



# Early Childhood Education on the Global Agenda

Saba Mahmood and Baela Raza Jamil- December 3, 2014 – Manila

**BUILDING PARTNERSHIPS FOR SUSTAINABILITY AND HARMONY**



# Presentation

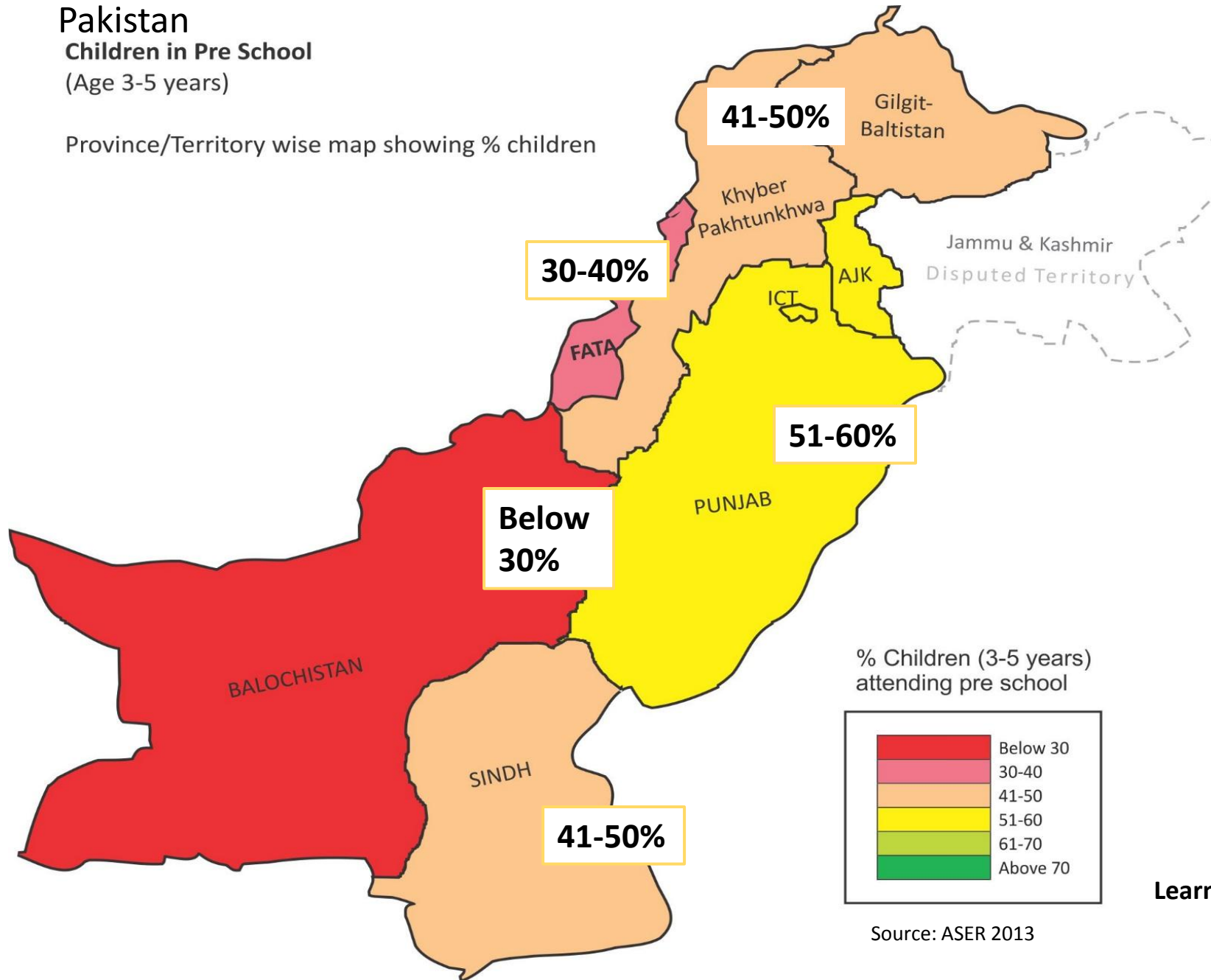
- ❑ Pakistan – ECE Enrolment Trends 2013 Rural /Urban- expanding space for ECE/ECCE
- ❑ MDGs/EFA Goals; Proposed Sustainable Development Goals (SDGs) and the Muscat Agreement 2014
- ❑ ECED/ECCE Karachi Consensus Statement
- ❑ Govt. of Sindh Reform Support Unit (RSU) Initiatives
- ❑ - ECE intervention by Dubai Cares/ITA
- ❑ Partnerships & Way Forward



