

Strategic Operational Plan for Early Learning (Sindh)



Context: ECCE Vs. Global commitments, Normative Instruments, Legal Frameworks, Plans and Strategies

Convention on the Rights of the Child: Article 29: “State parties agree that the education of the child shall be directed to “development of the child's personality, talents and mental and physical abilities to their fullest potential”;

SDG Target 4.2: By 2030, ensure that all girls and boys have access to **quality early childhood development, care and pre-primary education** so that they are ready for primary education

Indicator - 4.2.1: Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex

Indicator - 4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex

Sindh Right of Children to Free and Compulsory Education Act (2013):

Provisoin-9: Government may make necessary arrangements for providing **free preschool education and early childhood care** for the children above the age of three years until they join the school for education.

Context: ECCE Vs. Global commitments, Normative instruments/ frameworks/plans/strategies in Sindh

ECCE Policy - Vision: provision of responsive, high-quality, accessible and inclusive early childhood care and education for all children and families living in Sindh with trained and qualified early childhood personnel in a developmentally appropriate environment

Sindh ECCE Curriculum: Key learning areas, competencies, expected learning outcomes, examples and ideas for implementation, methods of assessment

ECCE Standards for Sindh: Benchmarks, parameters of key domains of quality early learning in the province

Sindh Education Sector Plan (2019-23): Access, Quality

RoadMap of School Education and Literacy Department: Strengthening 1,000 ECCE Centers

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Objectives:

I. Institutional Strengthening of Directorate of ECE

II. Quality Service Delivery on Early Learning at Districts Level

S#	Thematic areas	Major broad interventions
1	Institutional strengthening	<ol style="list-style-type: none">1. Establishment of Provincial inter-departmental ECCE Commission;2. Establishment of ECCE Advisory Board;3. Strengthening of existing ECCE Directorate (Tech;/Fin; resources including HR: ECCE Coordinator, Data Analyst, Field Support Staffs);4. Establishment of District Working Group on ECCE/ECD;
2	Holistic ECCE/ECD: Using Child Friendly Education Approach	<ol style="list-style-type: none">1. Contextualization of National Child Friendly and Inclusive Standards (CFS) for Whole School Development;2. Development of CFS-EMIS, up-dating, analysis and use of the analysis for quality assurance



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3	Teachers' Development	<ol style="list-style-type: none"> 1. Review/contextualization to adopt National Professional Standards for Teachers; 2. Professional Development of Teachers on ECCE
4	Opportunity for convergence on child rights	Interlinkage: School Health Program, School Feeding Programme, Child Protection, WASH initiatives/others
5	Research & Development	<ol style="list-style-type: none"> 1. Research cost of action & inaction; 2. Research best practice for lessons;
<p>Other related themes, corresponding proposed interventions and major expected results; I) school readiness at schools' level II) capacity building of SMCs (establishing mother support groups III) Use of ICT for innovation to assess scientific analysis of the trends and make decision to improve quantity and the quality of early learning in Sindh</p>		



Comments/feedback:

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