



Pakistan Alliance for Early Childhood

Directors' Report

**January, 2021 – December,
2021**

Executive Summary

COVID-19 has challenged us in many ways, both personally and professionally. We are learning and adapting every day, and finding new things about ourselves and the world around us. PAFEC remained connected with its partners, members and the general ECD community throughout the year, building their capacity through online & face to face courses, conducting webinar series, running campaign for COVID-19 I just wanted to touch base with all of you and wish you and your families good health and safety, and thank you for all your individual efforts to keep our Alliance active and vibrant during these unprecedented times. Although the word used is social distancing, but we know in the heart of our hearts that we need to become more social not less social, while keeping ourselves physically at a distance. So, let's remain engaged and be creative in our daily routines as well as in our work a best as we can. Hopefully, we will be a little wiser and more humane, when we emerge on the other side of this crisis.

PAFEC is your organization, and it is committed to sharing with its members latest research based knowledge and practices about Early Childhood Development. During this lockdown, we have made efforts to share with you COVID-19 related resources and information from around the world and how families are taking care of themselves and their children, engaging them positively during this pandemic. We hope you all are benefiting from this information. Following the same tradition, we are sharing the below newsletter covering updates, news from PAFEC, some useful resources like ECD in emergencies, Framework for Reopening Schools developed by UNICEF, UNESCO and other agencies, research articles published in professional journals and many more. The narrative report includes the details of the activities undertaken by Pakistan Alliance for Early Childhood (PAFEC) from 1st July 2020 to June 2021. The KEY programme activities for this period included implementation of the two-year project, **'Increasing and Upskilling Early Childhood Development (ECD) Workforce in Pakistan'** in collaboration with the public universities and teacher training colleges, engagement with the Ministry of Planning, Development & Reform to develop Multi-sector ECD Policy Framework, designing and launching a three-month long campaign on **'Building Awareness to fight and stop the Spread of COVID-19'** in four districts of Punjab, and the series of webinars being conducted on different themes of ECD and COVI-19.

Pakistan Alliance for Early Childhood

Pakistan Alliance for Early Childhood (PAFEC) is a national alliance of Early Childhood Development (ECD) stakeholders in Pakistan. PAFEC is registered with the Securities and Exchange Commission of Pakistan (SECP) under section 42 of the Companies Act, 2017. The Alliance is governed by a high-profile Board of Directors and General Body which include ECD practitioners, serving and retired government officials, representatives of civil society organisations, academia, researchers and parents, who are making a difference in the fields of early childhood development, education, health, nutrition, child protection and community development. The Alliance's secretariat is located in Islamabad. During the Financial Year July 2020 – June 2021, PAFEC carried out the following strategic activities:

Increasing and Upskilling Early Childhood Development (ECD) Workforce in Pakistan in collaboration with Public Universities and Colleges

As part of its mandate, Pakistan Alliance for Early Childhood (PAFEC) with the support from Foundation Open Society Institute – Pakistan, initiated a partnership with ten public and private sector universities, teacher training colleges and institutions in Pakistan to improve the quality of programmes and courses on early childhood, care and education. The overall goal of this project is to universalise holistic ECD and Early Childhood Care & Education (ECCE) in Pakistan. The specific purpose is to build the next generation of ECD workforce, tailored to the National Curriculum of ECCE. For this purpose, PAFEC has initiated partnerships with ten academic institutions in three provinces of Pakistan (Sindh, Punjab and Khyber Pakhtunkhwa) and the Capital Territory Islamabad. The expected impact of this project in the medium term is increased quality and quantity of ECD/ ECCE workforce in Pakistan.

This exercise has been a very rewarding experience for PAFEC, as it has allowed PAFEC to learn and understand how well-resourced universities in Pakistan are, with internationally qualified faculty members, excellent infrastructure, library resources, and learning management systems, which can be leveraged for better outcomes. This collaboration is the first of its kind to work with public and private sector educational institutions focusing on early childhood care and education. 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.

Among the practitioners, it intends to develop early years care providers, parents (present and future), entrepreneurs, advocates, researchers, policy makers, and school managers and administrators. Thereby, not limited to the development of teacher. Ten 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 to learn 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.

List of collaborating institutions includes:

Islamabad Capital Territory

1. Allama Iqbal Open University
2. Federal College of Education, University of Punjab

Province of Punjab

1. Fatima Jinnah Women University, Rawalpindi
2. The Islamia University of Bahawalpur, Bahawalpur
3. Khawaja Farid University of Engineering and Technology, Rahim Yar Khan

Province of Khyber Pakhtunkhwa

1. University of Haripur
2. Abdul Wali Khan University, Mardan

Province of Sindh

1. IBA-Sukkur
4. Institute of Early Childhood Education and Development, Karachi

Existing Scenario in Early Childhood Care and Education, and the Development of ECD/ECCE Workforce in Pakistan

Government of Pakistan along with the 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 subsequently, have 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 still continues to be privilege of the those who can afford to send their children to private schools and early learning centers.

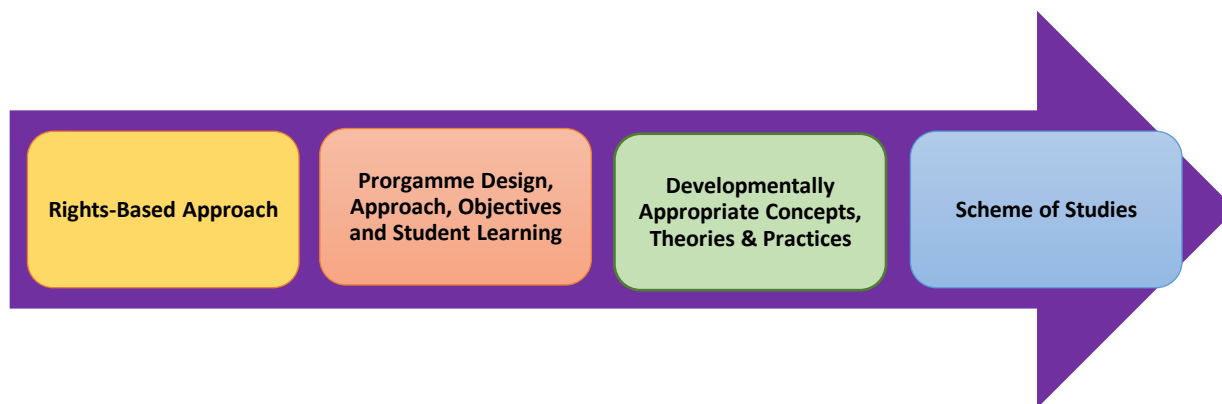
As the demand for the early years learning continues to increase, private professional development and teacher education institutions and universities have taken the initiative and have taken lead in developing short-term certificate and diploma programmes/associate degrees to long-term undergraduate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

The next sections of this report, will elaborate on the framework used in the review of the present programme on elementary education and on early years where offered.

Framework for Baseline Review of the Programme and Courses

1. Fundamentally, structures of all education programmes but especially the degree programme that prepares potential teachers for early year, elementary, and secondary school globally have specific course 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. Understanding and learning to practice teaching needs to ensure that the programmes and the specific courses respond to these contemporary notions. Therefore, one of the first aspects of the programme was to determine and understand whether programme design is rights-based and how are the laws on children incorporated in the programmes. And finally, does the programme prepare their graduates to ensure a 'child is safeguarded' from harm at all time. This is one of the first components of the framework that was used in reviewing the overall programme.

2. 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.
3. Structurally all teacher preparation programmes, or the programme that prepare practitioners to deal with children in their professional capacity, ask 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. De-facto, this lends itself to how teachers/graduates are taught to manage student in a classroom and the kinds of methodologies teacher use to teach students and ensure their learning. To this effect, a general review of the courses provides understanding of age-appropriate development domains and stages.
4. The fourth component of the framework looked at the overall scheme of studies of the programme, flow of the courses and when the course was offered in the programme. Based on the guidelines from the Higher Education Commission (HEC) of Pakistan, every program is required to offer foundational courses before the programme can introduces general and specialized courses in the field of study, i.e., in a programme on elementary education or early years.
5. The process flow for the review process is illustrated below:



The next section will provide the overall and general observation made during the review process based on the above process framework.

Observations and Findings from the Baseline Review of the Programmes

1. All partner university have qualified and experienced teaching faculty, including few faculty members who have received their Masters and Doctoral degree from Europe or North America.