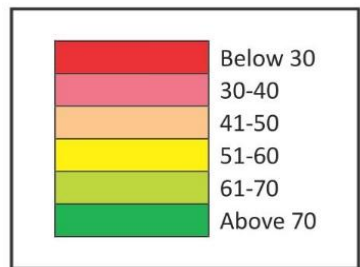
# Pakistan

## Children in Pre School (Age 3-5 years)

Province/Territory wise map showing % children



% Children (3-5 years) attending pre school



Source: ASER 2013



National-Urban 2013*:	National-Rural (ALL) 2013 :
ECE children attending school: <b>58%</b>	ECE children attending school: <b>41%</b>
ECE children out of school: <b>42%</b>	ECE children out of school: <b>59%</b>

\* Selected Urban areas

Learning Challenges –grades 1 and 2



# Early Childhood Care and Education (0-8)

## An Expanding Space for Strong Foundations

- Global support mounting for ECCE as an integrated, holistic stage for child care, nurturing and learning – the best investment with long term impact.
- Expanded scope of ECCE from home to pre-school to lower primary level:

From 0-5;  
Home+ Pre School

From 0-6;  
Home + Centre + Pre-  
school + School

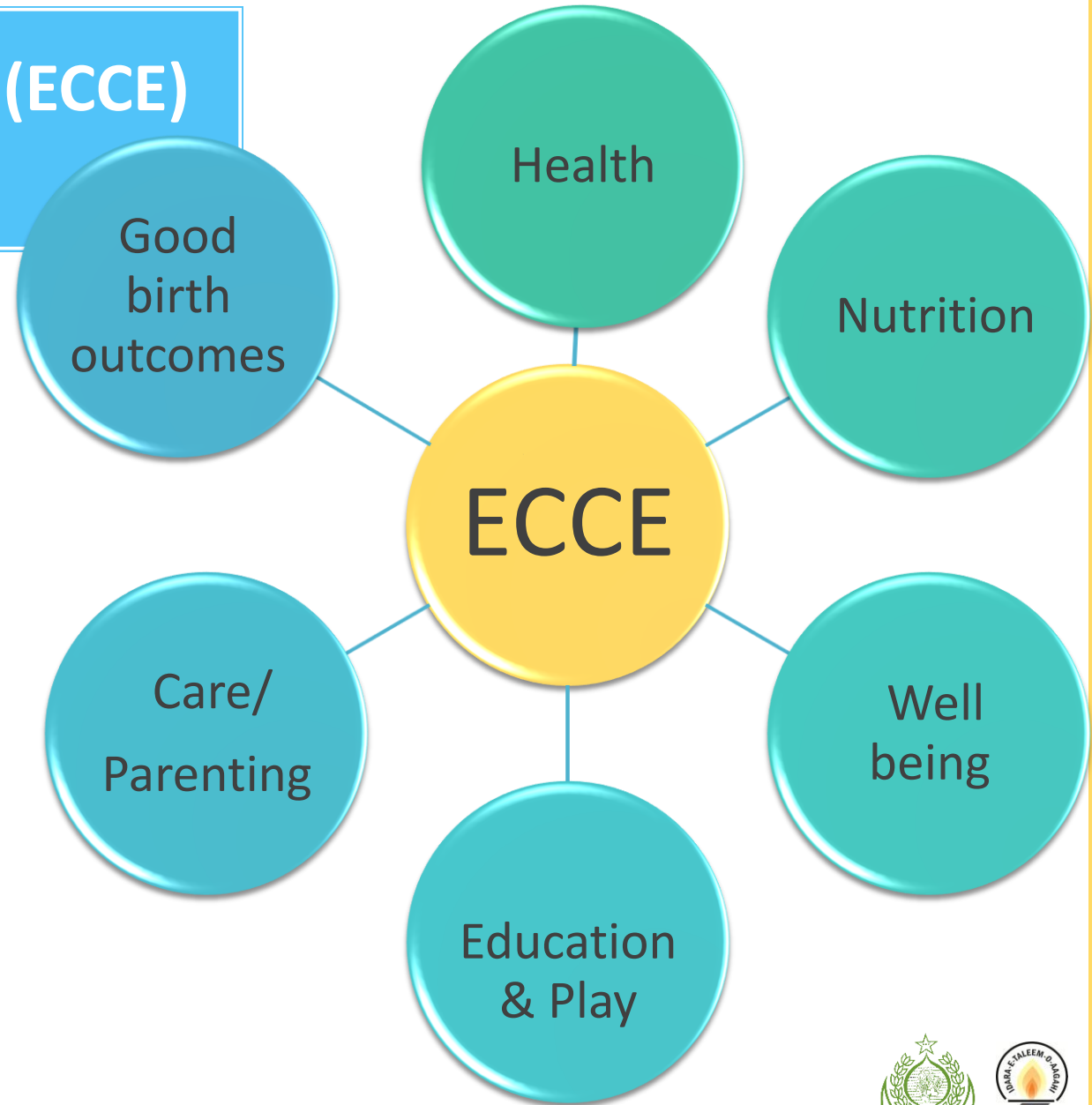
From 0-8;  
Home + Pre School +  
Lower Primary

