorial Abstract Approach for Early Years*
<b>5:10 pm</b>	Remarks by Chair	Remarks by Chair	Remarks by Chair	Remarks by Chair	Remarks by Chair	Remarks by Chair
<b>5:30 pm</b>	<b>Break</b>					
<b>06:30 pm</b>	<b>Mushaira &amp; Conference Dinner</b>					

\*Workshop timings for Whole Language Approach for early Years is 3:10-4:10 pm; the time for workshop on Pictorial abstract Approach for Early Years is 4:10-5:10 pm.

## DAY TWO: THURSDAY- May 3, 2018

<b>PLENARY 2: Institutionalization of ECCE in Pakistan – Policy Gaps and Solutions</b>	
<b>Venue: W.M. Zaki Auditorium, Academic Complex</b>	
Session Chair: Professor Dr. Nasir Mahmood, Allama Iqbal Open University, Islamabad Moderator: Mr. Jan Madad, Sr. Education Specialist UNICEF Pakistan Rapporteur: Dr. Muhammad Samiullah, Allama Iqbal Open University	
9:30 am	<b>Opening Keynote: Early Child Development and Care: Policies in Practice-Researching in Diverse Contexts</b> Presenter: Dr. Carol Aubrey, University of Warwick (International Speaker ECD Expert)
10:05 am	<b>Reconceptualizing ECEC: Towards a Transformative Pedagogy for ECEC</b> Presenter: Dr. Naseema Shaik (PHD), Cape Peninsula University of Technology and Deputy President of South African Research Association for Early Childhood Education
10:40 am	<b>Status of ECCE in Gilgit-Baltistan – Steps Taken to Align ECCE Targets with SDG 4.2</b> Presenter: Muhammad Afzal Khan, Secretary Elementary & Secondary Education Department of Education Gilgit – Baltistan
10:50 am	<b>Status of ECCE in ICT – Steps Taken to Align ECCE Targets with SDG 4.2</b> Presenter: Ms. Sadia Adnan, Secretary Education Capital Administration & Development Division
11:00 am	Tea- Break
11:20 am	<b>Status of ECCE in Punjab – Steps Taken to Align ECCE Targets with SDG 4.2</b> Presenter: Dr. Shafqat Hussain, Secretary Elementary & Secondary Education, School Education Department Punjab
11:30 am	Q&A Session
11:40 am	Remarks by the Session Chair
11:50 am	<b>Proceed to Parallel Sessions</b>

**Day Two: Thursday- May 3, 2018**

<b>Concurrent Sessions (Academic Complex, Allama Iqbal Open University, Islamabad)</b>						
<b>Venue</b>	<b>Room #104</b>	<b>Room #105</b>	<b>Room #106</b>	<b>Room #107</b>	<b>Lobby, First &amp; Second Floor</b>	<b>109</b>
<b>Sub-Themes</b>	<b>Innovations and Best Practices of Teaching and Learning in ECE</b>	<b>Inclusive Educational Practices in ECCE</b>	<b>ECCE: Community-based Models and Practices</b>	<b>Training of ECE Teachers and Caregivers</b>	<b>Poster Presentation</b>	<b>Training Workshop</b>
<b>Session Chair</b>	Ms. Mehnaz Aziz	Dr. Abdul Hameed	Ms. Nargis Sultana	Ms. Nadia Noor	_____	Dr. Nasir Mahmood
<b>Moderator</b>	Mr. Imtiaz Alam	Ms. Maliha Ahad	Ms. Chiho Ohashi	Ms. Khadija Khan	Dr. Munazza Ambreen	Dr. Fazal Ur Rehman
<b>Rapporteur</b>	Dr. Farkhanda Rasheed Chaudhry	Dr. Syed Nasir Hussain	Mr. Salman Khalil Chaudhry	Dr. Muhammad Athar Hussain	Ms. Tahira Bibi	Ms. Mubeshera Tufail
<b>12:00-1:20 pm</b>	Oral Presentations & Q&A	Oral Presentations & Q&A	Oral Presentations & Q&A	Oral Presentations & Q&A	Poster Presentations & Q&A	Inclusive Environment That Works for All
<b>1:20 pm</b>	Remarks by Chair	Remarks by Chair	Remarks by Chair	Remarks by Chair		Remarks by Chair
<b>1:30 pm</b>	<b>Lunch Break</b>					
<b>03:30 pm</b>	<b>Closing Session</b>					

