



FINAL NARRATIVE REPORT

INCREASING AND UPSKILLING ECD WORKFORCE IN PAKISTAN

A PROJECT SUPPORTED BY:

FOUNDATION OPEN SOCIETY INSTITUTE (FOSI)





Project Title: Increasing and Upskilling ECD Workforce in Pakistan

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Project Duration:

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a. Purpose: the overall goal(s) of the project and its expected medium to long term impact

The overall purpose of the project is to contribute to universalising holistic ECD/ECCE in Pakistan, by working with the public and private universities and Teacher Training Colleges (TTCs) in the province of Sindh, Punjab, Khyber Pakhtunkhwa and Islamabad Capital Territory (ICT) to build the next generation of ECD workforce, tailored to the national curriculum of Early Childhood Care & Education (ECCE)¹. The expected impact in the medium term is to increase quality and quantity of ECD work force in Pakistan.

¹ Government uses ECCE

b. Objectives: the specific **outcomes** you expect to accomplish in order to achieve the overall goal(s).

1. Augment existing and develop new accredited certificate, diploma and BEd courses for ECD/ECCE professionals, both for pre-service and in-service training in selected Higher Education Commission(HEC) recognised universities, teacher training colleges and selected private institutes in selected provinces of Pakistan, and the Capital Territory of Islamabad(ICT).
2. 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 new pedagogical concepts and skills, so that they can join the pool of academics, and increase the ranks of ECD workforce.
3. Enhance capacity of universities, teacher training colleges and private training institutes to develop and upskill ECD/ECCE workforce in Pakistan, using latest global research and best practices from around the world
4. 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
5. Train teacher educators on the revised curriculum from PAFEC member organisations from Islamabad Capital Territory (ICT) and Khyber Pakhtunkhwa.

Project deliverables/Outputs

1. Existing ECD/ECCE certificate, diploma & BEd courses improved in 4 public universities, 1 teacher training college and the private institute of early childhood development. New ECD/ECCE diploma and BEd courses designed in 3 public universities and 2 teacher training colleges
2. A two-week training based on the revised courses, designed and offered by the project resource persons to the faculty of all the partner universities, colleges and private ECD institutions. All the eight partner universities and the 2 private ECD institutes will be linked up with top foreign universities / digital learning platforms, offering courses in ECD/ECCE


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3. Existing National Curriculum for ECCE reviewed and developed by the experts engaged by PAFEC, broadening its scope to include children from age 3 to 8 years old. Training manual, learning material and assessment framework based on the revised curriculum developed.
 4. A minimum of 40 teacher educators from PAFEC member organisations from ICT and Khyber Pakhtunkhwa are trained based on the revised and new curriculum.

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Abbreviations

AWKU	Abdul Wali Khan University
AIOU	Allama Iqbal Open University
B.Ed.	Bachelors in Education
CSO	Civil Society Organizations
ECD	Early Childhood Development
ECE	Early Childhood Education
ECCE	Early Childhood Care and Education
FCE	Federal College of Education
FJWU	Fatima Jinnah Women University
FOSI	Foundation Open Society Institute
HEC	Higher Education Commission
IBS-S	Institute for Business Administration, Sukkur
ICT	Islamabad Capital Territory
IECED	Institute for Early Childhood Care and Development
IUB	Islamia University Bahawalpur
KFUET	Khawaja Farid University of Engineering and Technology
LCWU	Lahore College for Women University
NGO	Non-Governmental Organization
PAFEC	Pakistan Alliance for Early Childhood
SBBWU	Shaheed Benazir Bhutto Women University, Peshawar
SLOs	Student Learning Outcomes
SNC	Single National Curriculum
UOH	University of Haripur
WUM	Women University Multan

Executive Summary

Pakistan Alliance for Early Childhood (PAFEC) with support from Foundation Open Society, Pakistan (FOSI) initiated partnerships with public and private universities, teacher training colleges and the institutional members of PAFEC under the programme 'Increasing & Upskilling Early Childhood Development (ECD) Workforce in Pakistan'. The goal of this project through these strategic alliances has had a singular focus: to universalise holistic Early Childhood Development (ECD) and Early Childhood Care and Education (ECCE) in Pakistan, with the specific purpose to build a next generation of ECD workforce tailored to the National Curriculum for ECCE. The expected impact of this project in the medium term has been to increase quality and quantity of ECD and ECCE workforce in Pakistan.

To achieve this, PAFEC initiated partnerships with ten academic institutions in the three provinces of Sindh, Punjab and Khyber Pakhtunkhwa, and Islamabad Capital Territory (ICT). These ten selected and participating public and private sector universities, teacher training colleges and the institutional members of PAFEC were engaged in comprehensive and in-depth training courses to increase understanding and consequently improve the quality of programmes and courses on early childhood development, care, and education. In addition, four alternate programmes were also designed under this partnership to reach out to current and prospective practitioners, including: teachers, university students, public officials, parents, and prospective parents and all this amidst COVID-19 pandemic. This made PAFEC's approach adaptive and nimble to ensure that the momentum continued to garner opportunities to reach out to its audience.

In all, five key programming components were developed, details of each of programmes is provided in the next set of sections in this report.

- I. Programming with academic institutions,
- II. Webinar series during the pandemic,
- III. 5-week online certificate course,
- IV. 5-day intensive training of the Master Trainers in the post-COVID-19 era and,
- V. Expanding ECCE curriculum for children aged 3 to 4 years.

VI. Parenting manual in Urdu focusing from pre-conception up to age 8

During this course PAFEC included diverse set of experts to teach and/or share their experiences and learning through the above programmes.

The next set of sections will share details on each of the increasing & upskilling programmes undertaken by PAFEC's team of experts from April 1, 2020 – September 30, 2022.

The project was initially approved from April 2020 to April 2022 but due to the COVID-19 related disruptions, it was not possible to initiate the project activities formally until August 2020. This cause of delay was discussed with the donor in September 2021 and a request for no-cost extension until September 2022 was made to the donor which was agreed upon and granted to us.

Introduction

Understanding both the biology of adversity and the science of early learning is essential for building a strong foundation for reducing disparities in educational achievement. The benefits of evidence-based curricula in the early childhood years cannot be fully achieved without effective strategies for preventing the consequences of toxic stress.

Jack Shonkoff, Harvard Centre for Child Development

Early childhood care and education (ECCE) aim at the holistic development of a child's social, emotional, cognitive, and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing².


In this way ECCE is one of the best investments a country can make to promote human resource development, gender equality and social cohesion.

(UNESCO, 2019)

Pakistan Alliance for Early Childhood with the support from Foundation Open Society Institute (FOSI), ventured into working with ten public and private sector universities, colleges, and the institutional members of PAFEC from April 2020 for a period of two years in Pakistan to collaborate on improving the quality of programmes and courses on early childhood development, care, and education and to building the capacity of relevant faculty members.

Overall, the purpose of this project “is to contribute to universalising holistic Early Childhood Development/Early Childhood Care and Education (ECD/ECCE) in Pakistan, by working with the public and private universities and teacher training colleges in Sindh, Punjab, Khyber Pakhtunkhwa and Islamabad, with current and prospective ECD/ECCE practitioners including teacher, caregivers, parents, education entrepreneurs, NGOs, CSO, advocates, and policy makers and significant group of current university students with interest in child development, psychology, teaching, research, etc., to build the next generation of ECD workforce, tailored

² Investing against evidence: the global state of early childhood care and education. UNESCO 2015.



to the national curriculum of Early Childhood Care and Education and the Nurturing Care Framework.


Effectively, the collaboration is aimed at supporting academic institutions, private organisation and individuals while creating programmes and courses to build well-educated and skilled future workforce in the specialised area of Early Childhood Development.

This collaboration is the first of its kind to work with public and private sector educational institutions and individuals focusing on ECD and ECCE. In addition, this is the only initiative in Pakistan which while working with the public and private sector universities, colleges and institutions is focusing on developing broad based early years professional workforce and practitioners through alternate outreach platforms, i.e., in-person online webinar with ECD/ECCE professional practitioners and focused in-person face-to-face training of the Master Trainers.

Existing Scenario in Early Childhood Development and Early Childhood Care and Education and the Development Workforce in Pakistan

Government of Pakistan along with its provinces and territories have formally and informally supported the development of policies, curriculum, legislative framework and plans to provide education for students of pre-primary and lower primary grades in public schools. Formal education system with the enactment of Article 25A by the Federal government in 2010 and the provincial governments have subsequently committed under this Article; ‘Right to Free and Compulsory Education’ for children between the ages of five and sixteen years of age. With the passage of this law, it became mandatory for the State to ensure that every child has the right to education under the Constitution of Pakistan. Despite this enactment, the provision of law fell short in ensuring the inclusion of pre-primary or the early years learning between the ages of three to five years as its mandate.

One of the first attempts to formally recognise early childhood care and education in Pakistan came about with the official development of its curriculum in 2006 by the Ministry of Federal Education and Professional Training. Since then, several official revisions have been made to



this document and numerous private non-governmental organisations with support from bi-lateral donors have worked with federal and provincial governments in selected government school to fill the void left by lack of comprehensive education provision by the successive governments.

During the last four decades, there has been recognition and greater awareness among the educated parents and education community on the importance of the early childhood development, engagement, care, and education. As a result, a number of private schools and school systems have created in-house professional development programme for their teachers and have also made a significant contribution towards providing formal learning opportunities focusing on early years through various approaches: Montessori, Kindergarten, High-Scope, and Play-schools. Despite some great initiatives undertaken by private non-government organisations to support public schools with early years' education, it continues to be privilege of those who can afford to send their children to private schools and early learning centers.

As the demand for the early years' learning continues to increase, private professional development and teacher education institutions and universities have taken the initiative and have taken lead in developing short-term certificate and diploma programmes/associate degrees to long-term undergraduate and graduate level programmes specialising in early years.

In the backdrop of the context shared above, this initiative can be assumed as one of the critical steps towards increasing and up-skilling the early years' workforce for the future of the children of Pakistan. This will enable working with public and private sector universities and colleges to develop its vision, philosophy, programme and learning outcomes, faculty, and courses and to allow students from diverse geographical setting, both rural and urban, to not only understand the importance of early years (zero to eight) but also becoming the contributing members of the society.

Programme Objectives, Deliverables and Results

In light of the scenario provided above, it was essential to view the project from a lens that viewed the entirety of ECD/ECCE's development in the country. The sustainability of this project would allow for progress in upskilling and capacity development in line with SDGs and policy goals, while ensuring solid foundations for individuals participating in this project. To achieve this, the following objectives were developed collaboratively by FOSI and PAFEC.

1. Develop and strengthen existing new accredited certificate, diploma, and B.Ed. courses for ECD / ECCE professionals
2. Bridge existing gaps between practice and theory in ECD curricula
3. Enhance capacity of universities, teacher training colleges and private training institutes
4. Train teacher educators on the revised curriculum
5. 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

For the first three objectives, PAFEC identified HEC accredited partner academic institutions in Sindh, Khyber Pakhtunkhwa, Punjab, and ICT. In order to achieve the first three objectives, the faculty members of the academic institutions participated in consultative meetings, workshops, webinars, certificate programmes and other activities. For the third and fourth objectives, PAFEC designed online Certificate Courses and Webinars to engage cross section of practitioners. Training of the Master Trainers was specifically focused on revised ECCE Curriculum. For the fifth and the final objective, PAFEC expanded the scope of NCECCE by developing curriculum from Zero to age 4 and a parenting manual in Urdu based on age-appropriate milestones and the developmental domains of ECD from pre-conception to 8. Moreover, PAFEC provide technical support to the National Curriculum Council for updating the ECCE curriculum (age 4 to 5) in the light of the Nurturing Care Framework and also incorporated ECD concepts in the NC from age 5 – 8 years old.

The summary below illustrates objectives, expected outcome, results and achievements of PAFEC:

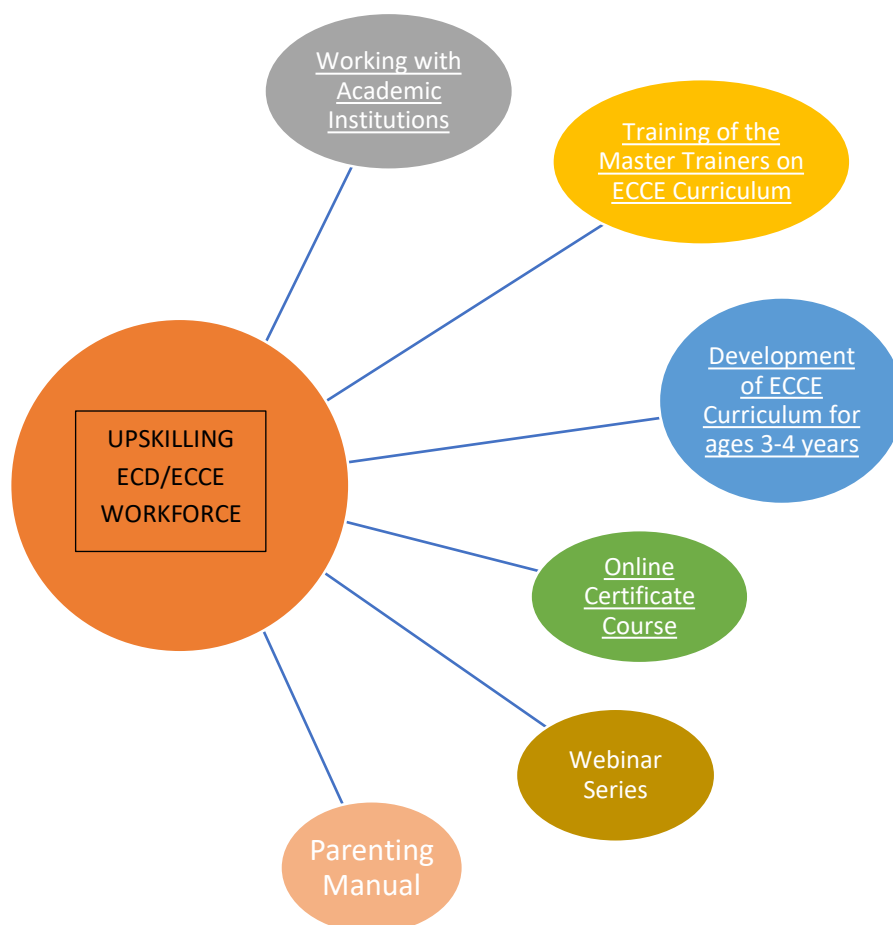
OBJECTIVE 1: AUGMENT EXISTING AND DEVELOP NEW ACCREDITED CERTIFICATE, DIPLOMA AND B.Ed. COURSES FOR ECD / ECCE PROFESSIONALS	
EXPECTED OUTCOME	Pre-service and in-service training in selected HEC recognised universities, teacher training colleges and selected private institutes in selected provinces and ICT
EXPECTED RESULT	Existing ECD/ECCE certificate, diploma & B.Ed. courses improved in 4 public universities, 1 teacher training college and the private institute of early childhood development. New ECD/ECCE diploma and B.Ed. courses designed in 3 public universities and 2 teacher training colleges
ACHIEVEMENTS	10 HEC recognised academic institutions across Pakistan were supported in strengthening existing certificate, diploma, and B.Ed./BS programme in ECCE
OBJECTIVE 2: BRIDGE EXISTING GAPS BETWEEN PRACTICE AND THEORY IN ECD CURRICULA	
EXPECTED OUTCOME	<ul style="list-style-type: none"> i. Make existing courses more relevant, open, and attractive to practitioners ii. Assess and recognise prior skills and competencies iii. Enable practitioners to join the ranks of ECD workforce by supplementing knowledge with new pedagogical concepts and skills
EXPECTED RESULT	A two-week training based on revised courses that was designed and offered by project resource persons to the faculty of all partner universities, colleges and private ECD institutions. All eight partner universities and the 2 private ECD institutes will be linked up with digital learning platforms offering courses in ECD/ECCE for continued skill improvement
ACHIEVEMENTS	Provided extensive orientation and training to the core faculty members on a regular basis on different aspects of programme development, including the design and development of programme philosophy, vision, objectives, course outlines over a period of one and a half year. In addition, shared relevant literature, full text ebooks and articles and provided course compendium on key ECCE courses to be offered in Diploma and 4-year B.S. or B.Ed. programme.
OBJECTIVE 3: ENHANCE CAPACITY OF UNIVERSITIES, TEACHER TRAINING COLLEGES AND PRIVATE TRAINING INSTITUTES	
EXPECTED OUTCOME	Develop and upskill ECD/ECCE workforce via latest global research and best practices from around the world

EXPECTED RESULT	Enhanced and improved understanding of faculty members on ECD/ECCE
ACHIEVEMENTS	Designed and conducted online 5-week long and one week face to face certificate courses, workshops, webinars, and meetings for university faculty members.
OBJECTIVE 4: EXPAND THE EXISTING NATIONAL CURRICULUM FOR ECCE	
EXPECTED OUTCOME	Broaden the scope to include children from ages 3-8 years old
EXPECTED RESULT	Existing National Curriculum for ECCE reviewed and developed by the experts engaged by PAFEC, broadening its scope to include children from age 3 to 8 years old. Training manual, learning material and assessment framework based on the revised curriculum developed.
ACHIEVEMENTS	Led by PAFEC expanded the scope of NC ECCE by developing curriculum from Zero to age 4, parenting manual based on age-appropriate milestones and the developmental domains of ECD from pre-conception to age 8, teachers' handbook from age 3 to 8 years based on the revised curriculum. Provided technical support to enrich the NCECCE from age 4 -5 and 5 – 8.
OBJECTIVE 5: TRAIN TEACHER EDUCATORS ON THE REVISED CURRICULUM	
EXPECTED OUTCOME	PAFEC institutional members in ICT and Khyber Pakhtunkhwa will provide trainings to selected individuals from identified institutions.
EXPECTED RESULT	A minimum of 40 teacher educators from PAFEC member organisations from ICT and Khyber Pakhtunkhwa are trained based on the revised and new curriculum.
ACHIEVEMENTS	Conducted two 5-day intense training for the Master Trainers in ICT and KP on ECCE and Revised NC Curriculum. A total of 72 individuals participated in the two training courses. This training was initially designed for two weeks but due to COVID-19, it was renegotiated with FOSI to offer it virtually as well as face to face. Upon receiving the approval from FOSI, the training was designed in two phases: 5 weeks online and 1 week face to face. The total number of trainees exceeded from 40 to 72 because of the saving of logistic arrangements of one week training.

Brief Overview of the Programme Undertaken under this Project

1. Working with Academic Institutions on the augmentation of existing ECD/ECCE course and developing new courses and frameworks
2. Training of the Master Trainers on ECCE Curriculum and pedagogical skills
3. Online Certificate Course
4. Expanded scope of NC ECCE by developing curriculum from age 3 to 4 and by developing a parenting manual based on age-appropriate milestones and the developmental domains of ECD
5. Webinar Series on Positive Parenting and other ECD related topics

As mentioned in the preceding section, the above listed programmes were designed and delivered under this project. PAFEC's approach has been governed with the goal to prepare an upskilled workforce for the development of ECD/ECCE in the country. Coupled with the programme's objective to form a common ground for creating a deeper understanding of needs and merits for the progress of this area.



The next section will provide details on the first component of PAFEC's intervention in this project, i.e., the work with HEC approved universities. The section will illustrate the framework that was used to review the existing programmes, and findings therefrom. Followed by details on the partner academic institutions and the progress achieved through this partnership. Part of this section will provide details on the compendium of courses prepared for the universities as a reference and a template. While this report provides summary of the courses, a separate submission is being made with extensive details on each course developed.