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, the baseline review has been completed in seven universities and colleges. Eighth university is in the process of developing a one-year diploma programme and the ninth university is undergoing an internal approval process to develop a new programme in ECCE and

the tenth university is keen on introducing certificate level courses and to organise webinar for faculty and students.

4. Since August 2020, PAFEC has visited all partner institutions to provide the faculty members with detailed orientation on ECCE concept, and on developing a degree programme. Detailed review and feedback has been provided to seven institutions and PAFEC is currently working with them on finalizing the 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 case more.
6. Since the work was initiated first with institutions based in Islamabad, Rawalpindi and Haripur, substantial in-person input has been 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 has visited the campus at least once, and have regularly scheduled online meetings with the focal faculty members. Regular feedback is being provided as the programme and courses are being developed.
8. A detailed orientation on Single National Curriculum (SNC) 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 Single National Curriculum (SNC) 2020 on ECCE and the Nurturing Care Framework.
10. Throughout the process, it was encouraging to note that faculty members at respective institutions are taking the initiative to develop the programmes and courses. They are 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 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.

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 select 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, there did not seem to have clear and coherent connection 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 covers 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 and 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 and 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 are able to 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 under 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 standardized 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-
 - l. year programme. This change in the scheme of studies was strongly recommended to ensure students are able to harness their skills with faculty support.
 - m. This observation was true for the existing programme in ECCE, Elementary Education and for the newly designed program in ECCE.
6. 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 a new.

The next section will provide details on the progress made to-date and the status of work by each academic institution PAFEC is collaborating with.

Status of the Project by Partner Academic Institution

As a result of COVID-19 pandemic, the potential 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 stand point 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 realize 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.

PAFEC formally started working with ten consenting academic institutions from August 2020. 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 specialized area. These initial meetings also made references to the investments being made internationally and a brief 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. These meetings also allowed to agree upon mutual expectations and commitments from this partnership.

PAFEC in agreement with FOSI decided to work on the following objectives:

1. Undertake baseline for gap and needs identification for benchmarking of the existing ECD/ECCE certificate and degree level courses and diploma
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;
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;
 - a. 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;
4. Assist select universities in developing proposal to their Academic Councils, highlighting the need, approach and intended results for introducing and offering new ECD courses; and
5. Design and conduct a two-week pragmatic and practice-oriented training based on the revised courses for the faculty of the partners.
6. 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

7. Train teacher educators on the revised curriculum from PAFEC member organisations from Islamabad Capital Territory (ICT) and Khyber Pakhtunkhwa.

Progress to-date against each objectives

	OBJECTIVES	PROGRESS
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 for nine academic institutions, the 10th institution AWK University is undergoing internal approval process. - 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 object.
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. - Through not required under this objective, BEd and BS programme on Elementary Education was reviewed for course content related to early years care and education for seven academic institutions and extensive feedback was provided to improve upon existing programme and where 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"> - Each academic institution is undergoing this phase with PAFEC's help and support. - The support is now being provided for the programme development and not just limited to course development. - A generic template of programme design and course lists is appended as annex 1 with this report - PAFEC is also developing sample courses of certificate, diploma and BS level which will be shared with partner institutions for their reference - This is a major shift and a bigger responsibility than originally planned by PAFEC - All existing and new courses are being developed integrating theory and practice on key topics.
4	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 is developing selected new courses to provide examples as required under this objective and with specific request from the partner institutes.
5	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"> - If required, PAFEC will extend support to all partner institutions. However, this is an internal process which requires prior approval to initiate the programme and course development and a final approval

		<p>before the programme is officially offered by a university, college, or the institution.</p>
6	<p>Design and conduct a two-week pragmatic and practice-oriented training based on the revised courses for the faculty of the partners</p>	<ul style="list-style-type: none"> - At the onset of engagement of PAFEC recognized that a one-off two-week course will not be sufficient to steer or help university faculty members in reconceptualizing programme design and course development, and that it needs to be replaced with a more pragmatic approach to engage faculty as the programme and courses are being developed. - As a result, significantly more time and efforts have been invested to address this objective than originally envisaged by conducting face to face meetings and workshops - PAFEC also recognized that one-off course may work to raise awareness and to conduct workshops for practitioners. - Such approaches to professional development do not quite cater to academic institution's work or ethos, where continued engagement is required. - During this process PAFEC has conducted in-person sessions on parenting in early years for FCE and a virtual session for FJWU. 50 faculty members and more than 100 students participated in these two events.

		<ul style="list-style-type: none"> - 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' is schedule for the month of April and May 2021.
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Progress Reporting by each Academic Institution

	ACADEMIC INSTITUTION	PROGRESS TO-DATE
1	Allama Iqbal Open University	<ul style="list-style-type: none"> - AIOU is at present preparing programme course details for a 4-year BS in ECCE and these are being finalized concurrently. - PAFEC is assisting AIOU in the development of course descriptions and details. These course details were presented to the AIOU's Board of Studies on April 15, 2021 for final approval and approval was granted. - PAFEC has invested extensive time and effort working with the AIOU's Education Department faculty members to get to this point.
2	Fatima Jinnah Women University	<ul style="list-style-type: none"> - FJWU is also among the first partner institutions. - Currently they are in the development phase of a new programme. And first set of feedback on the new programme has been provided. - During the process, FJWU also worked on developing ECCE strategy in create an overarching framework for all its programmes on ECCE.

		<ul style="list-style-type: none"> - PAFEC reviewed and provided detailed feedback on the strategy.
3	Federal College of Education, Affiliated with University of Punjab	<ul style="list-style-type: none"> - FCE is a unique case, this is one of the 48 campuses directly under the University of Punjab and this campus is located in Islamabad. - From the onset, FEC Director was clear as how ECCE will be added as a specialization into its existing 1.5-year or a 4-year Education programme - It was decided to develop additional set of 6-9 credit hour courses. - The course details will be ready in due course for final review and approval from the Board of Studies. These three courses will be added to be offered as specialization in ECCE in the existing education programmes. - FCE faculty members are also considering adding a comprehensive introductory course on ECCE as one of the mandatory courses required for existing programme in education.
4	Islamia University of Bahawalpur	<ul style="list-style-type: none"> - IUB is in the process of developing a new BS in ECCE degree programme. They have shared an initial set of course descriptions for ten courses to PAFEC for review followed by the course details. - The technical expert PAFEC has provided comprehensive feedback on the course details to the Head of Education IUB.
5	Khawaja Farid University of Engineering and Technology, Rahim Yar Khan	<ul style="list-style-type: none"> - The latest addition to the pool of partner universities. - At present they intend to initiate certificate level programme in ECCE with the support from PAFEC.

		<ul style="list-style-type: none"> - Students of the Education Department are attending the online course offered by PAFEC on ECD.
6	University of Haripur	<ul style="list-style-type: none"> - UOH in the first phase intends to introduce a diploma programme in ECCE. - UOH faculty is currently working on the design and course development. - PAFEC's technical expert has been providing ongoing on the drafts submitted.
7	Abdul Wali Khan University, Mardan	<ul style="list-style-type: none"> - AWKU has recently sought internal approval to begin working on ECCE programmes - No baseline has yet been conducted on the existing Elementary Education Programme. - PAFEC is waiting to sign an MoU with AWKU to formally initiate work on their ECCE programme - Faculty members and students of this university are attending the online certificate course offered by PAFEC on ECD
8	Shaheed Benazir Bhutto Women University, Peshawar	<ul style="list-style-type: none"> - The recent addition to the cohort of partners. - PAFEC has conducted the baseline review of the existing programme and courses. - A detailed discussion of PAFEC team held with the core faculty members on a possible ECCE programme and also on different options to integrate ECCE concepts into different subjects - MoU was signed and detailed feedback was provided on the course outlines submitted by the head of education
9	Institute for Business Administration, Sukkur	<ul style="list-style-type: none"> - IBA-Sukkur is developing a 4-year B.Ed. in ECCE. - They have an approved programme from University's Board of Studies

		<ul style="list-style-type: none"> - PAFEC has provided in-person detailed feedback and recommendation on the programme design, objectives, and outcomes. - IBA-Sukkur began offering this new programme from Spring Semester 2021.
10	Institute of Early Childhood Education and Development, Karachi Affiliated with Benazir Bhutto Shaheed University, Lyari, Karachi	<ul style="list-style-type: none"> - The only partner institute with focused programme in ECCE at all levels, Certificate, Diploma, Undergraduate and at the Graduate levels. - PAFEC has provided detailed feedback and recommendations on IECED's programmes - Recommendations are being incorporated as they continue to offer ECCE programmes concurrently.