<b>DAY TWO: THURSDAY- May 3, 2018</b>	
<b>CLOSING SESSION</b>	
<b>Venue: W.M. Zaki Auditorium, Academic Complex</b>	
3:30 pm	Guests to be seated
4:00 pm	Arrival of the Chief Guest
4:01 pm	National Anthem
4:05 pm	Recitation and Translation from the Holy Quran
4:09 pm	Welcome Note by Secretary, Ministry of Federal Education & Professional Training
4:20 pm	Reflections on the Conference <ul style="list-style-type: none"> <li>• Prof. Dr. Shahid Siddiqui, Vice Chancellor, Allama Iqbal Open University (AIOU)</li> </ul>
4:30 pm	Conference Findings, Recommendations and Way Forward
4:35 pm	Address by <b>Engr. Muhammad Baligh Ur Rehman, Federal Minister, Ministry of Federal Education and Professional Training</b>
4:45 pm	Address by the Chief Guest
	Presentation of Conference Shield to the Chief Guest
	Group photo
	Refreshments
	Departure of the Chief Guest

## **APPENDIX-II**

### **CONFERENCE ORGANIZING COMMITTEES**

#### **Conference Planning Committee**

1. Prof. Dr. Shahid Siddiqui, Vice Chancellor AIOU (Conference Chairman)
2. Mr. Muhammad Rafique Tahir, MoFE&PT (Co-Chairman)
3. Prof. Dr. Nasir Mehmood, AIOU (Conference Convener)
4. Ms. Khadija Khan, Rupani Foundation (Conference Co-Convener)
5. Dr. Naveed Sultana, AIOU (Member)
6. Dr. Tanzila Nabeel, AIOU (Member)
7. Dr. Muhammad Ajmal, AIOU (Member)
8. Dr. Muhammad Samiullah, AIOU (Member)
9. Dr. Afshan Huma, AIOU (Member)
10. Dr. Fazal Ur Rehman, AIOU (Conference Secretary)

#### **Abstract Reviewers Committee**

1. Prof. Dr. Nasir Mehmood, AIOU (Convener)
2. Dr. Tanzila Nabeel, AIOU (Member)
3. Dr. Naveed Sultana, AIOU (Member)
4. Dr. Muhammad Ajmal Chaudhary, AIOU (Member)
5. Dr. Muhammad Samiullah, AIOU (Member)
6. Dr. Afshan Huma, AIOU (Member)
7. Dr. Aftab Ahmed, AIOU (Member)
8. Dr. Amtul Hafeez, AIOU (Member)
9. Dr. Muhammad Athar Hussain, AIOU (Member)
10. Dr. Azhar Mumtaz Saadi, AIOU (Member)
11. Dr. Farkhanda Rasheed, AIOU (Member)
12. Dr. Hina Noor, AIOU (Member)
13. Dr. Munazza Ambreen, AIOU (Member)
14. Dr. Rehmat Ullah Bhatti, AIOU (Member)
15. Dr. Sarwat Maqbool, AIOU (Member)
16. Dr. Shaista Majid, AIOU (Member)
17. Dr. Sidra Rizwan, AIOU (Member)
18. Dr. Muhammad Tanveer Afzal, AIOU (Member)
19. Dr. Zafar Iqbal Lilla, AIOU (Member)
20. Dr. Zahid Majeed, AIOU (Member)
21. Mr. Arshad Mahmood Qamar, AIOU (Member)

- |     |                                |                        |
|-----|--------------------------------|------------------------|
| 22. | Mr. Hamid Ali Nadeem, AIOU     | (Member)               |
| 23. | Mrs. Mamoonah Ambreen, AIOU    | (Member)               |
| 24. | Ms. Mubeshera Tufail, AIOU     | (Member)               |
| 25. | Ms. Naila Naseer, AIOU         | (Member)               |
| 26. | Ms. Tahira Bibi Naushahi, AIOU | (Member)               |
| 27. | Ms. Tooba Saleem, AIOU         | (Member)               |
| 28. | Dr. Fazal Ur Rehman, AIOU      | (Conference Secretary) |