**Three transition experiences : Home + Pre-school + Lower Primary (k– 3)**  
***critical spaces strengthening foundations of human development***



# Early Childhood Care and Education (ECCE) a multi-sectoral space

- ECCE as an integrated holistic approach to address multi-dimensional development needs of children aged 0-8
- Linked to positive practices in pre-natal, safe birth outcomes; post natal, health, nutrition, care, parenting, play and learning.
- Age range and diversity of needs for strong foundations from 0-8 calls for multiple and committed partners



Multi Sectoral Needs  Partnerships

# EFA and MDGs: Goals and Targets for for ECCE EFA but none in MDGs !

## EFA goals – By 2015



## The 6 Education for All Goals



Goal/Target No. 1 ECCE Provision

## MDG goals – By 2015



No ECE Provision



# ECCE targets of EFA: Jomtien (1990) and Dakar (2000) – Goal 1

## EFA Jomtien, 1990

**Target 1:** Expansion of ECCE

**Target 6:** Increased acquisition by individuals and families of knowledge, skills & values for sustainable development

**Target 2:** UPE by the year 2000

**Target 5:** Broadening the means and scope of basic education;

**Target 3:** Improved learning achievement

**Target 4:** Reduction of adult illiteracy rate to one-half its 1990 level by 2000

## Dakar, 2000

**Goal 1:** Expand early childhood care and education

**Goal 6:** Improve the quality of education

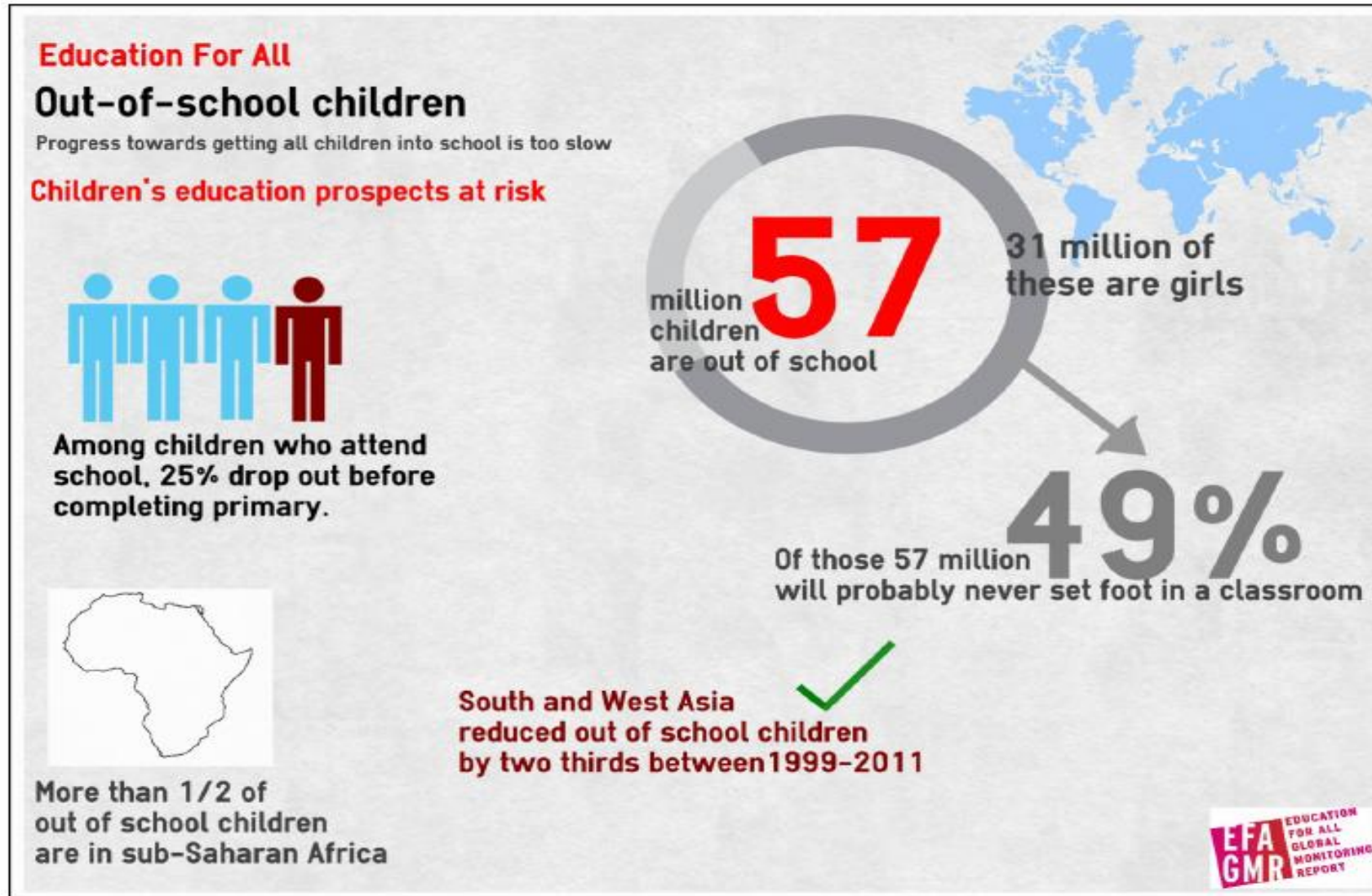
**Goal 2:** Provide free and compulsory primary education for all