Review the Existing National Curriculum for ECCE from practitioners' point of view to broadening its scope to include children from age 3 to 8 years

Under this objective/outcome of the project, the following deliverables are envisioned:

- Develop in close coordination of a working group, consisting of technical people including practitioners, a revised curriculum document for children age 3 to 8, training manual for teachers, teacher educators, learning materials and assessment framework based on the revised curriculum
- Design a two-week long course based on the revised curriculum and assessment framework for training teacher educators and train at least 30 teacher educators from PAFEC institutional members

The process of broadening the scope of the existing Single National Curriculum for Early Childhood Care & Education (SNCECCE) has been initiated by PAFEC with the development of a new curriculum for age 3 to 4 children. This initiative will bridge the gap in SNCECCE as it currently does not cover age 3 to 4 children. PAFEC has engaged a dedicated ECCE expert for this purpose who works very closely with the technical working group constituted by PAFEC. The ECCE experts presented her work twice a month and on need basis to the technical working group in online and face to face meetings to get their input. This process proved to be highly beneficial in terms of improving the quality and scope of the final

document. Final draft of the document has been submitted to PAFEC by the technical person and now she is working on the teacher training module and conducting sessions in the online course on ECD, designed for partner institutions and other interested students and professionals.

Online Course on Early Childhood Development – The Promise of Endless Opportunities

As part of the ECD workforce development programme, Pakistan Alliance for Early Childhood (PAFEC) designed an online course on ECD, titled as Early Childhood Development – The Promise of Endless Opportunities. The course began on June 15, 2021 with an opening ceremony. Around 100 participants including students and faculty members from partner universities (Allama Iqbal Open University, Fatima Jinnah Women University, Federal College of Education, Shaheed Benazir Bhutto Women University, Peshawar, The University of Haripur, Sukkur IBA University) and some individual participants joined the course. The course focused on the areas such as importance of ECD, phases/stages of child development, significance of 1st 1000days, factors affecting brain development, developmental domains, age-appropriate milestones, landscape of ECD in Pakistan, rationale for early investment and proposed ECD/ECCE programme for Pakistan. Out of the 100 participants who had joined the course initially, 75 participants completed the course, attending all the sessions and taking part in the group assignments. The rest were not able to attend all the sessions due to issues with internet connectivity and their busy schedules.

The course intended 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 encompassed 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

to the participants to become a specialized ECD/ECCE teacher, child care practitioner, advocate, entrepreneur, researcher, and/or a well-informed parent. It also familiarized them with the Single National Curriculum Framework on Early Childhood Care & Education, Global best Practices, Sustainable Development Goals, with a focus on 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 and development, and participation) and health, nutrition standards for children between the ages of zero to eight. The course consisted of 16 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 which they did

The feedback received from the course participants at the end of the course showed that they had thoroughly enjoyed the sessions and learnt from the highly enriching content being used in the sessions as well as shared through reading materials.

The first cohort of the Course was attended by more than 100 participants however 76, students had partially completed due to access issues and 60 students had fully completed whom have awarded with the certificates.

Below table shows names of partner institutions and number of students participated in the online course:

Early Childhood Development-The Promise of Endless Opportunities (June 15, 2021- Details of Partners Institutions		
S. No	Name	Number
1	Allama Iqbal Open University, Islamabad	20
2	Fatima Jinnah Women University, Rawalpindi	32
3	Federal College of Education, Islamabad	4

4	Shaheed Benazir Bhutto Women University, Peshawar	34
5	The University of Haripur	8
6	Sukkur IBA University, Sukkur	19
7	Individual Participants	9
		Total =126

The second cohort of the online Course commenced on Friday 15th October, 2021. This Course is offered to partner institutions and other interested participants. 180 participants are taking part in the Course up till now.

<i>Early Childhood Development-The Promise of Endless Opportunities (Friday 15th October, 2021- Tuesday November 9, 2021)</i>		
Details of Partners Institutions		
S. No	Name	Number
1	Allama Iqbal Open University, Islamabad	7
2	Fatima Jinnah Women University, Rawalpindi	30
3	Abdul Wali Khan University, Mardan	20
4	Shaheed Benazir Bhutto Women University, Peshawar	20
5	The University of Haripur	25
6	Sukkur IBA University, Sukkur	23

7	The Islamia University of Bahawalpur (IUB)	17
8	Lahore College for Women University (LCWU)	19
9	Mehnaz Fatima Foundation (MFF)	10
10	Independent Participants	9
		Total =180

Building Awareness to Fight and to Stop the Spread of COVID-19

Pakistan Alliance for Early Childhood (PAFEC) and UNICEF designed a three-month long ‘COVID-19 prevention and mitigation campaign’ in December 2020 aiming at creating mass awareness to stop the community spread of the virus in the four districts of Punjab (Faisalabad, Lahore, Multan and Gujranwala) which were considered the hotspots. Specific objectives of the campaign were as following:

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

The key components of the campaign included training of master trainers, training of influencers, disseminating COVID-19 prevention and mitigation messages through mosque announcements, propagation of messages on social media platforms, conducting webinars and miking in all the four districts using ‘chingchies’ (the popular three wheelers) and incorporating the prevention and mitigation messages in the Early Childhood Development courses being developed with PAFEC partner universities and teacher training colleges.

The project's journey started in early January 2021, when UNICEF and PAFEC agreed to the terms of the project, its work plan and the key objectives, to be achieved from January to March 2021. As a usual practice, PAFEC identified some of its key institutional members on a predefined criterion from the Punjab province. Four institutional members (AFAQ, Muslim Hands, Momentous Schools and Trifle Education) were selected after a series of meetings in which the concept note of the campaign was shared with them and roles & responsibilities of each partner were discussed at length. Selection process for hiring an anthropological researcher and for engaging a company for miking was also initiated in January 2021. Subsequently, an anthropological researcher was hired who had developed a monitoring and evaluation (M&E) framework and Key Performance Indicators (KPIs) in consultation with UNICEF.

After the selection of the implementing partners, a day-long inception workshop was organised for them to share the campaign scope, budget, its objectives, roles and responsibilities of each partner, KPIs, M&E framework, templates for action plan and reporting. A memorandum of understanding was signed with each partner and a detailed briefing on the project implementation was given to them. Each partner was asked to develop their action plans based on their KPIs, to nominate a focal person and to identify 15 master trainers minimum. PAFEC and UNICEF was responsible to train the master trainers from the four implementing partners. They in turn were responsible to train influencers. The influencers were divided into four categories, i.e. religious/community leaders, school principals, head teachers, youth workers, and community representatives.

PAFEC and UNICEF launched the campaign in all the four districts in early January by training 20 people from each implementing partner as master trainers. Those master trainers were responsible to train influencers. Each implementing partner was committed to training around 2,520 influencers making the total number of influencers 10,080. By the end of the campaign, 10,053 influencers were trained who are now working with networks of schools, colleges, universities, mosques, civil society organisations, volunteers, and semi-government institutions for the campaign. WhatsApp groups of these influencers have been formed to disseminate this information further, adding local flavour and value. UNICEF approved messages were shared within each group and participants were asked to share it further within their circle. Religious influencers in WhatsApp groups were requested to share these messages via mosque announcement daily and after Friday prayers to reach out to as many prayers as they could.

Miking: 10 chingchies in each district are being hired to disseminate the campaign messages on every alternate day for a month. Audio-speakers are installed in the chingchies and recorded messages about COVID-19 awareness, prevention and mitigation are being played for 5-6 hours daily. Chingchies are laced and decorated with banners/posters with COVID-19 prevention messages written on them.

In addition to the above activities, messages and footage of the campaign activities are actively being disseminated on PAFEC and its partners' social platforms and through other networks in the country through boosting the content. PAFEC and its partners are organising weekly webinars on the topics related to ECD, child protection, impact of online learning etc. Each guest speaker of the webinar is expected to talk about the importance of SOPs and give critical information to audiences about COVID-19. These webinars are organised as Live Stream sessions on Facebook, so that maximum people can benefit from them.