Detailed note on key Upskilling Initiatives under the Project

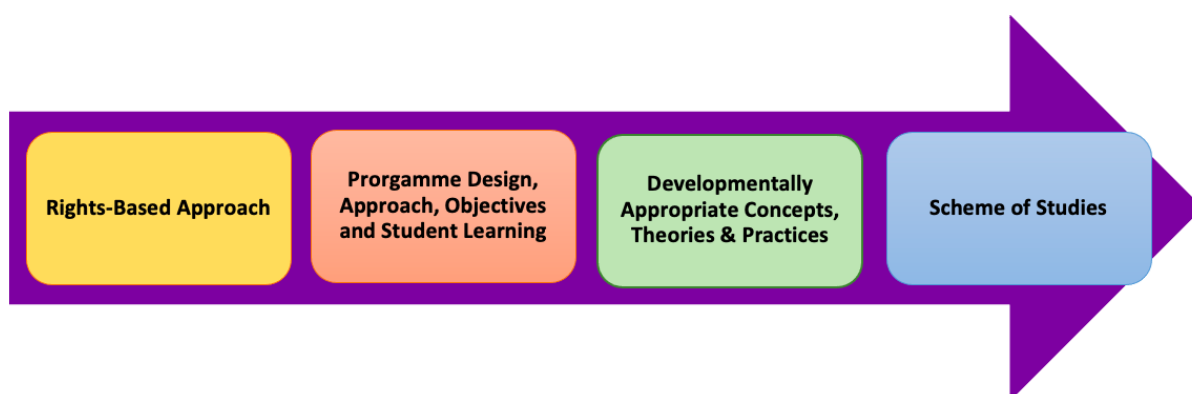
Working with the Academic Institutions

Framework for baseline review of the existing programme and courses

- a. Fundamentally, structures of all education programmes but especially the degree programme that prepares potential teachers for early years, elementary, and secondary school globally have specific courses on understanding the child's rights in the light of the international conventions and national laws. In addition, such programmes also prepare student on the safety and wellbeing of children by adhering to the four guiding principles that United Nations Convention on the Rights of Children provides, i.e., i) best interest of the child, ii) non-discrimination, iii) participation and iv) survival and development. One of the first aspects of the programme was to determine and understand whether programme design is rights-based. And finally, does the programme prepare their graduates to ensure a child is always safeguarded from harm. This is one of the first components of the framework that was used in reviewing the overall programme.
- b. The second component of this review framework dealt with congruence and coherence in programmes design, approach, objectives, and student learning outcomes. This component also looked into the required student practice or the nature of practicum.
- c. Structurally all teacher preparation programmes, or the programme that prepares practitioners to deal with children in their professional capacity by asking this question: how well the programme prepares graduates to understand concepts, theories, and practices at age-appropriate development stages? Using a composite framework such as the "Nurturing Care Framework", professionals working with children are required to understand development needs of a child such as: emotional, physiological, social, psychological, physical, language and intellectual. This directly alludes to managing student in a classroom and the kinds of methodologies teacher use.

- d. The fourth component of the framework looked at the overall scheme of studies of the programme, flow of the courses and when in the academic year(s) the course is being offered in the programme. Based on the guidelines from the Higher Education Commission (HEC) of Pakistan, every programme is required to offer foundational courses before the programme can introduce general and specialized courses in the field of study, i.e., in a programme on elementary education or early years.

The process flow for the reviewing the existing courses is illustrated below:



Observations and Findings from the Baseline Review of the Programmes

1. All partner universities have qualified and experienced teaching faculty, including few faculty members who have received their Master and/or Doctoral degree from Europe or North America or Australia.
2. Across the board nine partner universities have HEC approved 1.5-years or a 4-years programme approved as B.Ed. or BS in Elementary Education. Three universities among the nine are in the process of developing a four-year degree programme course on ECCE. One private partner institute affiliated with a public university provides dedicated certificate, diploma and 2.5-year B.Ed., and a one-year MA in Early Childhood Care and Education.

3. Out of the ten partner institutions at the time of this review, the baseline was completed in seven universities and colleges. Eighth university was in the process of developing a one-year diploma programme and the ninth university was undergoing an internal approval process to develop a new programme in ECCE. And the tenth university was keen on introducing certificate level courses and to organise webinar for faculty and students.
4. Since August 2020, PAFEC has visited all partner institutions several times to provide the faculty members with detailed orientation on ECCE concept, and on developing a degree programme. Detailed review and feedback have been provided to seven institutions and PAFEC subsequently worked with them on finalising the programme design, scheme of studies and course details.
5. COVID-19 pandemic has had substantial impact on university and college schedules, classes have been disrupted and the faculty members have had to invest additional time to conduct online classes to meet the demand to complete the semester. This has also impacted the progress of PAFEC's collaborative work. Tasks that were initially planned to be completed in the first three months have taken almost twice as much time and in some cases more.
6. Since the work was initiated first with institutions based in Islamabad, Rawalpindi, and Haripur, substantial in-person input was provided to the faculty on existing programme and where the decision is to create a new programme focusing on ECCE, the support has been extended accordingly. Faculty development seminars on programme development and course design have also been conducted in the process.
7. At universities and colleges in Khyber Pakhtunkhwa, Punjab, and Sindh, the PAFEC team visited the campus at least three times, and have regularly scheduled online

meetings with the focal faculty members. Regular feedback was provided as the programme and courses are being developed.

8. A detailed orientation on the National Curriculum (NC) 2020 on ECCE has also been conducted for all the partner universities, colleges, and institutions.
9. During the process, all universities have been provided with access to more than 100 online resources and e-versions of full-text books, articles, and reports on ECCE topics, including the National Curriculum (NC) 2020 on ECCE and the Nurturing Care Framework.
10. Throughout the process, it was encouraging to note that faculty members at respective institutions were taking the initiative to develop the programmes and courses. They continued investing time and effort to ensure ownership of not only the process but also the products that they are creating. With this approach, on-going development of the courses was and will continue to be organic and seamless.
11. In some instances, where the university was keen on developing an overall ECCE programme strategy, they have been supported by PAFEC accordingly.
12. In general, the review has revealed the following:
 - a. That the programme design is not oriented as rights focused, though in some programmes, units within a course introduce selected laws on children focusing on education. There are couple of programmes that also include introduction to UNCRC and SDGs as units.
 - b. In existing programme design it was observed that not much emphasis was given to the overall programme objectives and purpose. Similarly, clear, and coherent

connection was not apparent between the programme objectives, student learning outcomes and the learning outcomes of a specific course. This disconnect also meant that courses have been plugged-in to ensure the credit hour requirement for different set of courses, such as: general, foundational, pedagogical and discipline are met.

- c. During the review it was also noted that the HEC guidelines require substantial number of credit hours dedicated to courses on English, Urdu and/or regional languages and courses on Pakistan Studies and Islamiat/Ethics. This consumed considerable number of credit hours.
- d. It was generally believed among the faculty members that the existing Elementary Education programme did not directly relate to ECCE and perhaps a new programme will have to be developed. Based on the review and extensive discussion on the existing programme and courses, it was observed that the general structure of the existing Elementary Education degree programme covered almost 40% of key ECCE concepts and theories, especially in relation to grades one and two.
- e. For example, courses such as: i) Philosophy of Education, ii) Arts & Craft in Education, and iii) Child Development /Human Development has significant content focusing on ECCE. And there were application/skills course that can be adapted to ECCE focus, for example: i) Research Methods, ii) Education Leadership and Management, iii) Assessment, iv) ICT in education, v) Professionalism in Teacher, vi) Statistical Methods in Education etc.
- f. It was encouraging for the university and college faculty to note that though their programme focused on Elementary Education, the courses they offered had substantial focus on ECCE related concepts, theories, methodologies etc.

- g. Orientation on 'Nurturing Care Framework' was also provided to faculty to help them understand the life-course approach to ECD, the five key components of NCF which are, good health, adequate nutrition, responsive caregiving, security and safety and opportunities for early learning so that they can incorporate this key knowledge in their programmes.
- h. During the review process and meetings with the faculty, it became clear that the approach towards the development of the programme focused entirely on what is to be taught in a course and the content that needs to be covered in it. There did not seem to be an overarching objective or need to connect courses in general, unless a set of course was offered as a series under the same title. For example: in few instances, there were four to five levels of courses being offered for English Language.
- i. The standardised format and scheme of studies include a combination of:
 - i. Foundation courses,
 - ii. Professional courses,
 - iii. Pedagogy courses,
 - iv. Teaching Practice and,
 - v. Research project/thesis.
- j. Review of the Scheme of Studies provided a critical insight into the programme design, focus and flow. Being able to see all eight semesters for a 4-year programme together. This is where it was noted that most of the skills-based courses, for example: course on teaching methods, teaching practice, academic writing, and reflective practice do not get introduced until the fourth semester of the programme. And skills like action research, observations skills, research

methods, teaching practicum for example are introduced in the third year or in the last year.

- k. Review notes share with the institutions on this particular point, emphasised the need to introduce such skills as early as possible to enable students to improve it while during the four-year programme. This change in the scheme of studies was strongly recommended to ensure students are able to harness their skills with faculty support.
- l. This observation was true for the existing programme in ECCE, Elementary Education and for the newly designed program in ECCE.

13. Lastly, in February 2021 HEC provided universities and colleges with new guidelines on developing a four-year bachelor's studies degree. This has direct implications for the existing programmes and will also impact how the new programmes are designed and developed. It is also learnt that universities offering programmes of shorter duration, i.e., diploma; will be discontinued in due course. This we believe is a great opportunity for PAFEC to encourage universities and colleges to develop a four-year degree programme ECCE anew.

Partner Academic Institutions

Over the course of the entire project period, twelve primer institutions consented to collaborate as partners with explicit commitment to provide faculty time for programme review and revisions and for faculty's professional development on developing programme and course content.

The professional development of faculty on programme and course development included:

- Understanding programme philosophy and design
- Prioritising faculty and student skills in core disciplines

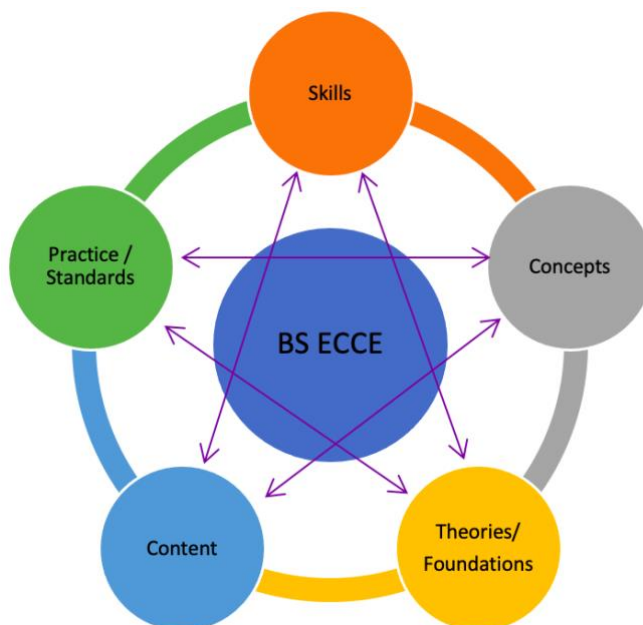
- Drawing strong connections between programme and course objectives with student learning outcomes, practicum, and research
- Focusing on 'praxis' – learning to practice theoretical constructs on early years learning & development and practicing learning and understand personal theory of learning and personal professional practice

This partnership with PAFEC also provided partners to commit to provide learning opportunities for faculty and students through PAFEC developed and supported in-person and virtual seminars and webinars on key topics focusing on early years.

A list of all collaborating academic institutions include:

Punjab	Khyber Pakhtunkhwa	Sindh	ICT
Fatima Jinnah Women University, Rawalpindi	University of Haripur	Sukkur IBA	Allama Iqbal Open University
Islamia University of Bahawalpur, Bahawalpur	Abdul Wali Khan University, Mardan	Institute of Early Childhood Education and Development, Karachi	Federal College of Education, University of Punjab
Khwaja Farid University of Engineering and Technology, Rahim Yar Khan	Shaheed Benazir Bhutto Women's University, Peshawar		
Lahore College for Women University			
Women University, Multan			

Lastly, all the partner academic institutions were provided with a simple model to work with, this included but not limited to some of the essential aspects of a good university programme based on international best practices. The illustration as an example for a BS programme in ECCE, highlights the essential components for a programme to follow, effectively this model was suggested to the universities to be used for any programme and course that they choose to develop as an elective, diploma, BS, or a higher degree. This was proposed keeping in view that HEC guidelines mandate certain prerequisite in all university programme and often these compromise on the breadth and depth of core courses to be included. Hence, this model can be used as a reference to maintain the integrity of the programme being developed.



Status of the Project by Partner Academic Institution

Pakistan Alliance for Early Childhood initiated the process (developing terms of references and job advertisements) of hiring technical consultants and developing a revised action plan for the project in the month of May 2020. Two technical experts were identified and hired in July 2020 through a rigorous selection. The process of selection and working with the academic institutions started in the month of August 2020 with three academic institutions in the city of Islamabad and Rawalpindi. During the process, and in subsequent months, seven other academic institutions shared their consent to participate in this collaborative venture.

As a result of COVID-19 pandemic, the institutions began to reopen gradually after a closure of almost two months. Priority for all the institutions was to aim at adapting to the new reality of teaching virtually. This new reality required faculty members at the academic institutions to alter their teaching mode from an in-person classroom to virtual classroom as in any other country. Despite willingness among the university, this new adaptation put additional burden on the faculty time towards preparing for their teaching. In short, universities had a very

challenging time navigating through this transition. This scenario had direct implications on PAFEC's work with the academic institutions.

From PAFEC's standpoint and given the delay in the start of the project due to the lockdown imposed by the government to stop the community spread of the virus, it was important to expedite the process to meet and realise all the agreed expectations from this project. As noted in the baseline section of this report, all academic institutions were willing and excited about this opportunity, however every institution had to adhere to internal approval process – from agreeing to collaborate, identifying a focal person and a team to work with PAFEC, sharing of the existing programme and course details, to eventually getting the course approved by the Board of Studies and/or the Academic Councils.

As indicated above, COVID-19 also significantly impacted the scheduling of periodic meetings and expediency causing unusual delay due to faculty commitments and unavailability.

Progress made to-date and the status of work by each academic institution PAFEC is collaborating with is as follows:

PAFEC started working with ten consenting academic institutions from August 2020 and subsequently two more consented to join. Initial meetings on this project were scheduled to share the purpose of this project, on the need for investing in a dedicated ECD/ECCE degree programme, the reasons for improving the skills of current practitioners and why it is critical to develop future workforce in this specialised area.

These initial meetings also made references to the nature of investments being made internationally on ECD/ECCE workforce development followed by discussion on all the plausible reasons why Pakistan is lagging behind significantly in a number of key indicators on children's development, i.e., education, health, nutrition, development, languages, and psychosocial development. These meetings also allowed to agree upon mutual expectations and commitments from this partnership.

Progress against each objective:

	OBJECTIVES	PROGRESS
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1	Undertake baseline for gap and needs identification for benchmarking of the existing ECD/ECCE certificate and degree level courses and diploma	<ul style="list-style-type: none"> - Completed baseline for academic institutions with programmes in ECE, and Elementary Education. - Two institutions, AIOU and FJWU have existing Diploma Programme in ECE. - IECED has existing Certificate, Diploma, Undergraduate and a Graduate programme in ECE - Review of programmes for all other institutions were undertaken for Elementary Education, thus extending the scope of first objective - Two institutions entered into collaborative partnership at a later stage to develop exclusive programmes in ECD/ECCE.
2	Review the existing ECD/ECCE certificate, diploma, and degree level courses to upgrade the quality and to align them with global research and practice in ECD/ECCE	<ul style="list-style-type: none"> - All existing ECD/ECCE programme and courses were offered only by three academic institutions, these programmes have been extensively reviewed. - Though not required under this objective, B.Ed. and BS programme on Elementary Education was reviewed for course content related to early years care and education for 10 academic institutions and extensive feedback was provided to improve upon existing programme and were creating a new programme on ECCE was not feasible.
3	Develop new courses integrating teaching practices with theory and extensive exposure to a variety of early learning settings, including pre-primary schools and private ECD/ECCE centers	<ul style="list-style-type: none"> - Where the academic institutions ventured into developing specific programmes and courses in ECD/ECCE, were supported extensively through continuous support. - A course compendium and template for programme design and course was provided to each academic institution. - PAFEC is also developed sample courses of certificate, diploma and BS level which have been shared with partner institutions for their reference - All existing and new courses are being developed integrating theory and practice on key topics.

3a	The new courses should cover developing curriculum, instruction strategies, assessment techniques, theories of child growth, and development, and unique learning needs of individual children, and impact of family and cultural factors on early childhood	<ul style="list-style-type: none"> - Please refer to the progress notes above - PAFEC has developed selected new courses to provide examples as required under this objective and with specific request from the partner institutes. - Webinars, Online Certificate Programme and Training of the Master Trainers were developed specifically for this purpose, including models on Parenting in ECD.
4	Assist selected universities in developing proposal to their Academic Councils, highlighting the need, approach and intended results for introducing and offering new ECD courses	<ul style="list-style-type: none"> - PAFEC has supported nine academic institutions with finalisation of the new programme and assisting them for approval with Board of Studies and Academic Council. - AKWK, FJWU, WUM have received approval from Board of Studies and Academic Councils for B.Ed. programme. - These universities are offering the new programmes starting Fall 2022.
5	Design and conduct a two-week pragmatic and practice-oriented training based on the revised courses for the faculty of the partners	<ul style="list-style-type: none"> - At the onset of engagement of PAFEC recognised that a one-off two-week course will not be sufficient to assist university faculty members in reconceptualising programme design and course development, alternately a more pragmatic and adaptive approach to engage faculty was devised for practice-oriented training and development. - PAFEC conducted in-person sessions on parenting in early years for FCE and virtual sessions for a selected number of academic institutions. - A webinar series under the theme of 'ECD in Times of COVID-19' was conducted from January to March 2020 in which students and faculty members of the partner institutions participated - Second webinar series of six sessions on 'ECD through Informed Parenting' was conducted for the faculty member of the partner institutions April and May 2021.

		- Online Certificate Course for this purpose.
6	Broaden the scope of NC	- PAFEC expanded the scope of NC ECCE by developing curriculum from Zero to age 4 and a parenting manual based on age-appropriate milestones and the developmental domains of ECD

Learnings from working with Partner Institutions on ECD/ECCE Programme

1. PAFEC's approach by design was kept simple, this meant to work with:
 - a. each academic institution at their respective pace,
 - b. engage faculty members to reconceptualise programme philosophy, approach, and design,
 - c. ensure guidelines in ECCE NC 2020³ are followed,
 - d. refer to best global practices, and
 - e. most importantly, the programme develops cross-section of early years' professionals.
2. It was important to recognise that the faculty members are attuned to think and work in a particular way and all institutions have unique culture, approach, and perspective to what a programme and a course ought to entail. Therefore, PAFEC had to have an adaptive and a responsive approach to engage each academic institution.
3. Most programmes currently being offered by the partner academic institutions only focus on preparing prospective and/or current teachers. Deviation from this convention was a significant shift being introduced by PAFEC. Initially, this particular notion was difficult to sell, given how the university departments are set-up, each with a clear subject specialty. Bringing in inter-disciplinary perspective to one specialisation required extended discussion on its merit.