### **Advertising and Marketing Committee**

- |    |                                   |                          |
|----|-----------------------------------|--------------------------|
| 1. | Dr. Rehmat Ullah Bhatti, AIOU     | (Convener)               |
| 2. | Ms. Khadija Khan, ECDNP           | (Co-Convener)            |
| 3. | Dr. Munazza Ambreen, AIOU         | (Member)                 |
| 4. | Mr. Ijaz Ahmad Director IET, AIOU | (Media Advisor (Member)) |
| 5. | Mr. Javed Akhtar, AIOU            | (Member)                 |
| 6. | Ms. Sarwat Maqbool, AIOU          | (Member)                 |
| 7. | Ms. Tooba Saleem, AIOU            | (Member)                 |
| 8. | Dr. Fazal Ur Rehman, AIOU         | (Conference Secretary)   |

### **Sponsors Coordination Committee**

- |    |                                  |                        |
|----|----------------------------------|------------------------|
| 1. | Dr. Tanzila Nabeel, AIOU         | (Convener)             |
| 2. | Ms. Khadija Khan, AIOU           | (Co-Convener)          |
| 3. | Dr. Zahid Majeed, AIOU           | (Member)               |
| 4. | Dr. Afshan Huma, AIOU            | (Member)               |
| 5. | Dr. Muhammad Athar Hussain, AIOU | (Member)               |
| 6. | Dr. Muhammad Ajmal, AIOU         | (Member)               |
| 7. | Dr. Muhammad Tanveer Afzal, AIOU | (Member)               |
| 8. | Dr. Fazal Ur Rehman, AIOU        | (Conference Secretary) |

### **Travelling and Accommodation Committee**

- |    |                                  |                        |
|----|----------------------------------|------------------------|
| 1. | Dr. Zahid Majeed, AIOU           | (Convener)             |
| 2. | Mr. Arshad Qamar, AIOU           | (Member)               |
| 3. | Dr. Sidra Rizwan, AIOU           | (Member)               |
| 4. | Dr. Muhammad Athar Hussain, AIOU | (Member)               |
| 5. | Mr. Hamid Ali Nadeem, AIOU       | (Member)               |
| 6. | Dr. Fazal Ur Rehman, AIOU        | (Conference Secretary) |

## Refreshments and Recreation Committee

1. Dr. Rehmat Ullah Bhatti, AIOU (Convener)
2. Ms. Mubeshera Tufail, AIOU (Member)
3. Dr. Hina Noor, AIOU (Member)
4. Mr. Arshad Mahmood Qamar, AIOU (Member)
5. Ms. Shaheen Ashraf, AIOU (Member)
6. Mr. Salman Khalil Ch., AIOU (Member)
7. Dr. Fazal Ur Rehman, AIOU (Conference Secretary)

## Program Execution Committee

1. Dr. Muhammad Athar Hussain, AIOU (Convener)
2. Dr. Zafar Iqbal, AIOU (Member)
3. Dr. Muhammad Samiullah, AIOU (Member)
4. Ms. Farkhanda Rashid, AIOU (Member)
5. Dr. Azhar Mumtaz Saadi, AIOU (Member)
6. Ms. Mamoonah Ambreen, AIOU (Member)
7. Ms. Mubeshera Tufail, AIOU (Member)
8. Dr. Hina Noor, AIOU (Member)
9. Dr. Shaista Majid, AIOU (Member)
10. Dr. Muhammad Tanveer Afzal, AIOU (Member)
11. Dr. Rehmat Ullah Bhatti, AIOU (Member)
12. Dr. Aftab Ahmed Mughal, AIOU (Member)
13. Ch. Asghar, AIOU (Member)
14. Mr. Sajjad Khan, AIOU (Member)
15. Ch. Rizwan Roshan, AIOU (Member)
16. Mr. Sharif Ullah, AIOU (Member)
17. Col. Javed, AIOU (Member)
18. Dr. Zeba Hameed, AIOU (Member)
19. Mr. Javed Akhtar, AIOU (Member)
20. Talal Bin Afzal, AIOU (Member)
21. Tehzeeb Gul Hasan, Rupani Foundation
22. Volunteers
23. Dr. Fazal Ur Rehman, AIOU (Conference Secretary)