As a strategic and long-term activity, PAFEC also initiated incorporating content and key message on COVID-19 in selected university courses and training modules and other materials of PAFEC partners to better understand and respond to similar pandemics in future. PAFEC will continue to engage its network organisations and partner universities, colleges and schools across Pakistan to organise sessions for creating uninterrupted awareness about the pandemic and the critical role of vaccines in its prevention.

Key Milestones Achieved – January to March 2021

The following key milestones were achieved from January to March 2021 during the project period.

Agreement with UNICEF



UNICEF and PAFEC agreed to the terms of the project, budget, its work plan, and key objectives to be achieved during the phase of the project starting from the January 2021. The goal of the awareness campaign was defined as: "Reduce the spread of COVID-19 through preventive measures, build capacity of communities through sensitizing, create preparedness among communities to deal with virus in case of being infected and to mitigation the situation"



Rationale of Setting Strategic Objectives & Key Performance Indicators

Using the above scope of the project, strategic objectives were defined as: Aware, Prevent, Prepare, Engage and Reduce. These were then translated into Key Performance Indicators (KPIs). These KPIs were reported to the donor as per their scheduled reporting timelines by each implementing partners.

Weekly review meetings

were conducted online by PAFEC with focal persons of each implementing partner. Representatives from UNICEF, e.g. Mr. Habib Asghar, Ms. Sehr Qizalbash, Ms. Zohra Nisar Hunzai, Mr. Muhammad Faisal Khalil and Mr. Jonathan David Shadid also participated in some of the review meetings. The scope of the meetings included discussions on the progress, challenges faced by the implementing partners while conducting the project activities and possible solutions, involving different strategies. Below is a summary of the strategic objectives and KPIs:

	Strategic Objectives	What did we measure?	Key Performance Indicators
	Voice of Change (Aware)	Dissemination of key messages (risk communication and mitigation) Effectiveness of the messages and the materials being used to create awareness Frequency and quality of the messages being communicated	Number of training sessions conducted per implementing partners to train influencers Influencers: <i>Religious leaders, Head teachers & Principals, Community representatives and Youth Workers/Volunteers</i> Perception and feedback of the influencers trained
	Maximize Reach (Aware, Prepare, Engage and Reduce)	Number of people reached with the risk communication and mitigation messages	<u>WhatsApp Groups</u> Number of WhatsApp groups created No of participants in the WhatsApp Groups-Influencers Daily Messages sent from the approved Message Board to the WhatsApp Groups (Content, reactions and forwarding via WhatsApp) Weekly quiz responses via WhatsApp (No of group participants with 50% or more correct answers) Mosque announcements <u>Webinar Sessions</u> Webinar sessions conducted during the project (Topics covered, Resource person, Total no of views) <u>Awareness Through Chingchie Miking</u> Covid-19 Awareness through miking in each target district <u>Awareness Through Social Media</u>

			Awareness activities related information shared through Facebook, Twitter, Instagram & LinkedIn
	<p>Maximize Engagement</p> <p>(Aware, Prepare Prevent and Reduce)</p>	Number of people that have adequate knowledge regarding COVID-19 prevention	<p>Perception survey by PAFEC & Partners</p> <p>Survey Design – Focus Group Discussion Survey</p>
	<p>Strengthened Community Preparedness and Engagement</p> <p>(Prevent and Reduce)</p>	Improved community preparedness and engagement to counter the spread and mitigate	<p><u>Focus Group Discussion Survey</u></p> <p>Analysis of the survey responses</p>

Identification and Selection of Implementing Partners

Some key institutional members of PAFEC from Punjab province were identified as potential implementing partners. After a series of consultative meetings with the potential partners, four organisations were identified and selected as implementing partners for the campaign based on their capacity to reach out to maximum population through engaging experienced master trainers and community networks. The four organisations which were selected included the following:

- Momentous Schools for District Lahore
- Association for Academic Quality(AFAQ) for District Faisalabad
- Tiflee Education for District Multan
- Muslim Hands for District Gujranwala

The Inception Workshop

A day-long inception workshop was organised for the implementing partners in the 1st week of January 2021. A total of 12 people, consisting of the representatives from the implementing partners and PAFEC team participated in the workshop. PAFEC formally presented to its partners the scope of the campaign, its budget, key objectives and activities, roles and responsibilities of each partner, KPIs, M&E framework, templates for action plan and reporting. After a detailed deliberation on each point, and responding to the queries of the partners related to the project implementation, a memorandum of understanding was signed with each partner. To begin with, each partner was asked to develop their action plans based on their KPIs, nominate a focal person and to identify 15 staff members each to be trained as master trainers. The workshop paved the way for detailed discussions with the implementing partners and their participation in subsequent project activities.

Training of Master Trainers

Pakistan Alliance for Early Childhood (PAFEC) and UNICEF organised training of Master Trainers from January 11th – January 14th, 2021 on the Risk Communication and Community Engagement (RCCE), COVID-19 Response and Containment. The first training session was held on Monday in the Zonal Office of AFAQ in Faisalabad for 17 master trainers nominated by AFAQ, followed by the second session which was held on Tuesday in the Imperial Public School Lahore for 23 master trainers nominated by Momentous Schools, whereas the third and fourth sessions were held on Wednesday in Multan for

21 master trainer nominated by Tiflee Education and on Thursday in Wazirabad for 22 master trainers nominated by the Muslim Hands respectively. A total of 83 master trainers were trained in those four-day training sessions.

The aim of the training was to give awareness about the prevention and mitigation of COVID-19 to stop the community spread of the virus. Ms. Zohra Nisar, Communication for Development Specialist, UNICEF and Ms. Khadija Khan, CEO PAFEC jointly made the presentation on the Risk Communication and Community Engagement, focusing on the role of frontline workers, their personal safety while working with communities, how can they prevent themselves from the infection first? dissemination of key and timely information about COVID-19, signs and symptoms of the virus, different communication strategies, what and how to communicate, standard SOPs for prevention from COVID-19 which include hand-washing with soap for 20

seconds, social distancing and wearing masks and mask management, addressing rumors and community concerns through sharing accurate information, precautions for taking care of sick people, talking openly about the stigma and discouraging it, information about the helplines and government initiatives to address the pandemic, creating networks for disseminating key messages and helping health workers in community surveillance to identify sick people with COVID-19 symptoms.

After the presentation the participants were given chance to talk about the different aspects of the presentation in detail to understand the content properly and how to train influencers on it. All the participants actively participated in the discussion by asking key questions mainly about how to engagement communities, especially elderly and uneducated people to educate them about the virus and the preventive measures. The participants were then given hard copies of the SOPs, messages beyond SOPs and the brochures to read them silently. Once they went through the materials then they were divided in groups to discuss and prepare role plays on how to communicate the risk, finding effective strategies to ensure SOPs in public places, schools, mosques and educating communities about the virus, its symptoms, prevention and how to take care of infected family members, ways of transmission, importance of quarantine and isolation, how myths and stigmatization can harm people, ways of providing support and having knowledge about health services etc.

The participants came up with some innovative strategies to engage the communities by determining to become role models, starting from their own family members and also suggesting to document and share more and more personal experiences of going through the virus and fighting it. Some examples

of the innovative strategies the trainees came up with include setting ground rules for all family members to follow SOPs while leaving and before entering the house, displaying the key messages in the entrance of schools, madaaris, colleges and offices, conducting sessions for children online on the prevention and mitigation and encouraging them to share the messages with their parents, encouraging shopkeepers to make signs for social distancing outside their shops and not allowing customers without masks, maintaining SOPs in the mosques and encouraging the worshippers to use soap during wuzu - ablution.

Training of Influencers

In line with the KPIs, the partners started conducting training sessions for influencers in their respective districts soon after the training of the master trainer. Each implementing partner was allocated to conduct 72 training sessions (36 sessions for religious leaders and 36 for other influencers which included head teachers, principals, community representatives and youth workers). Each partner was expected to conduct 6-8 sessions per week for 3-4 hours for three months. Each session was expected to have 30-35 participants with one master trainer. The same format and materials being used for training master trainers, were used to train influencers. Before initiating the training of influencers, all the focal persons arranged preparatory meetings with the master trainers. Action plans to cascade the training were developed in these meetings and the master trainer were provided with all the required materials such as backdrop, printed posters, IEC material, sanitizers, masks and soaps.