³ Despite extensive review of ECCE curriculum, ECCE SNC 2020 provides guidelines only for two years, ages 3-5 and unfortunately it continues to undermine composite approach in changing formal school framework for early years.

4. To further elaborate upon the PAFEC approach, conceptual framework as illustrated on page 17 was extensively used to demonstrate to the faculty how the dialectics and interconnectedness within the programme ought to work not just in theory but in classroom and professional practice.
5. The purpose of creating this illustration was to assist and guide conceptualisation of the new programme and to demonstrate that every course developed within each category ought to be connected with courses developed under other categories within the programme.
6. Throughout the process PAFEC was quite cognizant of the fact that the development of new programme and/or course and/or improvement in existing course is required the follow:
 - a process that faculty members of respective institutions work through in order to bring shift in their predisposition,
 - the process that continues to remain grounded in respective university's academic culture,
 - the process to ensure that the programme development and course development remain true in creating ownership of the university,
 - o to this effect, ownership to ensure long-term investment in programme and course development continues,
 - all discussions and capacity building sessions on programme and course design are scaffolded discussions and are introduced with emphasis on rights-based approach, investing in skills, active blending of theory with practice, and faculty pedagogical practices to name the few,
 - that there is no 'one-size fits all' attempt by PAFEC to implant courses developed to jeopardize or compromise the learning set forth for the faculty members, and
 - ensure all discussions on course development or improvement reverts back to the programme philosophy, design, and pedagogical practices.

Progress achieved by partner academic institutions

	ACADEMIC INSTITUTION	PROGRESS TO-DATE
1	Allama Iqbal Open University	<ul style="list-style-type: none"> - Post-Graduate Diploma in ECCE has been approved and is being offered. - PAFEC supported to develop BS-4years in ECCE – approval is in the process
2	Fatima Jinnah Women University	<ul style="list-style-type: none"> - BS in ECCE has been approved by Board of Studies and Academic Council and the degree programme is being offered from this year.
3	Federal College of Education, Affiliated with University of Punjab	<ul style="list-style-type: none"> - As agreed with FCE at the onset, an elective of 6-9 credit hour has been included with ECCE fundamental concepts, approved by the Board of Studies and being offered as an option for student to pursue.
4	Islamia University of Bahawalpur	<ul style="list-style-type: none"> - As a result of PAFEC consultation and support, IUB has created a new department specialising in ECCE while developing a new 4-year and one-year diploma programme in ECCE. - Both the programmes are in the final stages of approval.
5	Khawaja Farid University of Engineering and Technology, Rahim Yar Khan	<ul style="list-style-type: none"> - At present they intend to initiate certificate level programme in ECCE with the support from PAFEC. - PAFEC trained their relevant faculty through the online certificate course and technical support will be provided to this university even beyond the project interventions
6	University of Haripur	<ul style="list-style-type: none"> - PAFEC had trained four faculty in their education department and their students had also attended the online certificate course but with the change in Senior Leadership at U of H, ECCE is no more part of their priority.
7	Abdul Wali Khan University, Mardan	<ul style="list-style-type: none"> - Academic Council at AWKU has approved Diploma and Certificate Programme in ECD/ECCE. - The programmes are ready to be offered.

8	Shaheed Benazir Bhutto Women University, Peshawar	<ul style="list-style-type: none"> - A three-month short course on ECCE has been developed which is pending approval from BOS. The University has nominated a designated person to lead the overall development of programmes and courses and the recruitment of new faculty members for ECCE programmes.
9	Sukkur IBA	<ul style="list-style-type: none"> - IBA-Sukkur has developed a 4-year B.Ed. in ECCE which is pending approval from Board of Studies. - In addition, IBA Sukkur also developed a diploma programme in ECCE. 50 young women participated in the first diploma programme. - University and Departmental leadership have changed, as a result programmatic priorities have shifted towards doctoral programmes.
10	Institute of Early Childhood Education and Development, Karachi Affiliated with Benazir Bhutto Shaheed University, Lyari, Karachi	<ul style="list-style-type: none"> - All programme revisions have been approved by the affiliate Board of Studies and Academic Council and are being offered. - The only partner institute with focused programme in ECCE at all levels, Certificate, Diploma, Undergraduate and at the Graduate levels.
11	Lahore College for Women University	<ul style="list-style-type: none"> - Lahore College for Women entered into a partnership with PAFEC a year ago to develop a BS 4year programme and an outreach programme for ECCE - PAFEC offered the online certificate course to all the faculty members and students in the Department of Education
12	Women University, Multan	<ul style="list-style-type: none"> - WUM have their ECCE programme approved from Board of Studies and they are offering from Fall 2022.

Course Compendium

PAFEC under this project prepared a detailed course compendium for the partner universities. The fundamental idea was to provide an authentic reference to what an international best practice standards for ECD/ECCE programme and courses. A set of graduate-level courses developed on Early Childhood Development (ECD), Early Childhood Care and Education (ECCE)

to guide Universities, Teachers' Training Colleges and Institutions was shared with all the partner university as a template to design their respective programme.

These selected set of courses are designed and developed based on the philosophical and pedagogical foundations and current global practices in this area. The purpose of these courses is to provide faculty members of the partner educational institutions with an option to adopt and adapt full or part of these courses towards their diploma, undergraduate, and graduate level programmes.

Thirteen developed courses focusing on core ECD/ECCE areas have been detailed with objectives, units, assignment, assessment, student engagement and list of required readings.

It is important to note that any education institution deciding on the programme to be offered on ECD/ECCE will have to adhere to guideline provided by the Higher Education Commission of Pakistan. Prior to the programme or any course being offered, the host department, will be required to get requisite approvals from the respective university's Board of Studies and Academic Council.

PAFEC is excited and happy to share these with the universities and teachers' training colleges to support their mandate on workforce development in ECD/ECCE.

OVERALL OBJECTIVES

- Develop conceptual understanding of science and philosophy of Early Childhood Development/ Early Childhood Care and Education through research-based knowledge
- Inquire into national and international debate and global interventions regarding policies, programmes, and perspectives on ECD/ECCE
- Build pedagogical understanding of the curriculum/subject matter
- Build understanding of subject matter from leadership, policy making, curriculum development and all other genres of ECD/ECCE
- Build key skills to support life-long professional practice.

DESCRIPTION OF COURSE

Course 1: Fundamentals of ECD/ECCE

Description:

This course will introduce students to relevant ECD/ECCE knowledge and will assist them as they prepare for successful careers in their ECD/ECCE field. The course will supplement contemporary theories with appropriate case studies. It also deals with specific concepts in general ECD/ECCE knowledge, notion of brain development in early years, factors affecting early childhood development, information on holistic development and milestones in ECD/ECCE. Moreover, it also provides an understanding of the need for appropriate care and nurture in the early years of child's life because brain development is at its peak in the first three years of an individual's life. ECD/ECCE opens limitless future opportunities for the child and contribute positively in the population's health and wellbeing at large. The material in the course is designed for general practitioners as they seek to set an influence in the overall direction of ECD/ECCE in the society.

This course is centred around the following themes:

- 1. Brain Development in Early Years:** This theme introduces the course participants about the importance of brain development in early years, how it takes place and the effects of synapses on the overall brain architecture.
- 2. First 1000 days in a child's life:** This theme is meant to introduce to the importance of nurturing and care in the first 1000 days to build a strong foundation for brain development.
- 3. Developmental Domains:** This theme introduces the concept of holistic development in early years through various domains, such as physical; cognitive; social, emotional, and moral and language development.
- 4. Developmental Milestones:** The theme introduces the notion of various milestones, age-appropriate milestones in different age groups and why it is important for caregivers and parents to check these milestones for monitoring progress.

5. **Factors affecting ECD/ECCE:** The theme is focused around five factors and how it affects child development process. These themes have been derived from Nurturing Care Framework (NCF) for optimal development in early years by WHO.
6. **ECD/ECCE Situation Analysis in Pakistan:** The theme orients the course participants on the situation of ECD/ECCE status in Pakistan. This analysis aims to situate the learner in the contextual realities of ECD/ECCE in Pakistan in order to prepare them for their effective contribution as a citizen of Pakistan.
7. **Sustainable Development Goals in the Global ECD/ECCE Scenario:** The theme orients the course participants on the importance of sustainable development goals and the importance of Early Childhood Development as one of the determinants of progress globally through these goals.
8. **The State of World Children:** The theme revolves around the global ECD/ECCE situation; success stories and challenges, and the role of various stakeholders and actors in the mission of providing the best start in life to every child.
9. **Pakistan ECD/ECCE Services by Government, Private Sector and Civil Society:** This theme orients the course participants on the efforts undertaken in Pakistan by various agencies and stakeholders with regard to ECD/ECCE services.
10. **ECD/CCE Global Trends, Policy Environment and Types of Initiatives:** This theme is focused on the global efforts undertaken by various agencies and stakeholders with regard to ECD/ECCE.
11. **Inclusiveness in ECD/ECCE Settings/ Environments:** This theme is centred around the notion of inclusiveness and how various efforts are being undertaken in disadvantaged communities for marginalized children.
12. **Learning Theories:** This theme is meant to introduce educational theories that underpin the contemporary education systems in general and the ECD/ECCE context in specific.

Course 2: Family, Culture and Society in ECD/ECCE

Description:

Through this course, the course participants will get an opportunity to learn the concept of children's ecology which involves parents, caregivers, individuals, and systems that surround children, impacting their learning and development in early years. Course participants will also build their understanding on Bronfenbrenner's Theory of Ecology of Childhood while examining national context of the children in Pakistan. Moreover, the course will help them to explore child rights issue, measures, success stories and challenge in Pakistan and in global context.

This course is centred around the following themes:

1. **Culture as a Barrier or Enabler:** The theme deals with concepts such as what is culture and what are its universal features, what are the cultural patterns and cultural constraints and how they relate to the child development process.
2. **Urie Bronfenbrenner Ecological Systems Theory.** The theme is focused on Bronfenbrenner's ecological systems theory, levels of this theory and the relationship between these levels in the process of child development. It also deals with questions like how these levels affect children, what are the key elements and players in each level, and whether their impact is direct or indirect on the development of a growing child.
3. **Role of Parents and Families in ECD/ECCE:** This theme is building understanding about responsive parenting, role of affection and acceptance, and questions such as why provision of repeated experiences help children in their overall development.
4. **Context and Current Status of Children in Pakistan:** The theme deals with policies affecting children in Pakistan: gender, cultural habitat, social determinants of a developing child, as well as the contextual challenges in ECD/ECCE.
5. **Child rights in a National and International Context:** The theme deals with reasons of singling out child rights from other human rights.
6. **Summary of Rights Under the Convention of the Rights of the Child:** The theme deals with questions such as what some of the important points in the child are's rights convention and how beneficial are they for children. Moreover, it also provides an opportunity to explore impact on child's wellbeing on his/her development.

7. **Child Rights Legislative Review in Pakistan:** The theme deals with questions such as what are the measures, policies, and legal arrangement in Pakistan towards achieving child rights act, and, reviewing child rights legislative review of federal and provincial laws enacted in Pakistan, and what analysis can be drawn towards Pakistan's commitment to child rights

Course 3: Social, Emotional and Moral Development in /ECDECCE

Description:

This unit focuses on the understanding of the concept of social, emotional, and moral education and discussing its advantages in early learning education system. After having conceptual understanding, the unit opens into practical aspects of age-appropriate teaching techniques in this area.

This course is centred around the following themes:

1. **Understanding Stress, Resilience and Self-Regulation in Social, Emotional and Moral Development:** The theme deals with questions such as what does the concept of stress and resilience mean, how to apply this understanding in conceptualizing the status and context of children in early years in Pakistan and in the global context?
2. **Moral Development in Early Years:** The theme deals with questions such as how moral reasoning develops. Also, it helps understanding the notion of moral development through social leaning theory and cognitive development theory.
3. **Exploring Social Emotional and Moral Development in Education Process:** The theme deals with questions such as how learning happens and what are the steps on enacting social, emotional and moral development in early years.
4. **Teaching of Social, Emotional and Moral Development:** The theme deals with questions such as how to incorporate this in the teaching of early years. And what are some of the approaches that can be used to teach these important areas?

5. **Songs and Music in the Teaching of Social, Emotional and Moral Development:** The theme deals with questions such as what some of the ways and benefits of are incorporating songs and music in the teaching of early years.
6. **Impact of Storytelling on Young Ages:** The theme deals with questions such as what some of the ways and benefits of are incorporating storytelling in the teaching of early years.

Course 4: Play Based Learning

Description:

This Course will engage course participants in the understanding of concepts like learning through play in early years. It also highlights some important classroom management tips. Demonstration will also be given on interactive methods of teaching and learning through no/low-cost learning resources. Micro teaching and demonstration of the use of play based low cost/ no course material will be performed by course participants.

This course is centred around the following themes:

1. **Play Based Learning:** The theme deals with questions such as what the characteristics and importance of play in early childhood development are.
2. **Teaching and Learning Material:** This theme is centred around questions such as why teaching and learning material are important for early childhood development, and what are low-cost teaching material. It also orients the course participants on how to develop low-cost material and why is it appropriate for early childhood setting.
3. **Developing Low-Cost Teaching and Learning Material:** Using recyclable material and low cost easily available material for the development of teaching and learning material and using it in the process of teaching and learning. Practical demonstration and microteaching can be conducted for effective learning of this course.
4. **Managing Early Years' Classroom:** The theme deals with questions such as what some of the important aspects are that teachers and educators should keep in mind in

arranging educational space for effective learning outcomes. What are some of the steps to create and use the learning space for ECD/ECCE?

Course 5: Teaching, Learning and Assessment in ECD/ECCE

Description:

This course is designed to acquaint course participants with the notion of teaching, learning and assessment in ECD/ECCE. Role of learning aids in teaching and learning process is paramount in an ECD/ECCE setup and course participant will learn the process of making low-cost learning aids. This course will also help course participants to learn about the concept of management of an ECD/ECCE classroom.

This course is centred around the following themes:

1. **Teaching Methodology:** The theme deals with questions such as what some of the teaching methodologies are used in an ECD/ECCE set-up. Moreover, what teaching methodologies as per the developmental domains of children can be used to evaluate learning outcomes of young children.
2. **Learning Through Play:** The theme deals with the notion of play in early years and its merits. Also, course participants will learn about the importance of play in the teaching and learning process in ECD/ECCE. It also deals with questions such as what kind of play can be planned in an early years' classroom.
3. **Pre-school Teaching Strategies:** The theme deals with variety of teaching strategies through play-based methods which are most suitable and appropriate for an ECD/ECCE set up.
4. **Instructional Material:** The theme deals with what types of instructional material can be used in an ECD/ECCE set up and how to evaluate its efficacy.
5. **Assessment in ECD/ECCE:** The theme is deals with the assessment of learning in ECD/ECCE and how it is carried out.
6. **Bloom's Taxonomy:** The theme orients the course participants about the notion and elements of Bloom's Taxonomy, and it can be used right from early years focussing on the developmental domains.

Course 6: Leadership and Management in ECD/ECCE

Description:

This course prepares course participants to learn about early childhood care & education system from the leadership point of view. Course participants will explore various concepts such as leadership models, especially in an ECD/ECCE setting. Through the concepts of vision and mission, the course participants will gain substantial understanding of strategic planning for an ECD/ECCE system, human resource management and the notion of a 'learning community' in education systems in general and ECD/ECCE context and set-ups in particular. This course will help participants to lead ECD/ECCE system efficiently if they pursue to lead it as their career.

This course is centred around the following themes:

1. **Defining Leadership and Exploring Different Models of Leadership:** This theme orients the course participants on the various models of leadership. It deals with questions such as what leadership and what type of leadership is brings best outcomes.
2. **Exploring Educational Leadership:** This theme deals with questions such as what educational leadership all about is and how it is exercised in a school set up.
3. **Exploring Leadership in an ECD/ECCE System:** This theme deals with leadership in ECD/ECCE. Since it is a very unique genre of education, so it deals with the development of very young minds, it's important to know about the leadership qualities, processes required for setting up an ECD/ECCE system.
4. **Examining Concepts of School Vision and Mission:** This theme orients the course participants on how important it is to know the vision and mission of any organization so that strategic actions can be planned for taking the organization towards success.
5. **Exploring Strategic Planning:** This theme orients the course participant with the notion of strategic planning process for the success of any organization.

6. **Exploring Human Resource Management in Education:** The theme helps the course participants to comprehend the importance, processes of human resource management in an education system.
7. **Exploring Philosophy and Concept of a Learning Community in an Education System:** The theme addresses questions such as what a learning community is and how to create a learning community.

Course 7: Policy Development in ECD/ECCE

Description:

This course highlights the importance of policies in streamlining ECD/ECCE interventions in Pakistan. Course participants will situate the national and provincial context of policy development. Course Participants will also learn guidelines and approaches to policy development which will help them draft sample policies.

This course is centred around the following themes:

1. **Concept and Philosophy of Policy Development** in ECD/ECCE: The theme orients the course participants on the meaning and need of policy development.
2. **A Brief History of Policy Development:** The theme gives a brief mention on how, why and when policy development in ECD/ECCE came into existence and what are the driving forces towards it.
3. **An Integrated Approach to Policy Development:** The theme gives a brief mention on the merits of integrated policy approach in order to solve complex world issues affecting children in various parts of the world.
4. **Process and Guidelines for Policy Development in ECD/ECCE:** The theme guides the course participants on the pertinent guideless one must consider undertaking policy development. The objective of this theme is to prepare a workforce who understand ECD/ECCE policies and will be able to develop them in the future.
5. **Approaches to Policy Development in ECD/ECCE:** Various tried and tested approaches to policy development will be discussed and practiced in this theme.

Course 8: Programme Development in ECD/ECCE

Description:

This course focuses on programme development for ECD/ECCE. Course participants will learn these concepts and approaches to prepare themselves to take a career in this area. Moreover, concepts such as principles and steps of programme development and importance of need assessment will be discussed at length. Also, stakeholders' role, their importance in programme development and ways of motivating and mobilizing them will be discussed.

This course is centred around the following themes:

1. **Investment in ECD/ECCE:** The theme orients the course participants on the need, merits, and outcomes of investing generously in ECD/ECCE as a priority area.
2. **Key Principles and Steps in ECD/ECCE Programme Development:** This theme provides guidelines on the important principles and steps that programme developers should keep into consideration to maximize the investments made in ECD/ECCE and to eliminate errors in programme development and implementation.
3. **Stakeholder Mobilization and Management in ECD/ECCE:** Stakeholders are important and programme development should consider all the stakeholders concerned with ECD/ECCE by motivating them, taking their input and involving them towards successful implementation.
4. **Exploring the Importance of Need Assessment in Programme Implementation:** The theme is extremely important as it is observed that programme development based on one context is replicated in another context without identifying the needs of the community. The theme deals with the importance, and approaches of need assessment towards programme planning and implementation in ECD/ ECCE.

Course 9: Curriculum Development in ECD/ECCE

Description:

This course will orient the participants with the key components of ECD/ECCE curriculum, exposing them to practical work on a curriculum document. An in-depth analysis of the competencies under different learning areas and appropriate activities for the acquisition of knowledge, skills and attitude will be carried out. Course participants will also learn the importance of creativity and ways of integrating Science, Mathematics, and language concepts in the overall fabric of holistic development.