## Finance Committee

1. Prof. Dr. Nasir Mahmood, AIOU (Convener)
2. Dr. Rehmat Ullah Bhatti, AIOU (Member)

3. Dr. Muhammad Tanveer Afzal, AIOU (Member)
4. Mr. Salman Khalil Ch. , AIOU (Member)
5. Mr. Ghulam Dastgir, AIOU (Member)
6. Dr. Fazal Ur Rehman, AIOU (Conference Secretary)

### **Registration and Material Distribution Committee**

1. Ms. Tahira Bibi, AIOU (Convener)
2. Dr. Amtul Hafeez, AIOU (Member)
3. Dr. Hina Noor, AIOU (Member)
4. Dr. Sarwat Maqbool, AIOU (Member)
5. Mr. Salman Khalil Ch. , AIOU (Member)
6. Mr. Amjad Hashmi, AIOU (Member)
7. Ms. Naila Naseer, AIOU (Member)
8. Ms. Shaheen Ashraf, AIOU (Member)
9. Ms. Tooba Saleem, AIOU (Member)
10. Ms. Nasim Khan Mahsud, AIOU (Member)
11. Mr. Kamran Mir, AIOU (Member)
12. Faculty Members as Nominated from Other Faculties
13. Misbah Aman, Rupani Foundation
14. Sajid Ali, Rupani Foundation
15. Volunteers