All the master trainers prepared their presentations, taking the key points from the UNICEF standard presentation for the influencers training. The trainees were given opportunity to demonstrate their learning through role plays, presentations, group and pair work and also sharing their experience during the sessions. The topics covered in these sessions increased the knowledge and skills of the influencers. They highly

appreciated the training opportunity given to them, expressing their commitment to follow SOPs strictly and to share the knowledge widely. Their experiences and insights were extensively shared on the PAFEC social media platforms (Facebook, Instagram, LinkedIn and Twitter) on the following links:

Facebook: <https://www.facebook.com/PakistanAllianceforEarlyChildhood>

Instagram: <https://www.instagram.com/pakistanallianceforec/>

LinkedIn: <https://www.linkedin.com/in/pafec/>

Twitter: <https://twitter.com/AllianceEarly>

YouTube: <https://www.youtube.com/channel/UCOepOVcQjGHADnIxYr62wIA>

Weekly progress reports were obtained from the partners against their KPIs which were submitted to UNICEF on a regular basis.

Below are the partner-wise activity details:

Momentous Schools - Lahore

Momentous Schools conducted 73 sessions altogether (37 for religious leaders and 36 for the mixed group). Handouts of key information and messages were distributed among all the participants at the end of each session by master trainers. Each influencer was assigned the responsibility of sharing the messages with as many people as they could and share with the focal persons the responses of at-least from five people daily who received awareness messages from the influencers. The influencers regularly shared with the focal persons the responses of people with whom they were sharing the messages. Some of the influencers, particularly the principals and head teachers conducted sessions for their teachers and student. SOPs and other key messages were written on chart papers and displayed in the entrances of their schools and colleges. The students were assigned the responsibility to share the same messages with their families.

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S#.	Consolidated Key Performance Indicators – Influencers Sessions	No of Sessions per Areas/Location/UC's/Tehsils	Key Activities
1.	Number of religious leaders trained	Jan Muhammad Chowk Tehsil: 1 Shalimar District: 1	Influencers were asked to share their reflection after each session and recaptualise their learning. Each participant was asked to share atleast five key strategies to share the key messages with wider communities.
2.		Jamia Tul Khair Johar town Tehsil: 1 Kacha Jail Road Kot Lakhpat Tehsil: Jamia Masjid Faisal Town Tehsil: 1 Gulshan E Ravi Tehsil: 4 Singhpura Tehsil: 1 Tehsil Lahore: 7 China Scheme Tehsil: 1 Tehsil Lahore Cantt: 3 Shadbagh Tehsil: 1 Tehsil Shalimar: 3 Tehsil Model Town: 6 Tehsil Raiwind: 7 Cream Block, Lahore: 1	Weekly quizzes were conducted to reinforce the understanding of the messages Brochures were also distributed among the trainees

		Gurumangat Road, Lahore: 1	COVID – 19 related public
		Tehsil Lahore: 1	announcements were shared with all
		Mazang Adda Tehsil: 1	the trainees.
		Faisal Town, Lahore: 2	
		Gulshan e Ravi Tehsil: 2	
		Teh. Distt. Lahore: 1	
	Number of head teachers and principals trained	Multan Road: 1	
		Kot Khawaja Saeed China Scheme	
		Shera Kot: 1	
	Number of youth workers/trainers trained	Eman Welfare Society Trust New	
		Shalimar Colony: 1	
		Abdullah Town: 1	
	Number of community representatives trained	Mustafa Town, Multan Road: 3	
		Chowk Yateem Khana: 1	
		Dubai Town: 1	
		Dist Lahore: 1	
		Bilal Town Raiwind Road: 1	
		Gulshan Ravi: 1	
		Hanif Malik Colony Band Road: 1	
		Bakery Band Road: 1	
		Liaqat Chowk Sabzazar: 1	
		Dist Lahore: 1	
		(Rustom Park), Dist Lahore: 1	
		Ashraf Town, Dist Lahore: 1	
		(Sodiwal), Dist Lahore: 1	
		(Guldasht Town): 1	
		Gul Colony: 1	
		Bank Stop Kasur Road: 1	
		G-Block Sabzazar: 1	
		Madina Town: 1	
		Khuda Bakhsh Colony: 1	

Association for Academic Quality – AFAQ - Faisalabad

AFAQ conducted 73 sessions in total out of which 36 sessions for religious leaders and 37 sessions for head teachers, youth leaders and community representatives. Since AFAQ was already engaged in training religious leaders therefore, it was decided to conduct most of the sessions for the religious leaders in the mosques. This was challenging at the beginning but the master trainers persuaded the religious community, explaining the purpose of the sessions and communicating the risk at hand. To re-enforce the learning during the training sessions, AFAQ also printed copies of the brochures and

other materials received from UNICEF and distributed among all the participants which were helpful to them for spreading the messages further.

S#.	Consolidated Key Performance Indicators – Influencers Sessions	No of Sessions per Areas/Location/UC's/Tehsils	Key Activities
1.	Number of religious leaders trained	Jaranwala:5 Jhumra:1 Jinnah Town:7 Lyallpur Town:5 Madina Town:3 Sadar Town:4 Samundri:8 Tandlianwala:3	Attendance Marking Previous Knowledge Sharing Resource Person's Presentation Group Discussions Role Play Participants' Presentation Poster Making & Display Gallery Walk Question Answer Session Handouts Distribution Mask, Sanitizer and Soap Distribution Payment of Trainees Travelling Allowance Refreshment Survey Questionnaire Competition Dashboard Maintenance
2.	Number of head teachers and principals trained Number of youth workers/trainers trained Number of community representatives trained	Iqbal Town:4 Jaranwala:6 Jhumra:3 Jinnah Town:6 Lyallpur Town:4 Madina Town:3 Sadar Town:4 Samundri:3 Tandlianwala:4	Attendance Marking Previous Knowledge Sharing Resource Person's Presentation Group Discussions Role Play Participants' Presentation Poster Making & Display Gallery Walk Question Answer Session Handouts Distribution Mask, Sanitizer and Soap Distribution Payment of Trainees Travelling Allowance Refreshment Survey Questionnaire Competition Dashboard Maintenance

Tiflee Education conducted 73 training sessions, 36 for the religious leaders and 36 for head teachers, principals, youth leaders and community workers. Tiflee prepared message cards from the materials received from UNICEF and displayed at every venue prior to the session. The participants were asked to go through the messages one by one at the end of their session and share their learning with the rest of the group. They were also given plenty of time to discuss strategies in their groups for engaging community to stop the spread of the virus. A small questionnaire was also given to the participants at the end of each session to check their understanding from the session.

S#.	Consolidated Key Performance Indicators – Influencers Sessions	No of Sessions per Areas/Location/UC's/Tehsils	Key Activities
1.	Number of religious leaders trained	Jan Muhammad Chowk Tehsil Multan: 1 Mattital Road Farrukh town Tehsil Multan: 2	After the main presentation on Risk Communication and Community Engagement the participants were given a chance to talk about the presentation, ask questions for their clarity. The participants were then divided in different groups and they were given messages from the Message Board. Each group had a different set of messages. They were given time and instructions to discuss the messages and come up with interesting strategies to disseminate the
2.	Number of head teachers and principals trained Number of youth workers/trainers trained	Shams Colony Tehsil Multan: 1 Basti Nou Tehsil: 1 New Multan Tehsil: 4 Gulistane Ashar Multan Tehsil: 1 Khan village Multan Tehsil: 1 Tehsil Sadar: 1 Bagh Gulgasht Colony Tehsil Multan: 1 CHOWK Qasim Pur Colony Tehsil Multan: 1 MA Jinnah road Tehsil Multan: 2 Main Lari Ada Road U block Tehsil Multan: 1 SOS children Village industrial State Area Tehsil Multan: 1 Tehsil Multan: 10 40 feet Road Gulshan e Multan Tehsil Multan: 1 Khanewal Road near daewoo terminal Tehsil Multan: 1 Piranghaib Road Multan Tehsil Multan shah town Tehsil Multan: 1 Fazal Abbas Pura Chowk Shahbaz Tehsil Multan: 1 Tataytor Road Tehsil Multan: 1 Zahra New central jail road Tehsil Multan: 1 Shah Town Multan Tehsil Multan: 1 School Chah Baksh Wala Tehsil Multan: 1 School Basti Shah Hussain Tehsil Multan: 1 Main Road Jahagiz Abad Tehsil Multan: 1 Chah Bhaksar Wala Tehsil Multan: 1	