This course is centred around the following themes:

1. **Notion of Creativity in ECD/ECCE Curriculum:** The theme introduces the importance of being innovative and creative in the process of ECD/ECCE curriculum development keeping into consideration the developmental milestones of children in early years of life.
2. **Physical Activity in ECD/ECCE Curriculum:** This theme is focused on the concept of physical activity in ECD/ECCE curriculum, focussing on ways to integrate it.
3. **Natural Science in Early Years Curriculum:** The theme undertakes the detailed explanation on how scientific concepts can be incorporated and taught in an ECD/ECCE setting.
4. **Language Development in Early Years Curriculum:** The theme focused on the elements of language and how to use them in ECD/ECCE curriculum through practical language activities.
5. **Mathematical Concepts in Early Years Curriculum:** This theme is centered around the Mathematical understanding of various concepts in ECD/ECCE curriculum and how to teach these concepts.
6. **Integrating Subject Areas in ECD/ECCE Curriculum:** This theme is focused on the notion of integrating subject areas as opposed to compartmentalized approach in education. This idea of integration is very important in early years' curriculum.

Course 10: Action Research

Description:

This course is the first part in acquainting the course participants on the process of educational research. Action research is an important genre of research, and it will be used by course participants in generating ECCE knowledge from various contexts.

This course is centred around the following themes:

1. **Concept of Action Research:** The theme is focused on discussing the concept of action research and its methods and tools for data collection.
2. **Steps to Action Research:** In this theme, course participants will learn the process and steps to action research.
3. **Developing Proposal for Action Research:** This is a practical part of the course whereby the course participants will be creating research proposals for action research.

Course 11: Research Methods

Description:

This course will help course participants to acquaint themselves with the knowledge of research methods and design. They will be using these research skills for their respective research projects. The course comprises of aspects such as research methods, types, phases, data collection tools, techniques, and analysis. Different data analysis methods will be discussed pertaining to qualitative and quantitative research. Course participants will gain understanding and skills of writing research proposal in this unit along with acquiring scholarly/academic writing skills through working on a number of written assignments.

This course is centred around the following themes:

1. **Exploring Concepts of Scientific Research and its Types:** This theme orients the course participants on the notion and importance of research for generating new knowledge. It also creates a platform for course participants to understand that they should not only be the recipients of knowledge but should contribute towards creating it too from their individual contexts. This would enrich the comprehensive body of knowledge in a global ECD/ECCE scenario.

2. **Examining Research Process:** The theme is focused on the technical aspect of research process and its elements that researcher should consider.
3. **Examining Methods of Data Collection:** This theme is centred on the idea of collecting data for any research process. The notion of ethics, authenticity, reliability, and comprehensiveness will also be discussed in this theme.
4. **Exploring Methods of Analysis of Research; Qualitative and Quantitative:** This theme is focused on the methods and analysis of data that are crucial for a comprehensive knowledge creation.
5. **Building Understanding of Academic Writing:** This theme guides the course participants on the tips and ideas of academic writing that are highly important to distinguish scientific research from a non-academic writing style.

Course 12: Parenting in Early Years

Description:

Through this course, the participants will get an opportunity to learn certain parenting skills and the research-based knowledge on this very important subject matter. The significance of this course is many folds. It is developed from the standpoint of parents to guide them on general best practices in parenting. At the same time, it also prepares, ECD/ECCE and parenting programme developers and implementers on practical tips and theories in parenting. The course is composed of the following themes:

This course is centred around the following themes:

1. **Attachment Relationship:** The theme deals with questions like, what is attachment relationship and how important it is in the earliest years of life. Also, how positive attachment relationship with children can prevent them from behavioural issues.
2. **Positive Parenting:** The concept of positive parenting and its components are covered in this theme. Also, how parents can incorporate this type of parenting practice for overall positive outcomes towards early childhood development.

3. **Father- Child Attachment in Early Years:** The topic deals with this important area and shares some practical ideas on how fathers can nurture their bonding with their children.
4. **Parenting Discipline Practices:** Current discipline practices and desired approaches towards disciplining is discussed in this theme.
5. **Common Parenting Concerns:** This is a detailed theme with several concerns parents have in the first few years of their parenting. Practical tips are shared in each of those areas.
6. **Parenting Programme Interventions in ECD/ECCE:** This theme prepares the course participants towards gaining insights into the parenting programme interventions. Best practices and guidelines are shared with necessary theories.
7. **Parent Engagement and School Readiness:** The theme tackles with practical tips on engaging themselves towards the process of school readiness and learning activities with their children at home.
8. **Choosing a Preschool:** The theme will help course participants to determine the effectiveness of a preschool programme and provide practical tips on how to make an appropriate choice of the preschool programme.

Course 13: ECD/ECCE in Emergencies and Conflict

Description:

ECD/ECCE in emergency and conflict situation is a matter of paramount importance in the current times of rapidly changing world where wars, displacements, conflicts, and pandemic situation among other are on a rise. This course prepares participants to conceptualize the importance of ECD/ ECCE in-emergency situation and plan for intense and timely strategies for young children.

This course is centred around the following themes:

1. **Why is ECD/ECCE Important Especially in Emergencies:** The theme orients the course participants on the importance of emergency interventions in ECD/ECCE

2. **The Urgent Need for Investment in The Early Years for Children Living in Crisis and Conflict:** Facts, figures and argument are built on the case of necessity and urgency of investment in ECD/ECCE in emergencies
3. **Threats to Children Under Five and Early Childhood Development Response:** The theme highlights the typology of various types of threats posing on young minds and how to mitigate such adverse situations
4. **ECD/ECCE Approach in Conflict and Crisis:** Various ECD/ECCE approaches and need for urgency is discussed in this theme.
5. **Recommendations on Interventions for ECD/ECCE in Emergency and Conflict Situations:** The recommendation presented in this theme can build further discussion on the creation of new strategies, development of programmes and implementation of timely approaches towards ECD/ECCE.


The composition of these courses, as mentioned at the beginning of this section, was developed based on the international best practices. Universities were appreciative of this contribution by PAFEC, and it was further shared that these will align well with their program structure as they undergo adaptations.

Webinar Series

The second key component of this initiative was organising two sets of webinar series during the period of February – June 2021, i.e., the peak COVID 19 restriction phase. The aim of the webinar was to build the capacity of the faculty members, students, partner institutions, parents, caregivers, teachers and other ECD practitioners from around the country to provide the required support to children to ensure social, emotional, and mental well-being, especially during the pandemic.

Topics covered during the First Webinar Series and Description

The theme of first series was “ECD IN TIMES OF COVID-19”.

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1. How can Parents Support Social-Emotional Wellbeing of Young Children during and beyond COVID-19? The Science of Love and Its Wonders in Early Childhood Development.
 2. The New Dynamics of Online Teaching and Its Impact on Young Children.
 3. System Approach to Child Protection
 4. Developing Inclusive Education in Pakistan through Action Research

Brief Description

The first webinar of this series was conducted on February 4, 2021. The title of the webinar was *“How can Parents Support Social-Emotional Wellbeing of Young Children during and beyond COVID-19. The Science of Love and Its Wonders in Early Childhood Development”*.

Dr. Faryal Razaaq explained how love and affection play pivotal role in a child’s life; she said that even chronic behavioural issues can be dealt with care and love in the formative years of children by giving them opportunity to express their feelings and emotions openly, listening to them attentively, fulfilling their needs and giving them love and affection. She further said that adverse experiences have a negative impact on the overall development of children so parents and other caregivers should learn how to provide a nurturing care to their children.

For more details, visit the below links:

<https://www.facebook.com/groups/195572680479732/permalink/3758997894137175>

The second webinar in this series was conducted on February 11, 2021. The topic of the webinar was, *“The New Dynamics of Online Teaching and Its Impact on Young Children”*. How parents and teachers can help children overcome the challenges of online teaching and help them continue their learning effectively.

Mr. Aien Shah, Head of Education, Aga Khan Education Service, Pakistan (AKESP) was the guest speaker. His presentation focused on the new dynamics of online learning created by the pandemic, how AKESP addressed these issues:

- a. How the digital divide has created inequality among learners living in different geographical areas,

- b. Issues of connectivity to broadband internet,
- c. The impact of digital education on teachers and students,
- d. How to keep students motivated and engaged behind the computers by gaining and retaining their attention?

The key lessons learnt by AKESP was:

- i. How to create opportunities during pandemic phase to engage parents to assist children in their learning
- ii. To ensure the human factor is essential for young children to learn and develop, and
- iii. The different blended approaches introduced by AKESP to ensure continuity and maximum students' learning.

For more details, visit the below links:

https://www.facebook.com/watch/live/?v=783345052277054&ref=watch_permalink

<https://www.facebook.com/PakistanAllianceforEarlyChildhood/videos/263899181788468>

The third webinar in this series was conducted on February 25, 2021. The topic of the webinar was *“System Approach to Child Protection”*.

Mr. Amer Habib, Team Leader- Child Protection, Oxford Policy Management and Ms. Naima Iqbal Chohan, Head of Technical Excellence, International Resource Committee Pakistan were the guest.

The webinar aimed at creating awareness about the definition of a child, his/her rights and the different forms of child exploitation and abuse, ways and means to protect them from all kinds of abuse, issues of child protection in Pakistan, the systems which can be made functional such as how to educate parents, teachers, caregivers, and other members of the society about their responsibilities so that they are able to intervene timely to protect children and rehabilitate them in case of abuse by providing them the required support and care. He also talked about Systems Vs Ad hoc approaches to child protection and the laws and Child

Acts being developed in Pakistan so far and the bottlenecks in the implementation of these laws.

Ms. Naima Iqbal Chohan, was the second speaker of the webinar, talked about COVID-19 and child protection issues, the negative impact of the pandemic on the children especially during the lockdown because of the isolation, limited access to child protection services, uncertainty of the situation, fear of the virus and loss of livelihoods. She added that all this resulted into engagement of children in hazardous and exploitative labour endangering their lives and depriving them from their rights. She shared the findings of the Child Protection Monitoring carried out by IRC, according to the findings, children's emotional abuse was observed as one of the common issues, followed by child marriages and sexual abuse. She also talked about the common stress signs in children and presented tips for parents, teachers, and caregivers to provide care to children and to protect them in emergencies and otherwise.

For further details, follow the link below

<https://www.facebook.com/watch/live/?v=2887685454845756&ref=search>

The fourth webinar of the series was conducted on March 9, 2021, on the topic of *“Developing Inclusive Education in Pakistan through Action Research”*. The panel of speakers included Dr. Debbie Kramer-Roy, Director (Education) European MSc in Occupational Therapy, Amsterdam University of Applied Sciences, Ms. Madiha Sajid, Fellow HEA, UK, Chair Parents & Careers Network, UCL and Ms. Samreen Jawaid, Academic Coordinator, The AMI School were the speakers.

Ms. Madiha shared the concept of inclusive education, individual differences in learning, ways to prepare classroom for inclusive education, and strategies to enhance learning in an inclusive context and the impact of the Action Research Project on the students, teachers, occupational therapists, families, and community. She explained the following key issues:

- a. How does it feel to be excluded?
- b. Ways to address this is issue by asking:

- how to develop an inclusive curriculum,
- undertake teachers training,
- establish inclusive classroom, and
- how to teach with inclusive strategies.

She also share that it is well established that inclusive approach also helps to cater the needs of mainstream as well as differently abled children, so every child gets benefits as a result.

Dr. Debbie Kramer-Roy, the second speaker explained the importance of inclusive education in the light of the laws on Child Rights (national and international). She highlighted the Article 23 of the constitution according to which children with disability are entitled to all educational service. She stressed on each and every member of the society to understand the importance of inclusive education so that they are able to provide inclusive services in health, education, and livelihood regardless of ability and characteristics.

The third speaker, Ms. Samreen talked about the success stories and practical tips on how to embed inclusiveness into daily classroom routine and the successful model of inclusive education programme run in Karachi. She shared how inclusive lessons, blended learning and inclusion in classroom ensured “No child is left behind”.

For more details, visit the below link:

<https://www.facebook.com/PakistanAllianceforEarlyChildhood/videos/230024518854793>

Topics covered during the Second Webinar Series and Description

The theme of first series was Early Childhood Development through Informed Parenting.

1. Parent-Child Attachment and Relationship – Lived Experiences
2. Addressing Child’s Needs: 1) Developing Routines for Children, 2) Father’s Engagement in Upbringing of Children
3. Common Parental Concerns: Behavioural & Emotional – What caregivers must know and understand about investment in emotional development of children and in building positive behaviours?

4. School Readiness – How to prepare children for pre-school and what parents need to know?

Brief Description

The first session of the webinar was scheduled on April 7th. Ms. Samia Batool Jafri - Author, Sports Professional, Poet, Philosopher, Science & Technology Journalists; shared her *personal journey and lived experiences of raising and nurturing children and seeing them grow into well-rounded adults*. She shared her aspirations, challenges, and successes and how through various phases of her child's development. The other member of the panel also shared her own personal journey in learning what it meant for them in the process. The session provided insights and critical aspects of personal narrative and journey.

In the second webinar session was on April 20th. Ms. Malik Sultana - Senior ECD Coordinator, Aga Khan Education Service – Gilgit & Baltistan; shed light on two important aspects that contribute directly to a child's development in early years. *1) the importance of establishing routines and systems for children in early years and 2) father's role in early years of a child*. The presenter also talked about establishing routines for the child also helps parents, especially the mother as primary caregiver to take care of herself in the process, what preparations can one do as a parent for the child's transition to a pre-school. In the second part of this webinar, importance of a father's active role in a child's care and development was shared, and how it impacts a child's adolescent and adult life.

The third webinar was scheduled on April 28th, Dr. Shehla Alvi - Consultant Psychiatrist and Psychotherapist; focused on addressing the *common concerns or challenges vis-à-vis behavioural and emotional*. She explained how the types of behaviour that manifests in adults can be directly attributed and traced back to a child's early years' experiences, that is as young as 12-18 months where the child is learning to emulate behaviours, gratification, and emotional bonding; this is also the phase where a child also experiences development of notions around being independent.


The fourth session was scheduled on May 19th. The panel members included Ms. Shafia Rafique – CEO Little Fellow Day Care & Elementary Schools and Ms. Maryam Bajwa – CEO Learn-A-Licious School and Kids Club, talked about getting one's young child ready for pre-school. The panel members responded to a set of questions that as parent one must ask, these include:

1. What kind of environment your child prefers?
2. How do you select a pre-school?
 - a. Meeting the teachers/care givers
 - b. Safety & security of the child
 - c. What services they provide (food, diapers, water etc.)?
3. What to discuss with the teacher about your child's routines and habits?
4. How to take this opportunity to introduce yourself to other parents?
5. How parents can be involved actively?
6. What a parent should do at home to support their child to succeed at the pre-school?

In addition, both the panel members shared their experience of receiving children where parents so not come adequately prepared, how it becomes difficult for the care providers at the pre-school and how it impacts a child.

The fifth and final session of this webinar series was scheduled on June 2nd, presented by Ms. Madiha Sajid, a fellow of the Higher Education Academy, UK and works at University College London, UK. The expert spoke on: *Growing in an Inclusive Home Environment and its Impact on Child Development*: a) the understanding of inclusion and importance of inclusion. b) how to engage with siblings, and c) learning how to build resilience and cope with stress.

She talked about parental involvement in the child's life and how it benefits a child. While talking about the benefits of inclusion at home, she said that it can create harmony and effective communication between parents and their children and fosters better collaboration between parents and teachers. In addition, the speaker also touched upon the role of siblings and parental responsibility.



Overall, both webinar series were well received by academicians, students, and practitioners, it allowed them to learn new ideas and reconfirm some previously learned notions. On an average each webinar session was attended by 100 plus participants from across Pakistan. These sessions were of 90-minute duration and were conducted online using Zoom and live feeds were shared via the Facebook. To facilitate the participants, recording of the webinar was uploaded on PAFEC website for each access.

Online Certificate Courses

The third key component of this project was online certificate course developed by PAFEC.

Purpose of the online certificate course

The purpose of the online course was to develop foundational understanding of Early Childhood Development, and Early Childhood Care and Education focusing on the child's holistic development (social, emotional, cognitive, language, physical development) learning, care, protection, and well-being from zero to eight years of age amongst the students, teachers, parents, aspirants, caregivers, researchers, and entrepreneurs. The course comprises: early development, learning and care with a particular focus on discovering connections between theory, research, policy, and professional practice. The certificate course provided a foundational qualification.

Expected learning outcomes

By the end of this course, participants will be able to:

- Develop a clear understanding of Early Childhood Development (zero to age eight), and 1st 1,000 days as critical window of opportunity, developmental domains, age-appropriate milestones,
- Get the knowledge of different learning theories, philosophies, and their influence on early childhood development & education,
- Use the Single National Curriculum for Early Childhood Care & Education as a framework in their own settings,
- Gain hands-on experience in developing positive and engaging learning conditions at home and at school,
- Develop knowledge and practical skills about play-based learning, child-led play, and its relationship on the overall child development,
- Learn about effective strategies, approaches, and role of facilitator to maximize children's learning, developing their soft skills, language, emergent literacy, and numeracy,
- Learn to develop low-cost and no-cost materials for effective teaching and learning,

Learn the use of language, reading with children at home and schools – working with children in more than one language.

Salient features of the online course content

As stated in the earlier sections, this course focused on the areas that are critical to understand stages and phases of Early Childhood Development, understanding a child's development through the first 1000 days, aspects of cognitive, affective, and psychomotor brain development, and prospects and challenges for early childhood development in Pakistan. Specifically, the course included:

1. Foundational understanding of Early Childhood Development,
2. Impact of Early Childhood Care and Education on the child's holistic development (social, emotional, cognitive, language, physical development) learning,
3. Child protection, care, and well-being from zero to eight years of age.
4. Pakistan's Single National Curriculum Framework on Early Childhood Care & Education,
5. Global best Practices,
6. Sustainable Development Goals, with a focus on Goal 4.2,
7. Nurturing Care Framework,
8. UN Conventions on the Rights of the Children (with a focus on the four principles, i.e., best interest of a child, non-discrimination, survival and development, and participation)
9. Health, Nutrition Standards for children between the ages of zero to eight, and
10. Discovering connections between theory, research, policy, and professional practice.
11. Among the intended users, the course is designed to engage students of undergraduate and graduate university programmes, teachers, parents, caregivers, researchers, and entrepreneurs.

Breakdown of the course plan

The course consisted of 13 sessions: 3 sessions per week and each session lasting for 2 to 3 hours. It used a blended learning approach, consisting of the following four elements:

1. A 2-3-hour interactive online teaching and discussions three times a week (for 5 weeks)
2. Online self-study materials, such as presentations, case studies, readings, and videos
3. Practical homework tasks to carry out in their own school/home and group assignments
4. Each group was asked to make a presentation at the end of the course

Feedback from Course Participants

From among the participants who responded to the feedback and evaluation questions

- a. 97% were impressed and satisfied with the course content.
- b. Several participants shared that the concepts were very well clarified.
- c. 93% appreciated the new ways of teaching this course by the facilitators.
- d. All the participants were satisfied with the quality of the materials shared during this course.
- e. Majority of them felt that the content shared was very useful.
- f. Quality of teaching during the session was greatly appreciated by the participants.
- g. Some of the participants also shared that this course has increased their interest in ECD/ECCE as a career option. Below are some testimonies of the course participants:

“Although I have studied Early Childhood Care and Education as a subject during my 4 years’ bachelor’s degree, yet the session was like an addition in knowledge and revision for me. The content shared during the session was updated and informative.”

“This course has been a great source of learning for me. This course helps me to learn a lot of things. Throughout this course that is a great experience, in this course we study different topics.”

“We read about different age wise milestones and how parents, caregivers, Teachers can help a baby’s development.”