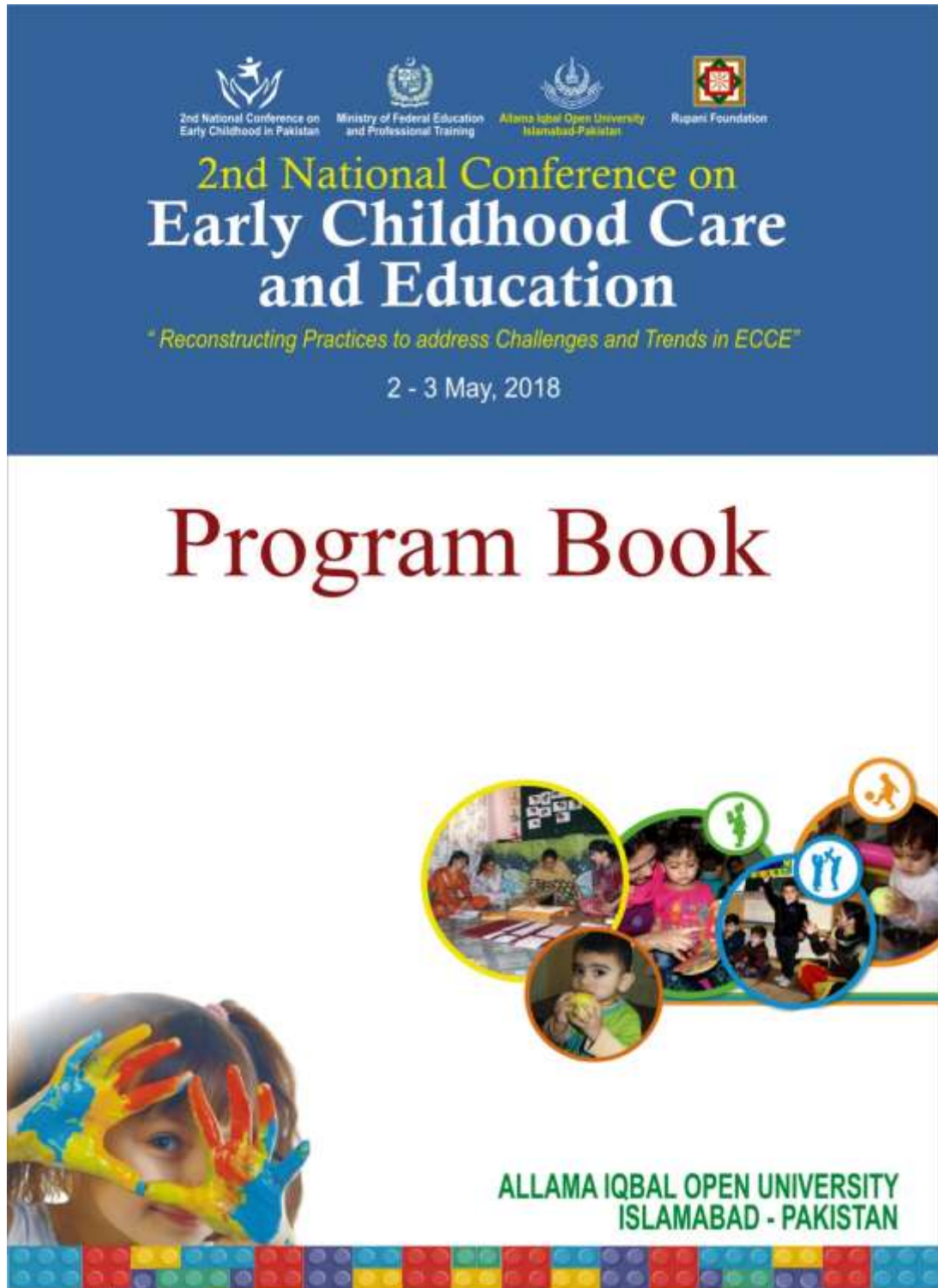
### **Material Development Committee**

1. Dr. Muhammad Athar Hussain, AIOU (Convener)
2. Dr. Rehmat Ullah Bhatti, AIOU (Member)
3. Dr. Afshan Huma, AIOU (Member)
4. Dr. Sidra Rizwan, AIOU (Member)
5. Dr. Hina Noor, AIOU (Member)
6. Mr. Hamid Ali Nadeem, AIOU (Member)
7. Ms. Mubeshera Tufail, AIOU (Member)
8. Dr. Fazal Ur Rehman, AIOU (Conference Secretary)



## APPENDIX-III CONFERENCE MATERIALS

### 1) Program Book



## 2) Brochure

**Call for Papers**

**Important Dates**

**Abstract Submission deadline:**  
February 20, 2017

**Notification for Acceptance of Abstract**  
February 28, 2018

**Early Bird Registration\***  
March 01 to March 10, 2018

**Registration Fee**

**Early Bird Registration**

Presenters (Students)	Rs: 1500/-
Presenters (Faculty)	Rs: 2000/-
Participants	Rs: 1000/-

**Registration after March 15, 2018**

Presenters (Students)	Rs: 2000/-
Presenters (Faculty)	Rs: 2500/-
Participants	Rs: 1500/-

**2nd National Conference on Early Childhood Care and Education (ECCE)**  
**2 - 3 May, 2018**

**Conference Convener**  
Prof. Dr. Nasir Mahmood  
Dean, Faculty of Education, AIOU

**Co-Convener**  
Khadija Khan  
CEO, Early Childhood

**Conference Secretary**  
Dr. Fazal ur Rehman

**Conference Venue**  
Academic Complex,  
Allama Iqbal Open University,  
H-8, Islamabad, Pakistan  
Tel: 051-9057268  
Email: fazalaou@yahoo.com

website: <http://icecce.aiou.edu.pk/>  
[www.ecdnp.org](http://www.ecdnp.org)