	<p>Number of community representatives trained</p>	<p>Sui Gas Road Tehsil Multan: 1 NLC Bypass Multan Tehsil Multan: 1 Shuja Abad Road Tehsil Multan: 1 Oxford Kinder Garden c District Multan: 1 Nawab Pur Road Tehsil Multan: 1 Shams Colony Tehsil Multan: 1 Qaiser Abad Tehsil Multan: 1 Hassan Abbad Tehsil Multan: 1 Kwl Road Tehsil Multan: 1 Chowk Shah Abbas Tehsil Multan: 1 Writer Colony Tehsil Multan: 1 Muhammad Campus Mumtaz Abad Farrukh Town Tehsil Multan: 1 Pura Tehsil Multan: 1 Masoom Shah Road Tehsil Multan: 1 Khanewal Road Tehsil Multan: 1 Lohari Gate Tehsil Multan: 1 Hassan Abad Tehsil Multan: 1 Tatay Pur Tehsil Multan: 1 Tehsil Shuja Abad: 1 Bilal Pur Tehsil Multan: 1 Ayesha Lilbanat Bahar Chowk Tehsil Multan: 1 Madinah Khanewal Road Tehsil Multan: 1 Lohari Gate Tehsil Multan: 1 Chowk Kumhara Wala Tehsil Multan: 1 Quran Vehari Chowk Tehsil Multan: 1 Ashref Abad Tehsil Multan: 1 Khawaja Waheed Welfare Trust Vehari Road Multan Tehsil: 1 Nawab Pur Road Muttan New Gulgasht Tehsil Multan: 1 Amna Umm-al-Baneen Raheem Adab Mumtaz Adad Tehsil Multan: 1 Masoom Shah Road Tehsil Multan: 1 Vehari Road Tehsil Multan: 1 Bahar Chowk Tehsil Multan: 1 The Emerson School (Ayesha Campus): 1</p>	
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Muslim Hands conducted 73 sessions, 39 for religious leaders and 34 for other influencers. The participation ratio remained 35.23 in religious leaders' sessions and 37.8 in the mixed group sessions. The participants took oath at the end of each session to play their role in fighting the virus. They appreciated the efforts being made by the partners to were happy with the content of the campaign. The focal person of Muslim Hands actively remained in touch with the influencers through WhatsApp groups and also monitoring the sessions they were conducting in their schools and areas.

Overall, the set targets of training sessions and the number of influencers were achieved by implementing partners. Out of the total target of 10,140 influencers 10,133 influencers were trained. These numbers include the 83master trainers whom were trained by PAFEC and UNICEF. Community representatives was one of influencers category which was overachieved by training 771 individuals against the total of 720. This was because of the overwhelming response received from the community representative to take part in the campaign. A good proportion of women influencers were also trained in these target districts who not only participated actively in the training sessions but developed plans to run the campaign in their schools and colleges

S#.	Consolidated Key Performance Indicators – Influencers Sessions	No of Sessions per Areas/Location/UC's/Tehsils	Key Activities
1.	Number of religious leaders trained	MC Kamoke: 4 Sodhra-36/1: 7 Tatlyaali-73: 1 Sodhra-36/2: 6 Said Nagar: 2 Ladhewala Warrich: 2 Chak Remdas: 2 Naat Kalan-06: 1 Ghaka Meter-3: 2 Nosheera Virkan: 1 Wazerabad City MC: 4 Nosheera Virkan City: 1 Gondalanwala-54 Rural: 1 JAMKEY CHATA: 1 kangniwala 29-Urban: 1 Dhonkal-3: 1 MC Nosheera Virkan: 1	Presentation on Risk Communication & Community Engagement, COVID-19 Response & Containment, Presentation on Message Board, Group Work on the Message Board, Group Presentations, Presentation on Key Messages beyond SOPs & Flyers, Our Role, Discussion, Question & Answer, Oath Taking
2.	Number of head teachers and principals trained	ALI PUR CHTTTA: 1 Rakh Kikran Wali-70: 2 Gujranwala City-5: 1	

	<p>Number of youth workers/trainers trained</p> <p>Number of community representatives trained</p>	<p>Peoples colony-27: 1</p> <p>Gunauar-64: 1</p> <p>Akbar Ghanoki-69: 1</p> <p>Saroki: 1</p> <p>UC No-3: 1</p> <p>Nizam Ahmed: 1</p> <p>Denser Paien: 1</p> <p>Gujranwala City MC-5: 1</p> <p>Gujranwala City MC-11: 1</p> <p>MC Kamoki</p> <p>Peoples colony-27</p> <p>ALI PUR CHATHA -33/1</p> <p>Noshera-1</p> <p>Jinnahcolony- 43 Urban: 1</p> <p>Nokhar-91: 1</p> <p>Kali Suba Khan: 2</p> <p>Matchrala 6- Rural: 1</p> <p>Golotian Kalan-62: 1</p> <p>Kot Laddha Nosehraw: 1</p> <p>Phama Sara Nosheraw: 1</p> <p>Nosehraw City Khas: 1</p> <p>Jhallan Nosehraw: 2</p> <p>Lohian Wala-65: 1</p> <p>Kot Nayat Khan-70: 1</p> <p>27/3: 1</p>	
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A summary of the influencers trained by each implementing partner is presented in the below table

	Partner Name	Scope of area & Geographical area	Influencers Trained									
			Master Trainers		Religious Leaders		Principals & Head Teachers		Community Representatives		Youth Workers	
			Achieved	Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved	Target
1	Momentous Education	Lahore	20	15	1265	1260	675	720	179	180	320	360
2	AFAQ	Faisalabad	17	15	1223	1260	721	720	216	180	361	360
3	Tiflee Education	Multan	21	15	1255	1260	720	720	186	180	360	360

4	Muslim Hands	Gujranwala	22	15	1287	1260	727	720	190	180	368	360
Total Programme Achieved vs. Target			80	60	5030	5040	2843	2880	771	720	1409	1440

PAFEC Participates in the UNICEF Radio Programme on ECD

UNICEF Pakistan in collaboration with Broadcasting Corporation (PBC), broadcasted weekly shows, from 1st July to 31st December 2020, consisting of 25 episodes on ECD and its related topics amidst COVID-19. The objectives of the programme were to promote messages and behaviors on prevention, precaution and issues emerging based on the existing practices and behaviors. The topics covered in the programme provided action-oriented information to public, especially to parents, caregivers, teachers and community influencers across the country. CEO, PAFEC and its members participated in five of the episodes. Details of these episodes can be accessed in the following links:

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

Key messages highlighted in these episodes included:

- Learn about the developmental needs of your child/children and respond to their needs timely and adequately
- Recognise your child/children's potential and provide them early stimulating and learning activities. Listen to them, sign to them and read to your children
- Talk to your children, ask them questions, let them ask you questions and answer their questions. Questioning stimulate cognitive development!
- Respect your children, do not ridicule and criticize them. Encouragement and Positive Discipline helps develop positive behaviour!
- Develop a daily family routine – involve everyone in the family to develop a flexible and diverse routine to adopt and learn in the new situation – this will take time to implement, routine for working from home, online classes, menu etc
- Assign responsibilities to every ne in the family – help your children prepare a responsibility chart for chores such as making bed, cleaning, cooking, washing, doing groceries etc
- Family Time – allocate time daily to talk to your children(meal time is best for this activity), help them to be thankful for being at home safely with each other, switch all digital devices at this time, share authentic information about COVID-19 with your children and tell them what they

need to do to stay safe, let them ask questions, help them understand as to why their schools are closed, encourage them to find ways to help needy and poor, share examples of voluntary work being done especially these days, share personal goals and ambitions

- Engaging Learning Activities: prepare a learning area first, plan and do activities with your children other than their syllabus e.g. experience sharing (encourage children to share their experience), reading and telling story, watching movie together, limiting screen time, role playing, playing music, singing songs together, doing art work, developing learning material, playing games , kitchen

gardening, doing projects, it is ok to learn from your children, ask them to become your teachers, notice changing behavior. REMEMBER PARENTS ARE ROLE MODELS!