“Regardless of setting, children's safety, health, and happiness are the non-negotiable elements of quality care and education. Minimising risk and maximising children's opportunities to engage with teachers, caregivers, other children, and the world around them are essential strategies for promoting physical health and social-emotional, language, and cognitive development. Rigorous licensing regulations and regular monitoring of programmes are essential.”

“Overall training sessions were very good and interesting. I appreciate all the trainers who work hard to make this workshop effective and promising. Lessons, which were given, were totally on point. There was nothing irrelevant and I liked that. Whatever trainers said was done by them and I was a very good factor”

“It really helped me to revise my own learning.”

“When it comes to the structure of this course, I really liked the course content. It covered all the aspects of childhood development from conception till 1000 days.”

“The concept of 1000 days really adds to my knowledge as I never knew about it. I had really enjoyed all the sessions as an educationist. I really liked the sessions about the early childhood development milestones that plays very important part

in a life of a child., the content quality was very good, and this course seemed equally relevant for caregivers, mother, father, and educationist.”

“Maam Arooj was a great instructor. I have not only learned about ECD from her but also, I learned how to talk from the heart, how to listen, how to teach with love and respect and how to motivate and encourage others.”

“This course has been a great source of learning for me. It provided a lot of information as well practical techniques on acquiring knowledge and understanding about cognitive domain, physical domain, and teaching strategies. The most impactful part was age-wise milestone and how parents, caregiver and teachers can help a baby’s development.”

“I want to teach older student, but this course gives me confidence to teach early child.”

“The quality of the course was the best as it included most authentic and recent material. If the learnings of the course are practically applied, it will be very impactful. Moreover, the methodology with which the course was taught was very effective.”

“The past decade has witnessed a range of reviews, public policy, inquiries, and research into what should constitute quality in ECCE in developed and developing countries. Through these sessions we have learnt the steps taken by Government in Federal and provincial areas.”

“Each topic of the course was designed professionally including examples relevant to our day-to-day life, as well as national and international policies and protocols.

Group work and case studies helped brainstorm, while videos, presentations and references were insightful.”

“Before this course, I had the idea that parents play a strong role but after attending the session I am very clear about its importance. Now I can relate today’s parents with our traditional or generational parents.”

“I have studied Early Childhood Care and Education as a subject during my 4 years’ bachelor’s degree, yet the session was like an addition in knowledge and revision for me. The content shared during session was updated and informative.”

Recommendation Received from the Course Participants

1. This programme should be continued further in partnership with the existing partner universities and other universities and foundations who are interested in developing their ECD/ECCE workforce.
2. Given the success of this programme, efforts should be made to reach out and include other universities into the workforce development programme.
3. Feedback and Evaluation Form needs to be simplified so that the participants can respond to it specifically.
4. The Feedback and Evaluation form should be bi-lingual and should have the option for recording.

Expanding the Scope of Existing National Curriculum for ECCE

The fourth key component of this project undertaken by PAFEC was expanding the scope of existing National Curriculum for ECCE.

Description of the Work

Educational institutions, family and community are still not equipped with the age-appropriate learning and development needs of young children. It is a well-established fact that educational curriculum plays a key role in nation building. An effective curriculum provides teachers, students, administrators and community stakeholders with a measurable plan and structure for delivering a quality education. The curriculum identifies the learning outcomes, standards, and core competencies that children must demonstrate before advancing to the next level.

The early years' curriculum is important because it clearly describes what is expected for a child to learn; what child outcomes are being aimed for. Curriculum describes the sequence - the "what comes next" for the child to learn and you to teach so that the child moves closer to your intended learning outcome. The ECD curriculum supports the child's emotional, social, and personal growth and development. When a 3-year-old can spend time with adults other than parents they learn to build trusting relationships with adults. PAFEC developed the curriculum from 3 -4 years old children to bridge the gap because the National Curriculum Council developed the curriculum from age 4 onwards. PAFEC had already developed the curriculum from Zero to age 3 before this project so now it has a complete curriculum from Zero to age 8 children. PAFEC developed this document through engaging curriculum experts from public and private sector led by a technical expert in early childhood development. This group initiated the work virtually during the COVID-19 lockdowns but gradually they started meeting in person to discuss the purpose and content for the document. The technical expert prepared drafts for each section of the document and presented them to the curriculum experts for their input. The curriculum experts deliberated at each section at length and finalised it with mutual agreement.

The learning areas in the 3 to 4 years' curriculum document caters to the following to support holistic development of children:

1. Personal, social, and emotional development
2. Language and literacy development
3. Basic mathematical concepts
4. The world around us
5. Creative arts
6. Health, hygiene, and safety
7. Physical development

Moreover, the following basic characteristics of teaching and learning are also covered through hands on activities:

1. Play and exploration
2. Active learning
3. Critical, logical, and creative thinking

This document will act as a transition from 3 – 4 to 4 - 5 age bracket in terms of overall development. The 3 to 4 years' curriculum is designed in line with the National Curriculum for age 4 - 5. It encompasses all the development domains as per age appropriate milestones. It aims at the holistic development of a child's social, emotional, cognitive, and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing.

Key Learning Areas and Key Competencies

Each learning area developed focused on key competencies within it, in addition, each competency has been developed with three key areas: expected learning outcomes (ELOs), ideas for implementation and assessment. Extensive details on each of the Key Learning Areas are in a separate document along with the submission of this report.

The following illustration summarises these as follow:

1. Key learning Area: Personal, Social and Emotional development

Competency – 1: Children will develop an understanding of themselves and their belongings

Competency – 2: Children will develop understanding about immediate and extended family members and relations

Competency – 3: Children will understand the importance of greetings and use of courtesy words

Competency – 4: Children will express their feelings and thoughts

Competency – 5: Children will understand the concept of “mine” and “hers/his

Competency – 6: Children will develop understanding that sharing is caring, and they will demonstrate their understanding

Competency – 7: Children will develop understanding of events in the family

Competency – 8: Children will develop the concept of cooperative learning and taking turns

Competency – 9: Children will develop problem solving skills

Competency – 10: Children will understand, develop, and execute sense of responsibility and able to follow simple rules

2. Key learning Area: Language and Literacy

Listening and Speaking Skills

Competency – 1: Children will introduce themselves in few sentences

Competency – 2: Children will speak using complete sentences of five to six words to express their feelings and thoughts

Competency – 3: Children will describe or talk about a picture, things, events, or incidents

Competency – 4: Children will understand and follow simple instructions

Competency – 5: Children will sing poems in both Urdu & English languages

Reading and Writing

Competency – 6: Children will develop pictorial vocabulary in English and Urdu (Recognise and identify common objects and pictures)

Competency – 7: Children will develop the concept of initial sound of the letters and words

Competency – 8: Children will use different ways to develop and practice pre-writing skills. (Tracing in sand, sand letters, sorting, colouring, tearing, and pasting, stacking blocks)

Competency – 9: Children will develop understanding of print

Competency – 10: Children will enjoy listening to and re-telling stories

3. Key learning Area: Basic Mathematical Concepts

Competency – 1: Children will recognise and name colours

Competency – 2: Children will develop understanding of sorting and classification on the basis of one or more attribute

Competency – 3: Children will recognise the shapes in real world

Competency – 4: Children will understand the concept of measurement

Competency – 5: Children will count orally till ten and one-to-one correspondence

Competency – 6: Children will develop understanding about the Pakistani currency

4. Key learning Area: World Around Us

Competency – 1: Children will develop an understanding of the place they live

Competency – 2: Children will name the city, village, country they live in, recognise Pakistani flag and basic information about the country

Competency – 3: Children will develop the concept of citizenship

Competency – 4: Children will understand and develop caring attitude towards environment, plants, and animals

Competency – 5: Children will develop the concept on resources and their safe use

Competency – 6: Children will develop understanding about weather and seasons

Competency – 7: Children will develop understanding on the safe use of technology

5. Key learning Area: Physical Development

Competency – 1: Children will develop gross motor skills

Competency – 2: Children will develop fine motor skills

6. Key learning Area: Hygiene, Health, and Safety

Competency – 1: Children will know and practice good hygiene

Competency – 2: Children will learn and practice healthy eating habits

Competency – 3: Children will develop understanding on safety

Competency – 4: Children will develop understanding on personal safety

Competency – 5: Children will develop understanding on road safety

Competency – 6: Children will develop understanding on fire safety

Competency – 7: Children will develop understanding on water safety

7. Key learning Area: Creative Arts

Competency – 1: Children will get familiarised with various ways of printing and colouring



Competency – 2: Children will use variety of art techniques to express their imagination and creativity. (Colouring, cutting, pasting, stamping, tearing, collage, spray, and blow painting)

Competency – 3: Children will have fun making puppets and face masks

Competency – 4: Children will make scrap books

Competency – 5: Children will explore and have fun with the art of paper folding

Competency – 6: Children will participate in dramatic play to develop better understanding on different concepts

As indicated at the beginning of this section, each key learning area is further divided into specific competencies and each competency is explained with expected learning outcomes for the children, ideas for teacher on how to implement these ELOs followed by how to assess children on each of the ELOs.

Developing Master Trainers

The fifth key component of the project developed by PAFEC was the course for training master trainers in ICT and KP. Details of the programme are as under:

Programme Objectives

Pakistan Alliance for Early Childhood initiated a series of training courses in May and June of 2022 for its institutional members. The first five-day training course was held in Islamabad from 9th to 13th May 2022 and the second training was organised in Peshawar from 13th to 17th June 2022. These training courses were attended by 72 professionals, representing institutional members of PAFEC, who are working on Early Childhood Development directly or indirectly.

The design and development of the training for the Master Trainers was in response to project's objective five (5), focusing on NC for ECCE and all the concepts, constructs and aspects covered under the National Curriculum.

The aim of these training courses was to provide a clear understanding on the holistic development of a child with a focus on the child's social, emotional, cognitive, language and physical needs in order to build a solid and broad foundation for lifelong learning, optimal development, and wellbeing.

The training aimed at early development, learning and care; focused on discovering connections between theory, research, policy, and professional practice. Its emphasis was on the age and the stages of child development, significance of 1st 1000 days, factors affecting brain development, age appropriate milestones, positive and playful parenting, the National Curriculum Framework on Early Childhood Care & Education, global best practices, Sustainable Development Goals, particularly Goal 4.2, Nurturing Care Framework, UN Conventions on the Rights of the Children (with a focus on the four principles, i.e., best interest of a child, non-discrimination, survival & development, and participation) and on health, nutrition standards for children between the ages of Zero to eight, ECD landscape in Pakistan, rationale for early investment and proposed ECD/ECCE programmes for Pakistan.

The first five days training was conducted at the Federal College of Education, Islamabad and the second five days training was conducted at the Shahi Palace Guest House, Peshawar. In total seventy-two (72) individuals participated in the two MTs offered. A cross-section of organizations and individuals participated in this course.


Objectives of the programme

- to develop understanding on ECD/ECCE focusing on the development and learning of a child from ages- conception to eight years
- to discover child development as a holistic phenomenon through various domains such as social, emotional, cognitive, physical, and spiritual for lifelong learning and wellbeing, and
- to provide foundational qualification to become a specialized ECCE teacher, childcare practitioner, advocate, entrepreneur, researcher, or a well-informed parent with knowledge of child development and learning.

Programme Structure

The Master Trainers Training programme design was based on fifteen (15) key sessions spread over the period of five (5) days conducted by a team of experts. These sessions included:

- i. Early Childhood Development – The Promise of Endless Opportunities
- ii. ECD Developmental Domains and Age-Appropriate Milestones
- iii. Social, Emotional and Physical Development
- iv. Language Development in Early Years
- v. Mathematical Concepts and Skills-Emergent Numeracy
- vi. Learning Theories – Piaget and Vygotsky
- vii. Learning Theories in Early Years
- viii. Child Protection and do no harm concept
- ix. Developing Learning Material with No Cost Low-Cost Materials
- x. Classroom Environment & Management
- xi. Observations and Learning Assessment

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- xii. National Curriculum and Journey of ECD in Pakistan
 - xiii. Promoting Positive Parenting
 - xiv. Learning through Play
 - xv. Learning Approaches in Early Years

Overview of the Key Training Sessions

Both the training course began with the recitation from the Holy Quran and followed by introductions of the participants. A pre-test on participants understanding on ECD was recorded to be compared later with the results of the post-test. Ms. Qudsia Mahtab introduced the course facilitators and the objectives of the course, these include:

- to develop understanding on ECD/ECCE focusing on the development and learning of a child from ages- conception to eight years
- to discover child development as a holistic phenomenon through various domains such as social, emotional, cognitive, physical, and spiritual for lifelong learning and wellbeing, and
- to provide foundational qualification to become a specialized ECCE teacher, childcare practitioner, advocate, entrepreneur, researcher, or a well-informed parent with knowledge of child development and learning.

First Session: The first session was on “**Early Childhood Development – The Promise of Endless Opportunities**”. Ms. Khadija Khan elaborated that the early years are the basis of all the dimensions of sustainable development of a child into responsible and productive adults.

She further explained that the holistic development (cognitive, physical, language, emotional and social) provides sound foundation for the rest of a person’s life, what happens – or does not happen to children early in life is critical to their immediate well-being and for their future. Talking about the significance of 1st 1000 days, she said that early childhood is a period of rapid brain development which lays the foundation of a child’s development. In the first few years of life, she said, more than one million new neural connections are formed every second. After

this period of rapid proliferation, connections are reduced through a process called pruning, which allows brain circuits to become more efficient.


As for the size of human brain, she said, when a child is born, he/she already has an average brain weight of 333 grams. At the two years of age the average brain weight is 999 grams and adults have 1400 grams of average brain weight. This shows that a major part of brain development occurs in the first 1000 days. Keeping in view this amazing brain development at the early phase of life, she talked about the situation of ECD in Pakistan. She presented the landscape of ECD showing indicators of mother & child health, nutrition, early learning, child protection and early stimulation and how Pakistan is performing against Sustainable Development Goal 4.2 which talks about ensuring service provision for children from Zero to age 8.

Concluding her presentation, Ms. Khan made the following recommendations to promote holistic and inclusive ECD through a multisector approach:

- Implement the ECD Policy Framework
- Parental support programmes and parental education is important for positive change
- Design and implement ECD workforce development from care givers to policy makers
- Quality early learning centers should be established, and integrated early learning programmes should be designed and offered there
- Maternal mental health programmes should be developed and integrated with health programmes
- Create mass awareness and build linkages across sectors, and
- Allocate public sector budget for ECD from Zero to age 8 years old children

Second Session: The second session was on “**ECD Developmental Domains and Age-Appropriate Milestones**”.

This session was conducted by Ms. Samina Ghafur and Ms. Shafia Rafiq in Islamabad and by Ms. Khadija Khan in Peshawar respectively. The session covered following topics:

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1. Brain Development in Early Years,
 2. Developmental Domains of Early Childhood
 3. Developmental Milestones During Pregnancy,
 4. Developmental Milestones of Infants, Toddlers and Preschool children

The process of brain development was discussed in detail, highlighting the fact that it starts in mother's womb and with the birth, and almost 25% of the brain is already developed before the child is born. More than one million new neural connections are formed every single second in the brain after the child is born. The brain of the child is sensitive and reactive, and the development of these connections is dependent on the stimulus from the sensory pathways.

It was further discussed that 75% of child's brain develops at age one and 80 to 90 % by the age of two. However, the healthy brain development is based on many factors like meeting physical and emotional needs of the child and building happy and healthy relationships around the child. The plasticity of the brain decreases over time; that is why early years are best to expose children to different learning opportunities including different languages and skills. No matter what, the best stimulant is parents love and care for the child during this phase. This helps a child to grow mentally, physically, emotionally, morally, and spiritually.

Language development is another domain which is very important and each domain has age appropriate milestones which show growth and development of the child. It is important for parents to have a clear understanding about these milestones so that they are able to play their role effectively. For optimum physical and cognitive development, it is essential that a child gets vaccinated, receives nutrition, food and gets engaged in physical activities.

Social context, healthy relationships and introduction of cultural values and ethics at an early stage shapes the overall personality of a child. For him/her difference between right and wrong, concept of sharing and care for humanity comes from his/her surroundings. Healthy and enriching interactions with the caregivers help the child build positive behaviour and trust. Children grow their self-esteem in a positive manner when their emotional needs are met,

and they can experience & understand their negative and positive emotions. Helping children in recognising their self-worth develops their positive self-image.

Third Session: Ms. Samina Ghafur conducted this session, and the topic was on “**Social, Emotional and Physical Development**”. She explained the concepts in detail with practical examples of each concept. Physical development relates to the development of fine motor and gross motor skills. Fine motor skills involve the use of smaller muscles in the body, such as those of the eyes, hands, fingers, feet, and toes. At this stage, children prefer to use, or demonstrate more accuracy with larger crayons, paint or pencils until the pincer grasp is well-defined. Gross Motor skills involve the use of larger muscles in the body such as the trunk, neck, arms, and legs. Gross Motor Skills include running, jumping, hopping, skipping, throwing, and catching. In addition, balancing, i.e., the ability to maintain a position, coordination i.e., the capacity to move through a set of movements, from simple to complex, as well as repetitive; both combined are necessary for performance of gross motor skills.

She further explained that the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses is called cognition. Cognitive development involves language, imagining, thinking, exploring, reasoning and memory expression. It was discussed that Social Development refers to those processes where children develop relationships with their culture, with people around them and the environment in general and describing emotional development. Emotional Development, she explained, refers to the development of a child’s capacity to experience, manage and express a full range of positive and negative emotions. The development of self-esteem is critical throughout the early years and having positive experiences in a quality environment is essential at this stage.

Fourth Session: The fourth session of the training was on “**Language Development in Early Years**”, conducted by Ms. Samina Ghafur. She talked in detail about the language development and milestones and ways to support language development and literacy in early years.

Ms. Ghafur emphasised that language development involves the development of skills used to communicate with others through words that form part of the sentence in a particular language, moreover, literacy development involves the ability to read and write.

From months 0-4, a child can smile in response of sound and voice, shows interests through facial expression and can make eye contact. From 4-6 months a child can react to sudden noises and sounds, listens and responds when someone talks, makes different kind of sounds to express feelings, notices toys that make sound, uses babbling to get attention. From 7-9 months' babies recognise sound of their name and participate in two-way communication through shaking head to say 'no'. At the age of 10-12 months, a child clearly uses words to relate to a relation, like mom and dad. As this stage, a child also starts to speak few words, responds to know, and begins using hand movements to communicate wants and needs like to be picked up etc. This process of language development continues to age 4-5 onwards where a child can tell stories and speak several languages.

Fifth Session: Fifth session of the training was on “**Mathematical Concepts and Skills-Emergent Numeracy**”. Ms. Samina Ghafur explained that for young children, Mathematical concepts and skills include verbal components (number knowledge, counting, computation, and reasoning) and nonverbal components (math notation, reasoning in time and space, and computation).

At the age of 0-2 months' children begin to predict the sequence of events (like running water means bath time), start to understand basic cause and effect (shaking a rattle makes noise), children begin to classify things in simple ways (some toys make noise and others don't), start to understand relative size (baby is small, parents are big), begin to understand words that describe quantities (*more, bigger, enough*).

Toddlers of 1-2 years understand that numbers mean “how many” (using fingers to show how many years old they are), begin reciting numbers, but may skip some of them, understand words that compare or measure things (*under, behind, faster*), match basic shapes (triangle to triangle, circle to circle), explore measurement by filling and emptying containers, start seeing

patterns in daily routines and in things like floor tiles. This learning continues till the age 8 and onwards.