**Goal 5:** Achieve gender parity by 2005, gender equality by 2015

**Goal 3:** Promote learning and life skills for young people and adults

**Goal 4:** Increase adult literacy by 50 percent

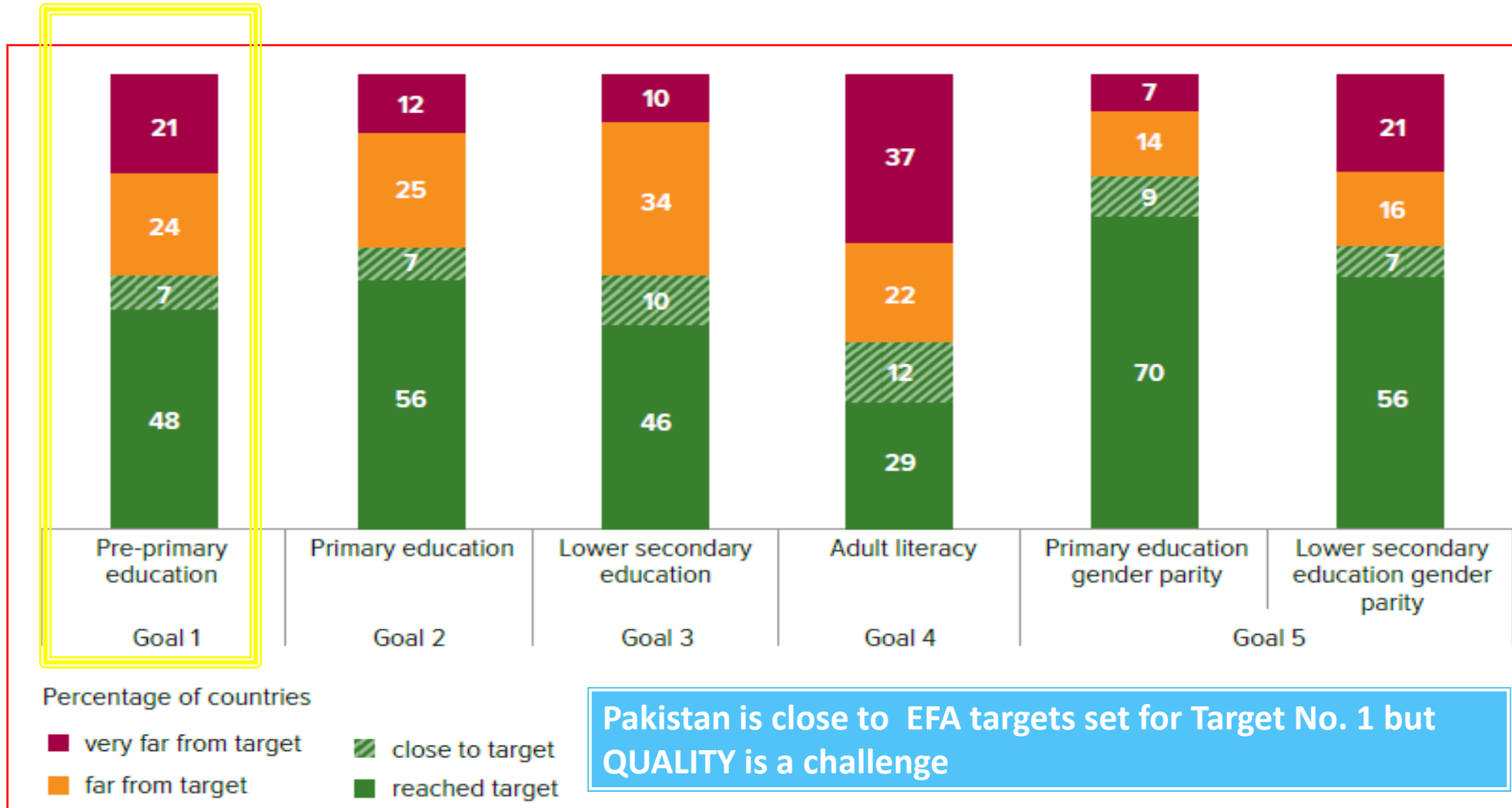
# Unfinished Business of MDGs and EFA



And..  
250 million  
Children  
In School  
But  
Not Learning!  
(GMR 2013-14)



# By 2015 ECCE goal may remain unmet....



Pakistan is close to EFA targets set for Target No. 1 but **QUALITY** is a challenge



# Proposed Sustainable Development Goals(SDGs) by OWG

The post 2015 development agenda across the proposed 17 goals build a sharper case for ECD with strong links to other goals and indicators - (Goals 1, 2, 3, 5, 8,9, 10,11, 16..17)

**Goal 1: End poverty everywhere**

**Goal 2: Nutrition Improvement**

**Goal 3: Health Gains – Health for All**

**Goal 4: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all**

4.2 on ECCE

**Goal 5: Gender Equality and Empowerment**

**Goals 6 & 7 : Water & Energy Sustainability For All**

**Goals 8 & 9: Economic Growth & Innovation**

**Goal 10: Reduce inequality within and among countries**

**Goals 11-15: Environmental Protection and Resilience**

**Goal 16: Peaceful – just and inclusive societies and institutions**

**Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development**



# Post 2015 Scenarios – opportunities and limitations ..

## Muscat Agreement only 1 Year ECE & OWG-SDG 4.2 to ECD/ECCE

Education sub-sector	OWG: proposed target	Muscat Agreement: proposed target	Comments
Early childhood	4.2 by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	1. by 2030 at least x% of girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalized	<ul style="list-style-type: none"> <li>• Both targets recognize readiness for school</li> <li>Their difference: <ul style="list-style-type: none"> <li>• OWG target emphasizes universal access to ECD/ECCE/pre-primary programmes</li> <li>• Muscat target explicitly refers to “at least one year of free and compulsory” pre-primary education.</li> </ul> </li> </ul>