Webinar Series

I. **Webinar on “Supporting Families & Parents to Engage Children in Meaningful Learning at Home”**

PAFEC has been conducting webinars for parents, ECD practitioners and professionals since April 2020 on key themes of ECD. In this series a webinar on “Supporting Families & Parents to Engage Children in Meaningful Learning at Home” was organised in collaboration with Rupani Foundation’ in early July. Ms. Shafia Rafique, CEO, Little Fellow Daycare & Elementary School was the speaker and Ms. Khadija Khan moderated the session. The topics which were focused included conceptual as well as practical tips for designing age appropriate learning activities with the help of low cost no cost learning materials at home. Moreover, it focused on creating bonding between parents & children, understanding developmental needs of children and providing support to them accordingly.

II. **Webinar with VWomen**

Ms. Khadija Khan, was guest speaker of the live session of “Janeay” with VWomen with the programme host Ms. Tannaza Sadaf. Vwomen is a sisterhood circle that helps women in businesses providing them with technical knowledge and skills. Theme of the session was ‘challenges of home schooling during COVID-19 and the needs of Early Childhood Development’. The programme host initiated the show by asking key questions about the topic, facilitating the discussion and allowing audiences to ask questions from the speaker to make the show interactive. Responding to the questions, Ms. Khadija explained the developmental stages, age appropriate milestone of children, requirements of ECD and how

parents can play their role to ensure optimum development of their children. She further talked about enhancing parents' capacity through online and offline programmes.

In addition to the above webinars, Ms. Khadija also spoke on 'Role of Women in Stress Management during COVID-19' in two other online sessions. Her talk focused on defining stress and stressors, signs of stress and key principles to avoid stress followed by key strategies and tips to manage it.

III. ECD IN TIMES OF COVID-19- WEBINAR SERIES BY PAFEC # ECD IN TIMES OF COVID

Webinar: # 01

The first webinar of the second 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 Razaq, CEO, The FEEEL PTV LTD was the guest speaker and Ms. Khadija Khan was the moderator of the webinar. The aim of the webinar was to help parents, caregivers, teachers and other ECD practitioners to provide the required support to children to ensure social, emotional, and mental well-being, especially during the pandemic. The areas which the speaker focused during her talk included, signs of mental wellbeing of children, importance of love and what are some practical steps to address mental health issues especially during the pandemic. COVID-19 as we all know has badly affected children's social, emotional, and mental wellbeing

around the world and the children in Pakistan are not spared from it. This situation requires parents, teachers and all other ECD workforce to equip themselves with the required skills and knowledge to provide care to children. Dr. Faryal Razaq explained how love and affection plays pivotal role in a child's life; she said that even chronic behavioral 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. 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 children.

For more details visit the below links:

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

Webinar: # 02

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 and Ms. Arooj Saqib was the moderator of the webinar. The speaker in his presentation focused on the new dynamics of online learning created by the pandemic, how AKESP addressed this issue, how the digital divide has created inequality among learners living in different geographical areas, issues of connectivity to broadband internet, the impact of digital education on teachers and students, how to keep students motivated and engaged behind the computers by gaining and retaining their attention, the lessons learnt by AKESP such as the opportunity created by the pandemic to engage parents to assist children in their learning to ensure the human factor which is essential for young children to learn and develop, and the different blended approaches AKESP followed to continue and maximize students’ learning.

This webinar also provided latest research and facts regarding teaching and learning during and post COVID-19 scenario. Moreover, it focused on developing an understanding about new dynamics of teaching and learning frameworks, development and digitization of content, cyber security protocols for children, learning gaps and compromises created by e-learning, more workable solutions, customization of the content incorporating local context, geographical dynamics and reinforcement and individual learning needs. 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>

Webinar: # 03

The third webinar in this series was conducted on February 25th, 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 speakers and Ms. Khadija Khan, CEO PAFEC was the moderator of the webinar.

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 Adhoc 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, who 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, the organisation where she is working. According to the findings of this monitoring she said, children's emotional abuse was observed 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:

Webinar Video link:

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

Webinar: # 04

The fourth webinar of the series was conducted in the 2nd week of March 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 and Ms. Arooj Malik Technical Specialist ECCE PAFEC was the moderator of the session.

Ms. Madhia opened the webinar by sharing the following outline, 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 which she and her team had implemented in Karachi. She explained how it feels to be excluded ways to address it such as how to develop the inclusive curriculum, do teachers training, establish inclusive classroom setups, and how to teach with inclusive strategies. Inclusive approach helps to cater the needs of main stream as well as differently abled children so every child gets benefited, she said.

Dr. Debbie Kramer-Roy who was the second speaker of the webinar, explained the importance of inclusive education in the light of the laws on Child Rights(national and international). She highlighted the Article 23 of 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. She elaborated on access to training, health care services, rehabilitation, services, preparation for employment, and importance of recreational opportunities. The early interventions and awareness can help prevent many issues otherwise negligence leads to child birth problems and later disability.

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 their inclusive education programme run in Karachi. She shared her experience of how inclusive lessons, blended learning and inclusion in class room ensured “No child is left behind” in there school. This introductory workshop cum webinar, laid the foundation to develop an understanding of Inclusive Education through hands on activities, by providing the participants with practical ideas for classroom organisation though group chat and discussion in break-out rooms on case studies and different scenarios.

For more details, visit the below link:

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

IV. Webinar Series: Early Childhood Development through Informed Parenting

The third webinar series titled ‘ECD Through Informed Parenting’ was initiated in April 2021.

Following five specific topics were covered in the following webinars:

Webinar 1 - Parent-Child Attachment and Relationship – Lived Experiences

Webinar 2 - Addressing Child’s Needs: 1) Developing Routines for Children, 2) Father’s Engagement in Upbringing of Children

Webinar 3 - Common Parental Concerns: Behavioural & Emotional – What caregivers must know and understand about investment in emotional development of children and in building positive behaviours?

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

Webinar 5 - Growing in an Inclusive Home Environment and its Impact on Child Development

Among the expert on the panel for each session included:

SESSION	DATE	MODERATOR(S)	EXPERT(S)
1	April 7, 2021	Ms. Khadija Khan CEO PAFEC	Ms. Samina Batool Jafri – Author, Sports Professional, Poet, Philosopher, Science & Technology Journalists Ms. Arooj Saquib – ECCE Expert PAFEC
2	April 20, 2021	Dr Shahzad Mithani Advisor PAFEC	Ms. Malika Sultana – Senior ECD Coordinator, Aga Khan Education Service – Gilgit & Baltistan Ms. Khadija Khan – CEO PAFEC
3	April 28, 2021	Dr Shahzad Mithani Advisor PAFEC	Professor & Dr. Shela Alvi – Consultant Psychiatrist and Psychotherapist
4	May 19, 2021	Ms. Khadija Khan CEO PAFEC	Ms. Shafia Rafique – CEO Little Fellow Day Care & Elementary Schools Ms. Maryam Bajwa – CEO Learn-A-Licious School and Kids Club
5	June 2, 2021	Ms. Khadija Khan CEO PAFEC	Ms. Madiha Sajid, Madiha Sajid, a fellow of the Higher Education Academy, UK and works University College London, UK.

In the first session of the webinar, the panel shared their personal journey and lived experiences of raising and nurturing children and seeing them grow into well-rounded adults. Panel members shared their aspirations, challenges and successes and how through various phases of their child's development and their willingness to embrace them - relationship and attachment, grew and took shape as their children grew as successful adults. The panel also shared their 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, the panel 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 panelists talked about why it is important to have routines for children on early-on and how important it is for extended family members to respond to them. Moreover, establishing routines also helps parents, especially the mother as primary caregiver to take care of herself in the process. The panel member also talked about how and when their young child is ready for pre-school, what preparations can one do as a parent for the child's transition to a pre-school. Equally important if the child is part of a multi-generation home, how a child's routine needs can be set-up to support the child's well-being and holistic development. In the second part of this webinar, the panel member talked about why is it important for a father to play an active role in a child's care and development and how it impacts a child's adolescent and adult life. The panel member also talked about the role of a father in the context of a husband supporting his wife in childcare to ensure that while a child develops healthy, the mother is also healthy in the process.

The third in the series of these webinar on 'ECD through informed parenting', the focus was on addressing the common concerns or challenges vis-à-vis behavioural and emotional. A set of questions were prepared for the panel members, including the questions that were raised in the previous two sessions around this topic. The expert on this webinar detailed how and any type 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 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.

In the fourth session of this webinar series, the panel members 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 and 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 being service providers, shared their experience of receiving children where parents do not come with adequate preparation and 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 titled as 'Growing in an Inclusive Home Environment and its Impact on Child Development, the speaker talked about the following important topics: a) the understanding of inclusion and importance of inclusion. b) 2) how to engage with siblings, and c) learning how to build resilience and cope with stress.