Sixth Session: This was on **Learning Theories** conducted by Ms. Khadija in Islamabad and Dr. Robina in Peshawar respectively and this session covered Jean Piaget’s Theory of Cognitive Development. According to Piaget, there are four stages that children undergo as they grow from new-born, infants to toddlers, these include: Sensory Motor, Preoperational, Concrete Operational, and Formal Operational stages.


The second theory shared with the participants was Vygotsky’s theory of Socio-Cultural Development. He proposed that cognitive development in early childhood is advanced through social interaction with other people, particularly those who are more skilled. Vygotsky believed that social learning comes before cognitive development in children, and that children construct knowledge actively. His Zone of Proximal Development (ZPD), or Zone of Potential Development, refers to the range of abilities an individual can perform with the guidance of an expert, but cannot perform on their own.

The third theory shared with the participants was established by Erik Erikson called Theory of Social Emotional Development. Erikson’s psychosocial theory of development considers the impact of external factors, parents, and society on personality development from childhood to adulthood. According to Erikson’s theory, every person must pass through a series of eight interrelated stages over the entire life cycle. Details of each theory and its application on child development are shared with the participants.

Seventh Session: Ms. Qudsia Mahtab conducted the session on “**Learning Theories and Approaches in Early Years**”. She presented:

1. Bronfenbrenner’s Ecological Systems Theory of Child Development
2. Multiple Intelligences Theory, and
3. High Scope Approach.

The Ecological Systems Theory is based on the five stages of ecological systems. Bronfenbrenner named every stage starting from microsystem which is the most basic and



first interaction of the child with the immediate environment to chronosystem which changes over time but highly impact the child development.

The multiple intelligences theory by Dr. Howard Gardner suggests that human learns in a variety of ways and every person might be different and their learning style depends on the intelligence they possess. He proposes nine different modalities of learning through which people learn quickly if the learning applied through their intelligence. Accordingly, an understanding of which type(s) of intelligence a student may possess can help teachers adjust learning styles and suggest certain career paths for learners.

The High/Scope Curriculum is based on the child development ideas that children learn better when they are actively engaged. High/Scope teachers emphasize on the broad cognitive, social, and physical abilities that are important for all children, instead of focusing on a child's deficits. In the High/Scope curriculum the role of the teacher is to support and extend the children's learning by observing and listening, asking appropriate question and by scaffolding learning experiences. The day ended with the reflections of the participants.

Eighth Session

The session was conducted by Qudsia Mahtab. Participants learnt about **Child Protection and do no harm concept** and were familiarised with the United Nations Convention on the Rights of the Child. Current federal and provincial laws related to child rights and protection, child abuse and neglect protection mechanisms were also shared with participants. Role of parents, caregivers and teachers was discussed at length to give a clear understanding to the participants about it.

Ninth Session

This session was on “**Developing Learning Material with No Cost Low-Cost Materials**” conducted by Samina Ghafur. She said that Low-cost/no-cost materials are those which require no cost or are available cheaply.

This session engaged participants in experiencing working with different materials like poster paints, vegetables, dough making, and they practically painted with vegetables and different colours. They also learnt to make colourful dough by using kitchen stuff and how they can make reading materials, books, time calendar and diaries to engage children using different papers and boxes and those materials which are usually considered trash. Participants learnt to make dough, poster paints and finger puppets with paper and to use them as learning material for children.

The session started with the reflections on the key learnings of the previous day. Participants shared that the sessions on learning theories were very informative and it is important to know the theoretical background of ECD for designing and implementing programmes in the field. For some participants it was an eye opener. A participant from a private school shared that she has been involved in using high scope approach but never realised that her school is actually applying this theory in practice. Participants shared that they were highly engaged in preparing the low cost no cost materials and they learnt different techniques to engage children in school and as well as at home. Some participants, who were mothers, shared that they exercised the book making technique with their children at home and it went very well.

Most of the participants shared that the session on Child Rights and Safety was the first ever session they attended which helped them understand the topic well.

Tenth Session: It was on “**Classroom Environment & Management**” conducted by Ms. Samina Ghafur. She said classroom environment plays a vital role in shaping children’s way of thinking, working collaboratively and sharing responsibilities. She further explained that a class room is a place that makes learning fun by providing conducive learning environment that enhances skills, capabilities and creativity of children which ultimately help them develop holistically. She emphasized on creating democratic classrooms involving students on a regular basis and in developmentally appropriate ways for shared decision making and growing together.

Eleventh Session: It was on “**Observations and Learning Assessment**”. Ms. Samina Ghafur explained that in order to understand how children are learning and performing, a teacher needs to know how they can assess and observe children through different techniques. She shared different methods of assessment such as formative and summative methods; formative method, she said gives insight into student needs and how to balance gaps to improve learning. While through summative method a teacher can assess students’ knowledge and skill level for improvement in the learning process. Examples of tools were shared with the participants for observation and assessment, including checklist, anecdotal records, and interviews with children. Careful observation and quality assurance of teaching, learning and assessment are vital for ensuring quality of teaching and learning.

Twelve Session: The session was about “**National Curriculum and Journey of ECD in Pakistan**”. This session was conducted by Muhammad Rafique Tahir, former Joint Educational Advisor. He narrated the process of keys steps being taken for the Early Childhood Education and Development in Pakistan including the National Curriculum for ECCE.

He shared the following details with the participants: at the time of the independence of Pakistan in 1947, there was a *katchi* (term used for pre-primary) grade for children aged 4 to 5 which was based more on informal and play led learning. In 1975, the government abolished all the *katchi* classes from the system and until 2000 there was no concept of early learning in the government education system of Pakistan. In 2000, the government decided to take

special measures to improve the quality of education in the country and to this end an Education Sector Reform Programme(ESRP)was designed. ECE was one of the key components of ESRP for improving quality education particularly in the public sector. As part of this programme, the government in 2006 decided to add an early years' grade for aged 4 to 5 children with all the government schools. A teacher training module and a document for minimum learning standard for ECCE was developed. One primary level teacher from every government school was trained on the following the training module and the minimum learning standards. The National Education Policy was revised in 2009 and a section on ECE was added in it for the first time which provided legal binding to the decision of 2006. In 2017, the Ministry of Planning, Development and Special Initiatives(MoPD&SIs) formed a national level Task Force on Early Childhood Development to develop a Policy Framework for ECD. PAFEC is a technical member on this TF. The Task Force headed by the technical experts developed a multi-sector (nutrition, health, early learning, child protection and wellbeing) Policy Framework for ECD from Zero to age 8 and ECD. This is paradigm shift for the ECD sector in Pakistan as the government will now formally focus on ECD from Zero to age 8 instead of ECE from age 4 to 5.

Thirteen Session: The day started with a session on “**Positive Parenting**” conducted by Miss Arooj in Islamabad and Dr. Robina Shaheen in Peshawar respectively.

The session comprehensively covered:

1. What is Positive Parenting?
2. Role of parents and family members in child upbringing, parent-child bonding and attachment and its impact on child development
3. Different styles of parenting and how they impact the child's personality,
4. How to promote positive discipline among children and how it impacts child's behaviour and confidence
5. Impact of spousal relationship on the upbringing of children

Practical tips and tools were shared with the participants about 'Positive Parenting'.

Fourteen Session: This session was on “**Learning Through Play**” conducted by Ms. Samina Ghafur in Peshawar and Ms. Arooj in Islamabad. Both explained the importance of play and its role in child’s learning and development. Both the trainers explained the different stages of play such as exploratory, constructive, dramatic play and games with rules with real examples. Explaining the importance of play-based learning and its characteristics, they trainers said that play helps develop all the developmental domains, it is interactive, free, spontaneous, and gives pleasure to children.

Fifteenth Session: Ms. Arooj conducted a session on “**Bloom’s Taxonomy**” in Islamabad and Ms. Qudsia conducted the same session in Peshawar respectively. Bloom’s taxonomy was introduced, and its classification system was discussed to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding. Bloom's taxonomy is a set of three hierarchical models used for classification of educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective, and psychomotor domains.

Feedback from the course participants

The overall response of the participants was excellent. They actively participated in each activity as most of the participants were engaged for the first time in ECD training. All the sessions were activity based and real-life examples were discussed among the participants. Participants were from different fields, but they all were able to relate the topics presented with their life and situation. The training received unanimously positive feedback, with participants praising the programme's methodology, content, expertise, and management. The participants demonstrated equal participation in all sessions, with females actively engaged in all activities. They highly appreciated the training programme's participatory and inclusive approach and thoroughly cherished the thought-provoking activities that were carried out in each session. Following are some testimonies of the participants:

*"This whole course can be applied from early childhood to high school level.
The activities introduced in the sessions motivated us to learn and understand
critical concepts with full clarity"*

Ayesha Khan - Federal College of Education, Islamabad

*"I am working in an organisation which is working for the Human
Development and especially for women empowerment. Most of the
women are mothers. This training is so useful to share the knowledge
gained to the mothers that what is the importance of early years"*

Tufail Ahmed Khan - National Commission for Human Development

*"I will apply all the knowledge on myself, and my family and I will
share it with the community through CMAP"*

Noor Ul Huda Shah - Centre for Mental Health Advocacy & Promotion, Peshawar

*"I will utilise the knowledge gained in designing courses on ECD Diploma in the
University. It is useful at personal level. One can share milestones with family
members and parents to be"*


Haleema Bano - University of Haripur

*"Being a humanitarian practitioner heading the same nature of project in 72 schools. This
training will help me in the project implementation and achieving the desired results"*

Syed Irfan Shah - Participatory Rural Development Society, Peshawar

Parenting Manual

The sixth and the final component of this project developed by PAFEC focused on Parents. Parents being the key workforce for ECD as they are the primary caregivers, play a key role in the upbringing of their children, therefore, PAFEC work under this project lay a special emphasis on positive and responsive parenting.



PAFEC has and continues to design and offer capacity building opportunities to aspiring and existing parents, pregnant and lactating women, and newlywed couples. In addition to designing capacity building programmes, PAFEC also develops and adopts training material for parents on ECD.

In this connection, ‘the Alliance’ has designed and developed a parenting manual in Urdu language. The purpose of developing a parenting manual in Urdu language is to ‘empower parents through capacity building and behaviour change approach for optimum development of their children and to set pathways for lifelong learning through timely information and support during the early years.

The manual provides a comprehensive understanding of the journey of early childhood development, children’s developmental requirements and milestones from pre-conception through to age 8 years, conceptual understanding of parenthood, different dynamics of parenting, styles of parenting, positive and responsive parenting, impact of environment, healthy interactions with young children even before they are born, early experiences spousal relationship and positive discipline on child development.

Moreover, this manual will also serve the purpose as a handbook for parents, offering them practical tips, tools, and sample activities to help them play positive, playful and an engaging role in the upbringing of their children.

A complete manual is being submitted separately along with this report.

Key Lessons Learnt from the Programmes

1. ECD / ECCE continues to be a minimally and at times misunderstood concept across all levels of professional, including parents.
2. There is clear and urgent need for ECD / ECCE skills development
3. Multiple modalities to offer programmes was appreciated and it allowed the programme to be flexible and reach out to professionals across Pakistan
4. Multiple modalities of programmes suited professional, generally busy, to choose from options to participate actively
5. This was the first time the universities had the opportunity to develop courses, programmes on ECCE
6. Each university worked on developing programmes and courses at their own pace and priorities
7. Periodic and continued engagement with academic institutions, professionals (current and prospective) is critical, it is the only way to expect any shifts in predispositions and interest in this field.
8. There is a clear need demonstrated by all the participants to have access to good ECD/ECCE resources
9. Flexible ways of offering programmes are possible, an important learning from the pandemic phase.

Key Challenges faced during the Project Implementation

1. COVID-19 disrupted the collaborative process with the academic institutions, especially when universities were under pressure to offer on-line teaching of their regular programmes.
2. This impacted university schedules and availability of faculty members and access to university in-person.
3. ECD/ECCE continues to be a very misunderstood concept, especially the policy makers and their lack of clarity has implication on academic programmes.





Annexures

1. Course Details for Academic Institutions (submitted separately)
2. Parenting Manual (submitted separately)
3. Online Certificate Course - Course Details
4. Online Certificate Course – List of Participating Institutions and Individuals
5. ECD/ECCE Detailed list of Resources
6. Training of MTs on Early Childhood Development Day Plans and List of Participants
7. Project highlights in pictures (Separate Attachment)



ANNEXURE 3 - Online Certificate Course – Details

DETAILED PLAN FOR ONLINE CERTIFICATE COURSE		
TOTAL NO OF SESSIONS: 13		
SESSION # 1 DETAILS PARTS: ONE & TWO		FACILITATOR / RESOURCE
40 minutes	<p>PART ONE:</p> <p>Registration of Participants</p> <p>Welcome and Introduction</p> <p>Course Outline and Objectives</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> To welcome the participants and to get registration details checked To introduce facilitators and participants To guide participants on the procedures that will be followed for online certificate course, marking criteria, attendance, assignments, final presentation, queries etc., and the course outline <p>METHODOLOGY:</p> <ul style="list-style-type: none"> Start by welcoming the participants and explaining the nurturing job of a caregiver by showing plain clay and how we can make a mater piece out of it; exactly in the same way we can nurture kids and make them successful human beings. Introduction of the course facilitators and participants 	<p>Arooj Malik</p> <ul style="list-style-type: none"> - PPP - Clap pack - Swan Sculpture

	<ul style="list-style-type: none"> • Present the course outline, methodology to be followed, expected outcomes, expectations from the participants with regard to their active participation in the class and in group assignments and their attendance • Question and answer session 	
80 minutes	<p>PART TWO – ECD – The Promise</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To develop a clear understanding among the participants about Early Childhood Development (zero to age 8), the significance of First 1000 days as critical window of opportunity and the developmental domains <p>METHODOLOGY:</p> <ul style="list-style-type: none"> • Start by welcoming participants and explaining the how the session will progress • Warm up by explaining significance of early years learning and development • Share presentation on First 1000 Days • Share literature/ website links on ECD & first 1000 days • Question and answer with the participants after session to help build deeper understanding and reinforcement of the concepts • Reflection & closing after the presentation by the facilitator. Reflection and inputs to be taken from participants. <p>LEARNING OUTCOMES:</p> <p>By the end of the session students will:</p> <ul style="list-style-type: none"> • Learn about what is Early Childhood Development, its importance in an individual's life • Learn about the significance of the First 1000 days and what factors contribute to make it a window of opportunity • Develop critical knowledge about the developmental domains and how caregivers can play their role for optimum development of all the domains. 	<p>Khadija Khan</p> <p>- PPT</p>

SESSION # 2 DETAILS		FACILITATOR /
PARTS: ONE & TWO		RESOURCE
	<p>PART ONE</p> <p>TOPIC:</p> <p>Historical Background of ECCE in Pakistan</p> <ul style="list-style-type: none"> Beginning of Early Childhood Care and Education in Pakistan; related developments (Education Sector Reform Programmes ESR) ECCE / ECD Policy frame, Education Policy 2009 & 2020 SNC formulation the historic event <p>PART TWO</p> <p>TOPICS:</p> <p>Single National Curriculum for ECCE</p> <ul style="list-style-type: none"> Introduction to the Key Learning Areas and Competencies in SNC Introduction to the National ECCE Curriculum aims The National ECCE Curriculum Objectives 	
15 minutes	<p>PART ONE</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> To give the historical background of ECCE in Pakistan To educate, on educational policies To explain the formulation process of SNC and clear misconceptions <p>METHODOLOGY:</p> <ul style="list-style-type: none"> Start by welcoming participants and explaining how the session will progress Introduction by sharing historic background of ECD in the context of Pakistan to the participants Share presentation on National ECCE Curriculum. Share literature/ website links on ECCE Question and answer with the participants after the presentation session to help build deeper understanding and clearing concepts further Reflection & closing after the presentation by the facilitator. Reflection and inputs to be taken from participants. 	<p>Khadija Khan</p> <p>- PPT</p>

85 minutes	<p>PART TWO</p> <p>OBJECTIVES:</p> <p>To develop a clear understanding among the participants on SNC ECD document:</p> <ul style="list-style-type: none"> ● It's aims and objectives ● It's learning domains and key competences. <p>METHODOLOGY:</p> <ul style="list-style-type: none"> ● Presentation on SNC ECD & explanation ● Flowed by Q and A session /discussions ● Sharing of suggested resource material links ● Question and answer with the participants after session to help build deeper understanding and reinforcement of the concepts ● Reflection & closing after the presentation by the facilitator. Reflection and inputs to be taken from participants. <p>Homework: Ask participants to come prepared for quiz on SNC in the next class</p> <p>LEARNING OUT COMES OF SESSION ONE:</p> <p>By the end of the session students will:</p> <ul style="list-style-type: none"> ● Learn about what SNC, its aims and objectives for people of Pakistan are ● Have a clear understanding and knowledge of learning domains and key competences given in the SNC 	Arooj Malik - PPT
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SESSION # 3 DETAILS PARTS: ONE, TWO & THREE		FACILITATOR/ RESOURCES
2 hours & 20 minutes	<p>PART ONE</p> <p>DEVELOPMENTAL MILESTONES</p> <ul style="list-style-type: none"> • Definition • 0 to 6 months • 6 months to 1 year • 1 year to 4 years & onwards • Red Flags to track <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To understand what developmental milestones are • To understand how missing out on these milestones can affect the child • To develop better understanding of caregivers on developmental milestones and <p>METHODOLOGY:</p> <ul style="list-style-type: none"> • Share presentation on developmental milestones • Sharing web links and research materials • Home assignment. • Question and answer with the participants after session to help build deeper understanding and reinforcement of the concepts • Closing after the presentation by the facilitator. Reflection and inputs to be taken from participants. <p>LEARNING OUTCOMES:</p> <p>By the end of the session students will be able to:</p> <ul style="list-style-type: none"> • Learn developmental milestones and their importance in early years • Know the negative effects of missing out on developmental milestones <p>PART TWO</p> <p>TOPIC: COGNITIVE DOMAIN</p> <ul style="list-style-type: none"> • What is the cognitive domain? • Critical point of intervention • Brain development • Structure of the human brain • The functions of the two halves of the cerebrum • Stimulation of the different parts of the brain • Brain development from infancy to indolence 	<p>Arooj Malik</p> <ul style="list-style-type: none"> - PowerPoint Presentation - Developmental milestones poster - Singing Activity

	<ul style="list-style-type: none"> • Factors Influencing Brain Development • Early Childhood Stress Influences Brain Development • What are developmental milestones • Definition of Milestones • Creativity & Imagination • Intelligence and creativity • Creativity And Problem Solving • Creative Thinking Why Children Need Creative Problem-Solving Skills • How Your Child Learns to Problem-Solve • Why Children Need Creative Problem-Solving Skills • Caregivers Role in early years cognitive development • The Learning pyramids • The Plasticity of Brain Architecture Decreases over Time • Neglect Impedes Brain Development <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To understand what cognitive domain is and its importance in child development • To develop understanding on how sound impacts learning and creativity • To understand the role of a conducive environment for cognitive development. <p>METHODOLOGY:</p> <ul style="list-style-type: none"> • Share presentation on Cognitive development • Share a video clip and start by explaining it • Leading questions and discussion • Sharing web links and research materials • The session will end with Q & A session • Closing after the presentation by the facilitator. Reflection and inputs to be taken from participants. <p>LEARNING OUT COMES:</p> <p>By the end of the session students will be able to:</p> <ul style="list-style-type: none"> • Learn what cognitive domain is and how caregivers can help in its better development • Know how sound impacts cognitive learning • Create conducive environment for better cognitive development 	
40 minutes	<p>PART THREE</p> <p>TOPIC: IMPACT OF ART & MUSIC ON ECD</p> <p>What Children Learn from Being Exposed to Music</p> <p>10 Reasons Why Kids NEED Art & Music</p>	<p>- Sample Artwork, pictures of</p>