**"Reconstructing practices to address challenges and trends in ECCE"**

**National Conference on Early Childhood in Pakistan**  
**2 - 3 May 2018**

Life at AIOU

## 3) Conference Certificate

**Certificate of Appreciation**

*Presented to*

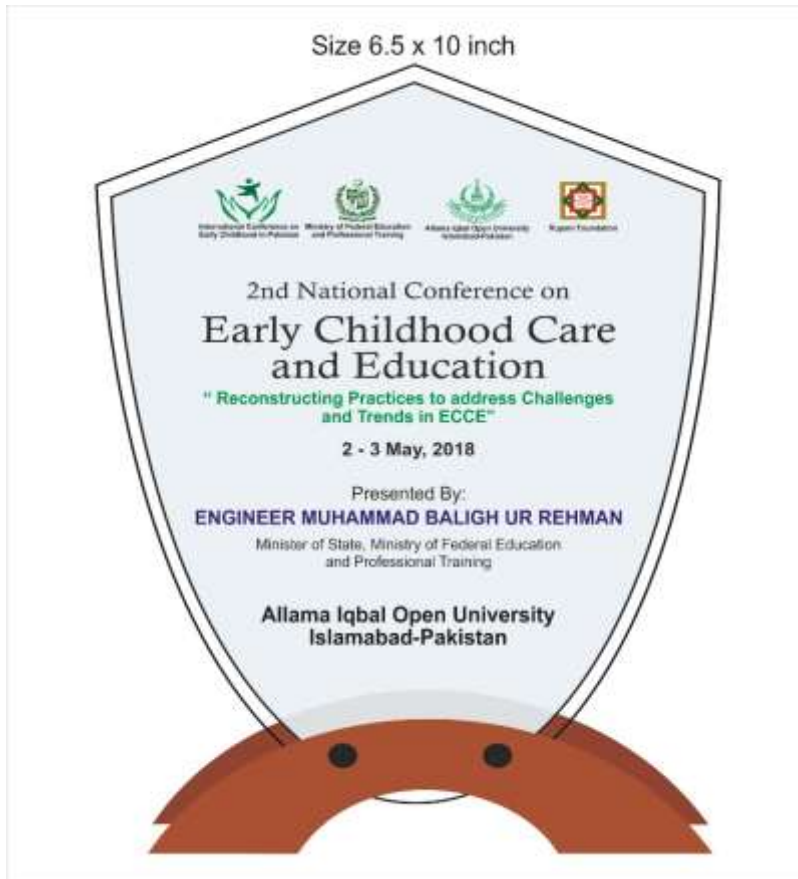
**2nd National Conference on Early Childhood Care and Education**  
*"Reconstructing Practices to address Challenges and Trends in ECCE"*  
**2 - 3 May, 2018**

Allama Iqbal Open University  
Islamabad - Pakistan

**Prof. Muhammad Rafique Tahir**  
Joint Educational Adviser

**Prof. Dr. Shahid Siddiqui**  
Vice Chancellor

#### 4) Conference Shield



#### 5) Participant Card



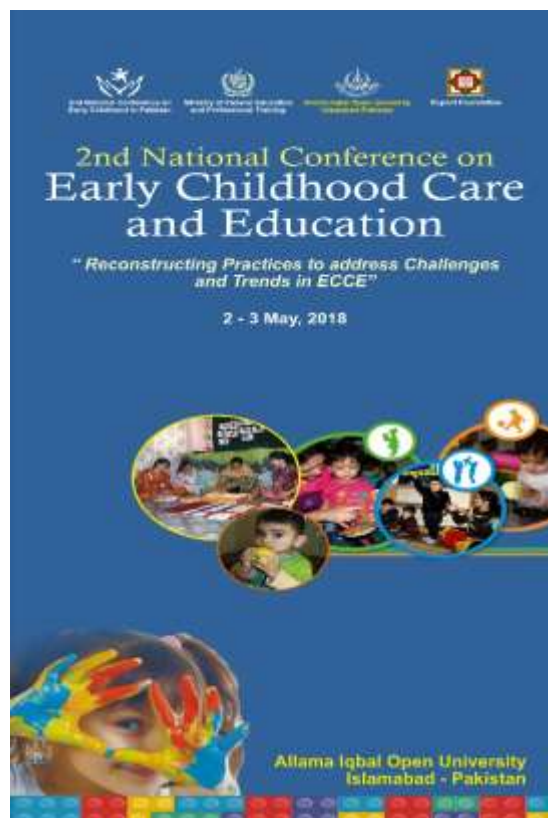
#### 6) Conference Dinner Invitation Card



## 7) Conference Material Bag



## 8) Conference Standy



## 9) Conference Backdrop





**Department of Early Childhood Education and Elementary Teacher  
Education, Allama Iqbal Open University, sector H-8, Islamabad**

**Phone# 051-9057718**

**Facebook:** <https://m.facebook.com/Lifeataiou/>

**Twitter:** <https://twitter.com/officialaiou?lang=en>

**Email:** [mubeshera.tufail@aiou.edu.pk](mailto:mubeshera.tufail@aiou.edu.pk)

**Website:** <https://www.aiou.edu.pk/index.asp>