The panelist described inclusion by saying that it means always being together, participating, supporting, learning, and welcoming. She further said that inclusion helps in creating a good environment at home, developing strong relationships with family members and beyond and helps in creating better social life and helps in improving academic performance of children and attendance at schools.

She further 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. She further said that it can also help parents in better understanding social, emotional and intellectual developmental needs of their child. Inclusion at school, she said helps children develop better understanding of key concepts, improve performance and build more confidence. Moreover, she said that all children benefit from inclusive education because it allows them to develop individual strengths, foster a school culture of respect and belongingness, and develop as a community.

In the second part of the webinar, the panelists touched upon the role of siblings in bringing up a child in an inclusive environment. The panelist said that normally siblings of a child with special needs are supportive towards their differently-abled sibling but at times, the normal siblings can feel lonely and can become aggressive if they do not get the same attention as of their differently-abled sibling. To address this issue, the speaker suggested to give equal attention to each child, treat them equally and talk to them about their worries and emotions.

While concluding the webinar the panelist talked about building resilience and how to cope with stress. She described the Self-Efficacy Model of Psychologist Albert Bandura; explaining the theory she said that self-efficacy is people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives. She concluded her talk by saying that self-efficacy can provide the foundation for motivation, well-being, and personal accomplishment.

Overall, this webinar series was received well 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.

Participation of PAFEC in the webinars conducted by PAFEC partners

Topic: Productive Learning at Home for Children in COVID-19

Speaker: Khadija Khan

Host: Yasir Khan

Date: 2nd February, 2021

Time: 9:00 PM

URL: <https://www.facebook.com/unfoldwithyasirkhan/videos/1333359827042394/>

During the webinar, Ms. Khadija Khan talked about the importance of learning environment, its different aspects and how learning environment can be created at home during COVID-19 and beyond. She said that, children can concentrate more on their studies in a quiet, comfortable, and dedicated space, therefore, it is important to create such environment at home. Parents, she said are ultimately responsible to create learning environment at home which is free from all sorts of distractions. She further explained how the overuse of screen time due to the pandemic is impacting the brain of young

children and what parents and caregivers need to know to protect their children. Sharing some practical tips for parents she suggested that parents should be do role modeling in front of their children by spending time reading books, magazines instead of watching television and using their phones. She suggested to parents for developing a family routine, involving children and adding academic activities such as storytelling, sharing experiences with each other, listening to children carefully by giving them more and more opportunity to share their learning and rewarding them for their small achievements. Concluding her talk she gave recommendations to schools for engaging parents through building their capacity so that they can help their children at home in their studies instead of forcing young children to spend substantial time in front of the screen.

International Women’s Day Celebrations

Pakistan Alliance for Early Childhood celebrated International Women’s Day on March 08, 2021. A talk show was organised to celebrate the day. Justice (R) Majida Razvi, Chairperson, Sindh Human Rights Commission, Seema Samad, Civil & Environmental Engineer, Zarina Hasan, MBBS, MSc Virology (UK) and Dr. Shazia Maqsood, Health Coordinator, Human Development Foundation Pakistan were speakers of the webinar. The worthy speakers shared their life journey, experiences & challenges they faced while growing up and pursuing their career in their respective fields.

While sharing message on this day, Dr. Maqsood said that women should break the glass ceiling and make careers of their choice. Ms. Samad encouraged all the women to join hands for making the society conducive, safe and enabling for all the girls out there. Ms. Hassan said, “women should celebrate their inner beauty, beauty with in their souls, which is a reflection of their persona’. Women should rewrite their destiny and be the heroine of their own story, she further added. She urged that women of all fields should hold their head up high and take every body along with themselves. The webinar can be accessed at:

<https://www.facebook.com/PakistanAllianceforEarlyChildhood/videos/507419266954089>

[#IWD2021 #ChooseToChallenge](#)

PAFEC’s Engagement in the Development of Multi-sector ECD Policy Framework

PAFEC has been collaborating with SUN Secretariat, Nutrition Section, Ministry of Planning, Development & Reform to develop an ECD Policy Framework for the last two years. The ‘Ministry’

recently formed a National Technical & Steering Committee and a Working Group and Ms. Khadija Khan has been appointed on both these committees as a member. First meeting of the committee, titled as **Integrated Early Childhood Development (ECD): From Policy to Programming** held on 16, November, 2020. The meeting focused on ECD landscape in the country and discussed the way forward. The meeting was chaired by Dr. Hameed Jalil, Member Food Security and Climate Change (FS&CC).

PAFEC's Engagement with the National Curriculum Council

PAFEC has been working with the National Curriculum Council for the last four two years in the development and updating of the National Curriculum for Early Childhood Care & Education. After completion of the Curriculum, the government decided to develop model text-books from pre-1 to grade 5. PD, PAFEC was appointed as a focal person for reviewing the model books being developed by a group of authors for the pre-primary grade (aged 4 to 5 children). The review process included series of workshops for the authors on the new Curriculum and on the guidelines for developing the books. After receiving detailed feedback from the reviewers, the authors started developing content and materials and presented the same to the reviewers again and again. The review team thoroughly reviewed each and every single content, checking its alignment with the competencies given in the Curriculum under the different learning areas. The text-book developers presented their draft content and other materials to the review team which were thoroughly reviewed aligning them with the competencies given in the Curriculum under the different areas. Detailed feedback was given to the authors along with written guidelines to improve the quality of the books aligning them with the curriculum document. The books are now in its final shape after five months' hard work.

PAFEC Collaboration with the World Health Organisation

PAFEC is collaborating with the World Health Organisation (WHO) to develop public-interest messages based on the five key components of the Nurturing Care Framework. These include, good health, adequate nutrition, responsive caregiving, security, safety and opportunities for early learning. Messages on all these important aspects will initially be developed in Urdu and disseminated widely through different platforms.

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

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

Certificate Distribution Ceremony with Lift Islamabad

Lift Islamabad (LP), one of PAFEC's implementing partners of the Parenting Package for ECD organised a flag hosting ceremony and a plantation drive under the government's Clean and Green Pakistan theme on August 14th, 2020. The ceremony was attended by the Federal Minister for Azad Jammu and Kashmir and Gilgit-Baltistan and Chairman of the Kashmir Committee, Honorable Shehryar Khan Afridi; Former Prime Minister of Azad Kashmir, Sardar Attique Ahmed Khan; Senator Kalsoom Perveen, and Mr. Muhammad Hamza Shafqaat, Deputy Commissioner (DC) Islamabad. PD, PAFEC attended the ceremony and distributed certificates among the Frontline Educators trained by Lift Islamabad in collaboration with PAFEC, who had implemented the 'Parenting Package for ECD - Key Family Care Practices'.

Dignitary Visit to PAFEC Office

Senator Fauzia Arshad, Chairperson UC 28 Islamabad and Regional President, PTI Women Wing Islamabad, visited Pakistan Alliance for Early Childhood (PAFEC) office on Thursday, 18 March 2021. The purpose of her visit to know about the work PAFEC is doing to promote multispectral ECD in Pakistan. Ms. Khadija Khan and Ms. Arooj Saqib, ECCE Expert, briefed the senator about the Alliance's mandate, its vision mission and the work its doing. A detailed discussion held on how the Senator can help PAFEC initiate a collaboration with her office to benefit the children of ICT. Ms. Fauzia agreed to have another detailed meeting to explore potential opportunities for mutual collaboration.

Appointment of Ms. Khadija Khan as Board of Director, National Education Foundation

We are also pleased to share that Ms. Khadija Khan, Programme Director, Pakistan Alliance for Early Childhood, has been appointed as a Director on Board of Governance of the National Education Foundation (NEF). We congratulate her and wish her more success!

Future Plans of PAFEC

- Continue working on the two-year project titled as 'Increasing and Upskilling ECD Workforce in Pakistan' in collaboration with universities and teacher training colleges
- Organise International Conference on ECD in March 2022 in collaboration with potential donors
- Collaboration with Planning Commission, WHO, UNICEF and many other donors
- Develop Parenting Manual & other Material Development
- Develop Quality Assurance Mechanism for ECD services in Pakistan
- Learning Management System(LMS) Development
- Membership Drive
- Engagement of General Body(GB) – Provincial Chapters