	<p>Effects of AV-Aids</p> <p>Importance of Art and music in early childhood</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To develop understanding on the impact of music and art on child's holistic development • To learn to use different art and music mediums to enhance learning experiences • To develop understanding on how music and art facilitate creativity and imagination • To help develop age-appropriate art and music activities <p>METHODOLOGY:</p> <ul style="list-style-type: none"> • Start by warm up activity of making participants sing • Share presentation • The session will progress with lecture, presentation sharing, on art and music, following video clip and end with Q & session • Sharing web links and research materials with the participants <p>LEARNING OUT COMES:</p> <p>By the end of the session students will able to:</p> <ul style="list-style-type: none"> • Know the role and importance of Art and music in early years • Develop understanding of art and music based age appropriate activities for children • Develop understanding on how to supportive learning environment for art and music • Develop art and music learning corners. • Practice songs and art techniques effectively. <p>Home task, observe a child at home and write developmental milestones of his age.</p>	<p>musical instruments</p>
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SESSION # 4 DETAILS		FACILITATOR/
PARTS: ONE & TWO		RESOURCES
2.5 Hours	PART ONE: SOCIAL AND EMOTIONAL DEVELOPMENTAL DOMAIN A. The Emotional Journey Starts in the womb B. Definition of emotional and social C. Factors Influencing emotional and social development D. The Emotional Journey Starts in the womb E. Factors Influencing emotional and social development F. At birth G. Three to six months H. Six to ten months I. Eleven to twelve months J. First 1000 Day (birth to 2 years) K. Preschoolers (2– 5years old): L. What is emotional stability and security for a child in early years <ul style="list-style-type: none"> ● Early childhood (birth to 3 years old) <ul style="list-style-type: none"> ○ Attachment ○ Emotional experiences <ul style="list-style-type: none"> ▪ Emotional expression ▪ Emotion regulation ○ Understanding others <ul style="list-style-type: none"> ▪ Social referencing ▪ Empathy ○ Social interactions <ul style="list-style-type: none"> ▪ Joint attention ● Preschoolers (3–6 years old) <ul style="list-style-type: none"> ○ Self-concept <ul style="list-style-type: none"> ▪ Gender identity ○ Understanding others ○ Social interactions ● Milestone Imitation ● Search for independence ● Factors influencing Social and Emotional Development ● Emotional Trust and Mistrust ● Positive impact of Social and Emotional Development ● Red flags ● Ways to promote healthy development 	Arooj Malik - PPT - Warm up activity passage - Video clip - Class discussion in - Break out rooms

	<ul style="list-style-type: none"> • Role of play, Music • Regulate one's own behavior and emotions • Develop healthy relationships with adults and other children • Create a positive personal identity • Develop executive function skills, including inhibitory control, working memory, cognitive flexibility, curiosity, and persistence • Participate and engage in learning • Perspectives on well-being, Social, Emotional, Moral, and Spiritual Development <p>PART TWO:</p> <p>PHYSICAL DEVELOPMENTAL DOMAIN</p> <ul style="list-style-type: none"> • Fetal Development – Conception to Birth • The fetal Stages • Factors affecting growth and development • 2-Factors related to fetus • Internal environment • Baby Weight Chart • Clinical Assessment • Developmental milestones • Physical Development • Hand eye coordination • Hand-mouth coordination • Hand skills • Key Gross motor milestones • Fine Motor Skills • Stages of Growth and Child Growth (Image: WHO) Development • Growth vs development • Three patterns of development • Principles of Growth & Development • Types of growth and development • Four Areas of development • Vision and development <p>Fine motor skills:</p> <ul style="list-style-type: none"> • Muscle control, balance, and coordination • Body awareness • Wellness, rest, exercise, health, and nutrition • Grasp • Balance and coordination 	
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	<ul style="list-style-type: none"> • Walking and running • Climbing stairs • Kicking, Throwing, catching, dribbling, Skipping, galloping, hopping, jumping, • Writing Skills • Exercise • Factors affecting Growth & Development • Physical development problems • Posture <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To provide scientific evidence and understanding of emotional and physical domains & their importance in child development • To develop understanding on how important emotions are for our wellbeing and how emotional domain affects all other domains • What is emotional stability and security for a child in early years, its importance and lifelong impacts and role of caregivers in maintaining that? • To help develop clear understanding on different stages of child physical development and impact of nutrition on it <p>METHODOLOGY:</p> <ul style="list-style-type: none"> • Warm up activity of reading a passage by participants • Share presentation and explain key concepts • Share video of milestones and have inputs from participants • Sharing web links and research materials • The session will progress with showing a video clip following lecture, presentation sharing and end with Q & ANS session <p>LEARNING OUTCOMES:</p> <p>By the end of the session students will:</p> <ul style="list-style-type: none"> • Learn about the emotional and physical domains and their importance in child's holistic development • Develop understanding on how important emotions are for our wellbeing and how emotional domain effects all other domains • Learn what emotional stability and security for a child in early years ism and how can they ensure it • Understand different stages of child physical development and impact of nutrition and movement on it • Learn about the impact of food and nutrition on child health and growth 	
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SESSION # 5 DETAILS		FACILITATOR/ RESOURCES
2 Hours	<p>PART ONE</p> <p>LANGUAGE DEVELOPMENTAL DOMAIN</p> <p>Emergent literacy and Language skills.</p> <p>Subtopics:</p> <ul style="list-style-type: none"> • Language as a developmental domain • Four basic language skills • Age-appropriate milestones from Zero to age 8 years • To understand the ways to support language and literacy development in early childhood • What is emergent literacy and its five areas: <ul style="list-style-type: none"> a. Talking and Listening b. Understanding Print c. Knowing about books d. Knowing about alphabets e. Understanding sounds and words. • Techniques to enhance language skills: <ul style="list-style-type: none"> a. Listening b. Speaking c. Reading d. Writing • Significance of read aloud <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To develop understanding on language as a domain • To develop understanding on four basic language skills • To develop understanding on age-appropriate milestones from 0 to 8 years on communication and language development • To understand the ways to support language and literacy development in early childhood • To develop understanding on emergent literacy and its five areas • To learn about different techniques to enhance basic language skills • To understand the significance of read aloud <p>LEARNING OUT COMES:</p> <p>By the end of the session students will be able to:</p> <ul style="list-style-type: none"> • Understand language as a domain • Understand the four basic language skills • Understand what emergent literacy and its five areas is • Practice techniques to enhance these areas 	<p>Samina Ghafur</p> <ul style="list-style-type: none"> - PowerPoint Presentation - Stories - Poems - Booking making

	<ul style="list-style-type: none"> • Use interactive/dialogic storytelling techniques with children • Sing poems with actions. <p>METHODOLOGY:</p> <ul style="list-style-type: none"> • Warm up activity to ask participants to share one thing that makes them special! • Share presentation on language development • Show video of language development and take inputs of students • Give Home assignment and explain it • The session will end with Q & A session <p>Home Assignment:</p> <p>Develop and design one activity in each area of emergent literacy.</p> <p>Make a book and an Author's Crown</p>	
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SESSION # 06 DETAILS		FACILITATOR/ RESOURCES
2 Hours	<p>Mathematical Concepts and Skills - Emergent Numeracy</p> <ul style="list-style-type: none"> • Five areas of emergent numeracy • Numbers and counting • Pattern • Sorting and classification • Comparison and measurement • Geometry • Techniques to enhance mathematical skills. • Relate math with daily life. • Material helpful to support math skills. <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To develop understanding on five areas of emergent numeracy. • To learn about different techniques to enhance these areas in children. • To understand and practice to relate math with daily life. • To understand how to involve parents in the learning process. <p>LEARNING OUTCOMES:</p> <p>By the end of the session students will be able to:</p> <ul style="list-style-type: none"> • Understand five areas of emergent math. • Practice techniques to enhance these areas. • Apply techniques to enhance mathematical skills among children. • Relate math skills with daily life. • Plan and involve parents to be part of learning process. <p>METHODOLOGY:</p> <ul style="list-style-type: none"> • Warm up activity: Sing a poem on numbers • Share presentation on emergent numeracy. • Share pictures of learning material to foster mathematical skills. • Home assignment. • The session will end with Q & A session • Closing after the presentation by the facilitator. Reflection and inputs to be taken from participants. <p>Home Assignment: Develop an activity for each area.</p> <p>Basic mathematical skills</p> <p>Subtopics:</p> <ul style="list-style-type: none"> • Ways to relate math with daily life • Techniques to enhance math skills. • Math projects. 	<p>Samina Ghafoor</p> <ul style="list-style-type: none"> - PowerPoint Presentation - Pictures of learning material to boost math skills. - Story



	Home Assignment: Develop an activity to practice shapes.	
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SESSION # 7 DETAILS		FACILITATOR
		RESOURCES
2 Hours	<p>LEARNING THEORIES</p> <p>Jean Piaget - Theory of Cognitive Development</p> <ul style="list-style-type: none"> • Theory of cognitive development • Four stages of cognitive development • Piaget's Philosophy - Education Programme • Piaget vs. Vygotsky • Piaget vs. Montessori <p>Vygotsky's Theory of Sociocultural Development</p> <ul style="list-style-type: none"> • Theory of Sociocultural Development • Vygotsky's Concept of Zone of Proximal Development • Scaffolding theory • Examples of scaffolding that educators may use <p>Erik Erikson's Theory of Social Emotional Development</p> <ul style="list-style-type: none"> • Theory of Social Emotional Development • Stages of psychological development <p>Bronfenbrenner's Ecological Systems Theory of Child Development</p> <ul style="list-style-type: none"> • Ecological Systems Theory of Child Development • Five Ecological Systems • Classroom Applications <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To understand the philosophy of each learning theory. • To develop understanding on how to apply to support holistic development of a child <p>LEARNING OUT COMES:</p> <p>By the end of the session students will be able to:</p> <ul style="list-style-type: none"> • Know the philosophy of each learning theory • Apply in the classroom to foster holistic development <p>METHODOLOGY:</p> <ul style="list-style-type: none"> • Share presentation and explain different theory-based concepts • The session end with Q & A session with the participants • Give the Home assignment to participants and explain it 	<p>Samina Ghafoor</p> <ul style="list-style-type: none"> - PowerPoint presentation



	<ul style="list-style-type: none"> Closing after the presentation by the facilitator. Reflection on important key elements of each learning theory and inputs by participants. 	
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SESSION # 8 DETAILS		FACILITATOR/ RESOURCES
PARTS: ONE & TWO		
50 minutes	<p>PART ONE:</p> <p>EARLY LEARNING APPROACHES/METHODS</p> <p>Definitions and salient features</p> <ol style="list-style-type: none"> Definitions Montessori Frobel's Kindergarten Reggio Emilia <p>OBJECTIVES:</p> <ul style="list-style-type: none"> To give knowledge and help develop understanding of different methods and approaches of child development and their key components <p>METHODOLOGY:</p> <ul style="list-style-type: none"> Warm up by asking questions related to child development methods from the participants Share presentation and explain key elements of different methods/ approaches Share literature/ website links on different learning methods and approaches The session will start with leading questions, progress with presentation sharing on different methods and approaches with lecture and end with Q & A session <p>Home task, make an activity for early years using play way method and low/no cost material.</p> <p>LEARNING OUT COMES:</p> <p>By the end of the session students will:</p> <ul style="list-style-type: none"> Learn about different learning methods and theories develop better understanding of them to apply in early childhood development 	<p>Arooj Malik</p> <p>- PPT</p>
1 hour & 40 minutes	<p>PART TWO</p> <p>BLOOM'S TAXONOMY</p> <ol style="list-style-type: none"> Knowledge/Remembering: Two Memories Comprehension/Understanding Developing a Comprehensive Understanding Application/Applying Analysis/Analyzing 	

	<p>6. Synthesis/ Evaluating</p> <p>7. Creating</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> To develop understanding on what blooms taxonomy is and how it can be applied in real life <p>METHODOLOGY:</p> <ul style="list-style-type: none"> Warm up by asking questions related to bloom's taxonomy Share presentation and explain 7 steps of bloom's taxonomy with The session will start with leading questions, progress with presentation sharing on learning theories with lecture and end on Q & A session <p>LEARNING OUT COMES:</p> <p>By the end of the session students will:</p> <ul style="list-style-type: none"> Learn about what's bloom's taxonomy Learn how to apply it in real life 	
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SESSION # 9 DETAILS		FACILITATOR/ RESOURCES
2.5 hours	<p>Learning through Play</p> <ul style="list-style-type: none"> • Play a source of joy • Play and spontaneity • Play and sensory perception/ learning • Representation of self through play • Effect of play on emotional and mental well being • Play as integrating mechanism • How play builds connections and relationship • Play a window to explore possibilities and creativity • How play integrates cognitive processes and skills to assist learning • Play as effective learning tool • Misconceptions about play • Types of play/ games <ul style="list-style-type: none"> a. Indoor games b. Outdoor games c. Local/ cultural games d. Digital deceives and online games <p>Principles of Play-way method</p> <ul style="list-style-type: none"> • A practical approach helps in easy learning for the child. • The complete atmosphere of freedom is conducive for learning. • The customized methods designed should suit the needs of the child. • Learning methods used should be related to real life rather than books. • This method provides a plethora of opportunities for the child to express themselves. <p>Why Play-way method</p> <ul style="list-style-type: none"> • It turns entire learning into a fun element by involving play in it. • It develops the feeling of satisfaction among children. • Every child is given equal exposure and ample opportunities for learning and participation. • Along with knowledge, it inculcates various other skills in a child. • It helps children to connect with peers and teachers easily. • It facilitates the overall and holistic development. <p>OBJECTIVES:</p>	<p>Arooj Malik</p> <ul style="list-style-type: none"> - PPT - Dot game

	<ul style="list-style-type: none"> To help develop clear understanding on what play way method is and its impact on child development. <p>METHODOLOGY:</p> <ul style="list-style-type: none"> Warm up by dot game to develop out of box thinking Share presentation and explain the topic in detail Share resource website for structured play The session will start with question about what are your local games, progress with presentation sharing on learning theories with lecture and end on Q & A session <p>Class Assignment: make an activity for early years using play way method and low/no cost material.</p> <p>LEARNING OUT COMES:</p> <p>By the end of the session students will:</p> <ul style="list-style-type: none"> Learn about what is structured play Learn what types of play are there and how they help holistic development of a child The power of play in helping build better family and social relationship for life 	
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SESSION # 10 DETAILS		FACILITATOR
		RESOURCES
	<p>LEARNING APPROACHES</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> To understand the concept and philosophy of High Scope Approach. To understand the concept of Multiple Intelligences To understand how to incorporate these approaches in the classroom <p>LEARNING OUT COMES:</p> <p>By the end of the session students will be able to:</p> <ul style="list-style-type: none"> Understand the philosophy of high scope approach and multiple intelligences Know how to incorporate these approaches in the class with children <p>METHODOLOGY:</p> <ul style="list-style-type: none"> Warm up by asking questions related to child development approaches from the participants Share presentation and explain key elements of different learning approaches Share literature/ website links on different learning methods and approaches The session will start with leading questions, progress with presentation sharing on different methods and approaches with lecture and end with Q & A session <p>Learning Approaches: High Scope Approach:</p> <ul style="list-style-type: none"> Philosophy of High Scope What influence High Scope Approach Key development Elements Key feature of High Scope Approach Role of teacher in high scope High Scope Approach provides children with Benefits of High Scope Approach <p>Learning Approaches: Multiple Intelligences:</p> <p>Subtopics:</p> <ul style="list-style-type: none"> Meaning of Multiple intelligences and its types Importance of multiple intelligences Different types of intelligences in detail <p>Home Assignment:</p>	<p>Samina Ghafur</p> <ul style="list-style-type: none"> PowerPoint presentation

	Multiple Intelligences Checklist Google this page and fill out the check list.	
2 Hour	PART TWO: Developing Learning Material Using No/low-cost Materials Developing Learning Material Using Low/no Cost Material: <ul style="list-style-type: none"> • What are low/no cost material • Importance of learning material in the class • Making low cost “Play Dough”. “Poster Paint” • Different printing techniques. • Puzzles • Different type of puppets • Masks • Flash cards • Worksheets • Making flip books, sticker books, task boxes, building blocks, sand letters and numbers etc. OBJECTIVES: <ul style="list-style-type: none"> • To understand and identify what are low/no cost material. • To know different techniques to develop learning material. • To develop understanding on how to incorporate learning material with the lesson. LEARNING OUT COMES: By the end of the session students will be able to: <ul style="list-style-type: none"> • Develop understanding on low/no cost material. • Practice various techniques to develop learning material. • Use learning material/aids with the lesson. METHODOLOGY: <ul style="list-style-type: none"> • Share presentation on developing learning material using low/no cost material. • Showing different samples of learning material/aid. • Home assignment. • The session will end with Q & A session Home Assignment: Make a book of any size, shape, and topic.	



	Develop one learning aid from low/no cost material to support any learning area for play group, Class: I, II and III.	
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SESSION # 11 DETAILS		FACILITATOR/ RESOURCES
3 hours	<p>POSITIVE PARENTING</p> <p>Definition of parenting</p> <p>Definition of parenting & its significance</p> <p>A. Spouse relationship</p> <p>B. Child's conception in love</p> <p>C. Physical & emotional health of partners</p> <p>D. Parent child bond</p> <p>E. Nurturing care</p> <ul style="list-style-type: none"> • Role of parents • Attachment and bonding • Parent- child bond • Children's basic needs • Children's emotional development/needs • The five love languages • Children need to know they are loved • Emotional bank account • What experiences are you giving to your child? • Nurturing environment for holistic development <p>Parenting styles:</p> <p>A. Authoritarian</p> <p>B. Authoritative</p> <p>C. Permissive</p> <p>D. Uninvolved</p> <p>E. What is positive parenting?</p> <p>Tips for positive parenting:</p> <p>A. Positive discipline</p> <p>B. Praise</p> <p>C. Motivation</p> <p>D. Routine</p> <p>E. Play and quality time</p> <p>F. Role and responsibly</p> <ul style="list-style-type: none"> • Two sides to parenting 	<p>Arooj Malik</p> <p>- PPT</p>

	<ul style="list-style-type: none"> • Fathers' engagement and its impact on child development • Siblings and their relationship • Role of grandparents, relatives and extended family members • Common mistakes parents make • Tips for parents • Your discipline and safety encouraging good behavior • Discouraging bad behavior • Make up afterwards • Children spell love T-i-m-e • Never compare • Importance of communication • Spousal relationship • Handling conflict stop bad habits • Stop scoring points • Stop thinking the worst • Stop opting out • Stop putting down • Principles for handling conflict • Types of families <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To provide scientific evidence and develop understanding on the dynamics of parenting, role of parents/ caregivers, grandparents, and environment in child holistic development • To providing knowledge and practical tips on different parenting styles, family rand relations, dos and don'ts of parenting, different types of families and what common mistakes parents make for better understanding on child development in early years <p>METHODOLOGY:</p> <ul style="list-style-type: none"> • Reflections of the previous day sharing by participants • Share presentation on parenting • Activity: raise a question "how do you deal with a young child at home?" (Link it to different parenting styles) • Sharing web links and research materials • The session will start with leading questions, progress with presentation sharing on different aspects of parenting with lecture and end with Q & A session • Closing after the presentation by the facilitator. Reflection on important key elements of each learning theory and inputs by participants. 	
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	<p>Class task to observe the dealing of an adult with a young child at home and note down the process.</p> <p>LEARNING OUTCOMES:</p> <p>By the end of the session students will:</p> <ul style="list-style-type: none"> • Learn about what parenting and family is and its crucial role in early years • Learn about the different types of parenting styles and common parenting mistakes and their solutions • Learn about role of fathers, grandparents, and relatives in child's life 	
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SESSION # 12 DETAILS		FACILITATOR
		RESOURCES
2 Hours	<p>OBSERVATION AND ASSESSMENT</p> <ul style="list-style-type: none"> • What is observation and assessment • Types of assessment <ol style="list-style-type: none"> a. formative b. summative • Ways to observe and assess children • Tools for observation and Assessment • Portfolio <ol style="list-style-type: none"> a. Teaching Portfolio b. Child's Portfolio • Significance of objective observation • Ways to share assessment of children with their parents <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To understand the meaning of observation and assessment • To develop understanding on different types of assessment • To know about ways and to observe and assess children • To understand different tools of assessment tools and its use • To develop understanding on maintaining and use of portfolio • To develop understanding on objective assessment • Understand the ways to share assessment with parents. <p>LEARNING OUT COMES:</p> <p>By the end of the session students will be able to:</p> <ul style="list-style-type: none"> ▪ Know what observation and assessment is ▪ Know and understand different type of assessment ▪ Know about ways to observe and assess children ▪ Know and use different tools of observation and assessment ▪ Understand how to maintain portfolio and use for assessment ▪ Make objective assessments. ▪ Know ways to share a child's assessment with parents. <p>METHODOLOGY:</p> <ul style="list-style-type: none"> • Brainstorming session on why assessment is important and what are some of the ways assessment and observation can be done. • Share presentation and explain the topic in detail • Sharing by the resource person and participants on observation and assessment 	<p>Samina Ghafoor</p> <ul style="list-style-type: none"> - PowerPoint presentation - Sample template of: <ol style="list-style-type: none"> a. Check list b. Portfolio c. Anecdotal records d. Child's assessment

	<ul style="list-style-type: none"> The session will progress with lecture and sharing information on topic and end with Q & A session <p>Home Assignment:</p> <p>Develop an assessment sheet for any age group from 3 to 8 years old.</p>	
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SESSION # 13 DETAILS		FACILITATOR
PARTS: ONE & TWO		RESOURCES
1 HOUR	<p>PART ONE</p> <p>CHILD RIGHTS & PROTECTION</p> <ul style="list-style-type: none"> • United nations Human rights agenda and child safety declaration • Governmental policies and legislations • CP system in Pakistan & Laws • Challenges • What is a child? • Child Rights to Protection • What is child protection? • What is child abuse? • Responsive Action • Functions of a CHILD PROTECTION SYSTEM • Continuum of prevention and rehabilitation <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To provide the basic knowledge regarding Un child safety acts and global policies and what laws are in place for child protection in Pakistan • To give knowledge and create awareness on different types of child safety laws and policies existing <p>METHODOLOGY:</p> <ul style="list-style-type: none"> • Start by leading questions from what the term child protection and safety mean and built upon it. • Share presentation on child safety and protection • Lecture followed by question & answer session <p>Learning out comes:</p> <p>By the end of the session students will:</p> <ul style="list-style-type: none"> ▪ Learn about child safety and protection international and national laws and their implementation process. 	<p>Shahzad Mithani</p> <p>- PPT</p>
1.5 Hours	<p>PART TWO:</p> <ul style="list-style-type: none"> • Types of violations & identification indicators <ul style="list-style-type: none"> a. Risk factors <ul style="list-style-type: none"> • Environment • Unawareness • Trust abuse (people in proximity) 	<p>Arooj Malik</p> <p>PPT</p>

	<ul style="list-style-type: none"> b. Neglect c. Abuse (physical, emotional/ psychological, sexual, neglect) d. Child labor e. Gender based discrimination & violence f. Sexual harassment & assault g. Digital influences and harms <ul style="list-style-type: none"> • Ten Things that Can help Prevent Child Abuse • Symptoms and key indicators • Child protection response in emergencies • Report abuse & harassment • Tips for Parent/ teacher/ caregivers a. Preemptive measure b. Alarming Signs c. Counseling <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To provide the basic knowledge regarding different types of child violations • To give knowledge and create awareness on risk factors associated with child security and protection • To help identify the symptoms of violation and abuse • To give tips to caregivers to prevent such happenings <p>METHODOLOGY:</p> <ul style="list-style-type: none"> • Ask leading question to involve participants into topic • Share presentation on child safety and protection • Class assignment: share some of the ways you can ensure better child protection. Does emotional distress and violation come under abuse too? • The session will progress asking related question, moving to the topic and end with Q & A session <p>Learning out comes:</p> <p>By the end of the session students will:</p> <ul style="list-style-type: none"> ▪ Learn about different types of child abuse and protection issues and how to take preemptive measures ▪ Learn practical tips on identifying alarming signs and responsive care 	
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ANNEXURE 4 - Online Certificate Course – List of Participating Institutions and Individuals

S. No	Name	Cohort 1			Cohort 2			Cohort 3			Grand Total
		Students	Faculty	Total	Students	Faculty	Total	Students	Faculty	Total	
1	Allama Iqbal Open University, Islamabad	19	1	20	7		7		3	3	30
2	Fatima Jinnah Women University, Rawalpindi	25	7	32	30		30	17		17	79
3	Federal College of Education, Islamabad		4	4			0			0	4
4	Shaheed Benazir Bhutto Women University, Peshawar	34		34	20		20	23		23	77
5	The University of Haripur	8		8	25		25			0	33
6	Sukkur IBA University, Sukkur	19		19	23		23	3		3	45
7	Abdul Wali Khan Uni Mardan			0	26		26			0	26
8	The Islamia Uni of Bwp			0	18		18			0	18
9	Lahore College for Women University (LCWU)			0	12	7	19	18	4	22	41
10	The Women Uni Multan			0		1	1	10		10	11
11	University of Sawabi			0			0	8	2	10	10
12	Khawaja Fareed University			0			0	20		20	20
13	ICECED			0			0		3	3	3
14	Roshni Home Trust		3	3			0			0	3

15	Mehnaz Fatima Foundation			0		10	10			0	10
16	Avicenna System			0		3	3			0	3
17	Dawn Public School Abbottabad			0		3	3			0	3
18	Sarhas			0			0		6	6	6
19	TahTakuchi			0			0		5	5	5
20	Joined in individual capacity	6		6		4	4		8	8	18
	Total	111	15	126	161	28	189	99	31	130	445

ANNEXURE 5 - ECD/ECCE Detailed list of Resources

READING MATERIALS:

1. https://www.unicef.org/earlychildhood/files/programme_guide_ecdie.pdf
2. <https://www.worldbank.org/en/topic/earlychildhooddevelopment>
3. https://www.unicef.org/earlychildhood/files/programme_guide_ecdie.pdf
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ANNEXURE 6 - Training of MTs on Early Childhood Development Day Plans and List of Participants

Activities Conducted During Five Days (Fifteen Sessions)

Day – 1

S. No.	Topics
1	Registration
2	Pre-test
3	Expectations and concerns regarding the training
4	<p>Morning Task: Birthday Graph</p> <p>Instructions: Draw your picture on the given piece of paper and paste it in your birthday (month) column.</p>

5	<p>Ice-breaking/introduction: Participants were asked to write their name on a A-4 size paper, their total working experience in years and they have two tickets for a dream holiday they were supposed to write who they will take along and why, also name the place they want to go.</p> <p>Participants were asked to stand in a circle, crush the paper in a ball, they were asked to through the paper ball at each other and keep throwing at each other till the resource person ask them to stop. Then they asked to pick one ball each, unroll the ball and introduce each other.</p>
6	Our Norms: training norms were set with the consent of the participants
7	Small groups: Participants were dived in six groups using wooden blocks of six different shapes
8	Name groups: Groups decided name for their individual groups
9	<p>Job Chart: Each group were asked to assign the following responsibilities among their groups:</p> <ol style="list-style-type: none"> 1. Time Manager 2. Table Manager 3. Material Manger 4. Presentation manager <p>With mutual consent it was decided that whoever will break the rule will be assigned a task by the other participants as punishment.</p>
10	Homework: Bring one empty box and a picture from a newspaper or magazine.

Day – 2

S. No.	Topics
1	Morning Task: Word Ladder

	<p>Instructions: Write a word starting with the last letter for the written word to form a word ladder</p>
2	<p>Language Development & Emergent Literacy</p> <p>a. Talking and Listening: Activity, Small fish- Big Fish, resource person will chant small fish – big fish, participants will keep their palms closed on big fish and apart on small fish, who will not follow the rule will be out of the game.</p> <p>3 Understanding print: Activity, brainstorming on the three types of print and participants were asked to identify the three types in the training hall.</p> <p>b. Knowledge about books: Activity, One-page mini books were made and participants were asked to complete the book as homework and to share later.</p> <p>c. Knowledge about alphabets, Activity: all participants sand a poem, “There was a boy who had a dog and B.I.N.G.O was his name...O” with action to relate it with the topic later.</p> <p>d. Understanding about sounds and words: Activity, Resource person played the game “I spy with my little eye a thing starting with the sound “sssss”. Later participants were asked to play more.</p> <p>Story telling: A picture story “Bablu ki Shirartain” was shared as it is supposed to share with children.</p> <p>Speaking Skills: Activity, “Show & Tell”</p> <p>Writing Skills: Participants were asked to write a book as homework. Next day they will share their book by sitting on “Author’s chair” and wearing an Author’s Crown”.</p>
3	<p>Mathematics</p> <p>Opening activity: Each group was given a card with a profession written on it, like, shopkeeper, housewife, doctor, astronaut, cobbler, and teacher. They asked to</p>

	<p>list the task which involves math skills for their profession, later they were asked what will happen if “math” is taken out of their profession. Everything will collapse. The objective of the activity was to relate that math is present in everyday life and all around us.</p> <p>Emergent Math:</p> <ol style="list-style-type: none"> Numbers and counting: All participants sand the poem “1, 2, 3, 4, 5 once I caught a fish alive, 6, 7, 8, 9, 10, then I let it go again, why did you let it go, because it bit my finger so, which finger did it bite? This little finger on my right.” Other activity: “Grasshopper” game. Random numbers written cards were pasted on the floor and participants were asked to stand in a circle around the numbers. Resource person called a volunteer and asked to stand by any number, then the resource person called another number and participants was supposed to jump on it, after calling out few numbers another volunteer was called and resource person asked the participants to call out the numbers. The objective of the activity was to revise Pattern: Activity, find pattern in the room, resource person also explained that daily routine also has a pattern. Sorting & Classification: Activity, Participants were given one box of different shape of pasta and a sorting box. They were asked to sort. Later resource person explained that when something is sorted on the basis of characteristics it is called classification. Like the pasta can be classified on the basis of size and shape, etc. Comparisons and measurement: Activity, resource person asked the participants to take out one thing from their bag and arrange according to smallest to biggest and then lightest to heaviest. Resource person also shared that pasta can be used for informal measurement. Geometry: Activity: Participants were asked to find shapes in the environment.
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4	<p>Child Rights and Protection:</p> <p>Balloon Exercise: To build the understanding of power roles among the participants' balloons were distributed in one group and they were supposed to protect them from attackers' group. While protectors' group was supposed to protect the balloons from rupturing.</p>
5	<p>Low cost/no cost</p> <p>Play dough: Participants made play dough in each group. They made different things from it.</p> <p>Poster paint: Participants made poster paint from chalk and painted pictures individually using the same paint.</p> <p>Printing: Participant did print activity using vegetables and fingers.</p> <p>Puzzles: Participants made four to five puzzles using the picture they brought.</p> <p>Puppets: Participants were asked to make finger puppets as homework.</p> <p>Following items were given, one in each group and after observing it was passed on to the next group in this way all groups had a chance to explore the low-cost learning material.</p> <ol style="list-style-type: none"> 1. Task boxes (2) 2. Number sticks 3. Flip book 4. Life cycle of a butterfly 5. Big Dice

Day- 3

S. No.	Topics
1	<p>Theory of Multiple Intelligences: Participants were asked to rate their intelligence from (0-10) low to high with regard to their own judgement and that</p>

	way they can see their most utilized intelligence and they can use this theory in class to interpret the intelligence of students and ultimately this exercise will help them to understand their student's learning needs.
2	High Scope Approach: Through different examples participants learned about high scope approach and how this approach brings the best in every child.

Day – 4

S. No.	Topics
1	<p>Morning Challenge: Estimation Jar</p> <p>Instructions: A jar full of marbles was placed for participants to guess the total number of marbles in the jar.</p>
2	<p>Classroom Environment & Management</p> <p>Opening activity: Resource person gave a piece of paper and shared that it is a heart of a student. Then the resource person asked the participants to close their eyes and listen to the story of “Hasan” while listening to the different events Hasan is going throughout the day tear a small piece from the heart where they feel Hassan was hurt or got upset. Later resource person discussed how the day of Hasan could have made better.</p> <p>All participants were taken to a ECE room to observe the environment and how learning centers were organized.</p>
3	<p>Observations and Learning Assessment</p> <p>Activity: All participants were asked to stand in a circle. Resource person handed one ice cream stick to each participant and asked them to observe it closely as a friend. Later all sticks were taken back, resource person mixed all the stick the passed the basket one by one to each participant to find their friend again. Some</p>

	found it and some did not. Resource person brainstormed on the reasons and then linked it with through observation skills.
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Day - 5

	Session 13
1	Positive Parenting Activity1: Group activity was conducted to show different types of parenting. Activity 2: Simulation on positive parenting
2	Learning Through Play Activity: Participants were asked to close their eyes and recall the childhood. The instructor asked them to remember and re-experience and then later on they were asked to come back and express their feelings
3	Blooms Taxonomy Activity: Original apples were distributed among participants and through apples the different stages of blooms taxonomy was presented step by step.



Participation

Total 72 participants from 53 government, semi government, public and private universities, NGOs and civil society attended the trainings. These 53 organizations are strategic partners and members of Pakistan Alliance for Early Childhood (PAFEC).

S. No	Name	Designation	Organization
1.	Waseem Niaz	Program Officer	Help in Need Islamabad
2.	Arzoo Malik	CEO/Founder	Future Smart Inclusive School Islamabad
3.	Saima Rafiq	Team Leader Holistic Child Development	Silver Oaks Islamabad
4.	Hamid AW	Education Associate	Community Services Program Islamabad
5.	Mohsin Sherazi	Principal	The Knowledge School, Tehreek e Islamabad
6.	Humera Shaheen	Manager Road School	Lift Islamabad
7.	Rabia Khan	Psychologist	ECI Islamabad
8.	Amna Naeem	Teacher	Muslim Hands Islamabad
9.	Shumaila Mohsin	Teacher	Home Economics College F11/1 Islamabad
10.	Kiran Naghma	Senior Program Officer Training	Sahil Islamabad
11.	Yumna Imran	Teacher	Nigran Care
12.	Adele Ahmed	Education Associate	Taleem Foundation
13.	Sadia Batool	Teacher	A.I. Suffah Grammar School
14.	Shanaz Ali	Teacher	Paradise Public School
15.	Salma Bibi	Teacher	Future Vision Model School
16.	Ruba Faraz	Management	Quaid Public School
17.	Jamila Sajjad	Principal	Saad School System Koral
18.	Durr-e-Yazdan Khamsa	Coordinator	Kid City High School Humak
19.	Saiqa Shaban	Principal	Fatima Educational Academy Jagiot
20.	Aiman Maqsood	Admin	People Work

21.	Hafsa Saleha	Teacher	Babur Public School
22.	Ahmad Khwaja	Assistant Director Education	National Commission for Human Development (NCHD)
23.	Tufail Ahmed	Assistant Director Education	NCHD
24.	Munazza Tariq	Principal	Sarah's Wisdom Garden
25.	Dr. Shahzad Ahmed	Assistant Professor	Federal College of Education
26.	Amna Naeem	Teacher	MHSOE Islamabad
27.	Ayesha Dad khan	Lecturer	Federal College of Education
28.	Naila Rashid	Assistant Director	NCHD
29.	Shahida Yasmeen	Senior Education Teacher	Islamabad Model Schools-X01
30.	Sabeen Malik	Senior Education Teacher	Federal Directorate of Education (FDE)
31.	Saima Wajid	Teacher	MHSOE, Islamabad
32.	Ayesha Khan	Junior Lecturer	ICG-F6/2
33.	Shehla Kiani	Senior Teacher-BPS 18	IMCG-F7/4
34.	Asma Murtaza	Lecturer	FCE
35.	Wajeeha Saleem	Teacher	Excellence College
36.	Shehnaz Ali	Principal	The Access School
37.	Sanuallah Shinwari	Health Promoter	MSF
38.	M. Asif	Admin Officer	NIDA Pakistan
39.	M. Sohail	Health Officer	NIDA Pakistan
40.	M. Usman	Education Officer	NIDA Pakistan
41.	Syed Irfan Shah	Project Manager	Participatory Rural Development Society-PRDS
42.	Shamim Khan	Social Advisor	Sada i thal
43.	Usman Inayat	Teacher	Swat Model School

44.	Shabana Nazneen	Assistant Professor	Government Girls Degree College Dabgari Peshawar
45.	Sadaf Khan	Lecturer	Government Girls College Gubahar Peshawar
46.	Sehar Afridi	Clinical Psychologist	Peshawar Medical College
47.	Palwasha Yousuf	ECD Facilitator	Peshawar Medical College
48.	Haroon Khalil	Education Officer	NIDA Pakistan
49.	Dr. Wilayat Bibi	Assistant Professor	Shaheed Benazir Bhutto Women University Peshawar
50.	Noorul Huda Shah	Clinical Psychologist	Center for Mental Health Advocacy and Promotion- CMAP
51.	Sabiha Khan	Education Psychologist	Center for Mental Health Advocacy and Promotion -CMAP
52.	Imama Gillani	Psychologist	Prime Foundation
53.	Zala Khan	Research Associate	Prime Foundation
54.	Sajjad Saleem	MEAL Officer	Saiban Development Organisation, Mardan
55.	Amjad Jahangir	Program Manager	Human Development Organisation, DI Khan
56.	Javed Iqbal	PHD Scholar	Abdul Wali Khan University Mardan
57.	Dr. Subhanullah	Assistant Professor	Government Degree College Lahore, Swabi
58.	Dr. Shehla Daud	Assistant Professor	FG Degree College for Women Peshawar
59.	Haleema Bano	Lecturer	University of Haripur
60.	Mehreen Munir	Day Care Teacher	Shaheed Benazir Bhutto University Peshawar
61.	Musharaf Jan	Member	MRDO Mardan
62.	Saima Tabassum	Lecturer	Shaheed Benazir Bhutto University Peshawar
63.	Hamza Khan	Research Fellow Student	Prime Foundation Khyber Medical University
64.	Salman Khan	Director Media	AID International Peshawar
65.	Muhammad Arif	Project Manager	AID International Peshawar
66.	Sulaiman Khan	General Secretary	Tal Sparlay, Mardan

67.	M. Ibrar	PHD Scholar	Abdul Wali Khan University Mardan
68.	M. Saleem	PHD Scholar	Abdul Wali Khan University Mardan
69.	Aneesa Bibi	Instructor	Abdul Wali Khan University Swabi
70.	M. Fahim	Principal	Abdul wali Khan University Mardan
71.	Zarak Khan	Resource Person	CERD Peshawar
72.	Sabira Gilzai	Assessment Expert PHD Scholar	Balochistan Assessment Examination Quetta & Abdul Wali Khan University Mardan