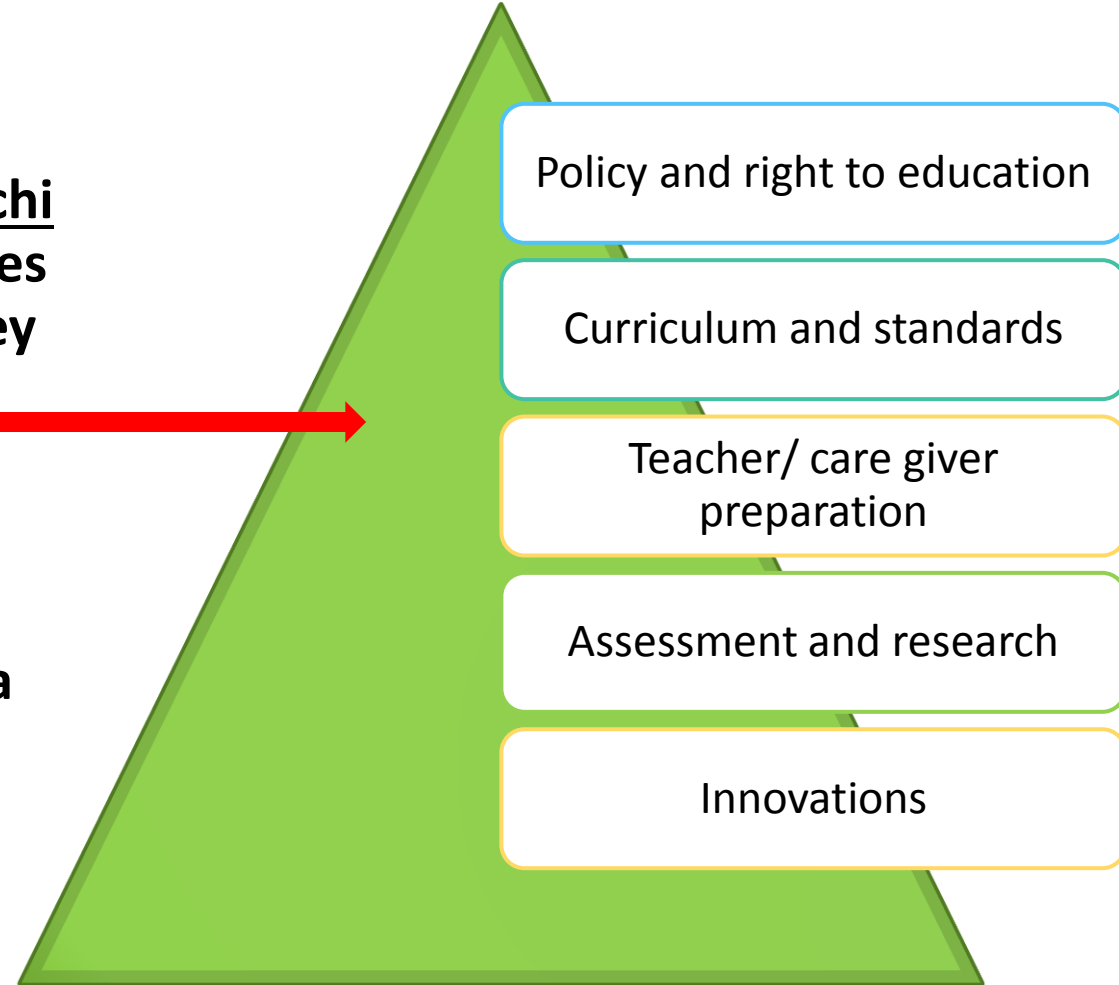
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Source: 2014 Presentation by Qian Tang At the APREC Bangkok Meeting Aug. 2014



# ECED Karachi Consensus Statement September 17 2014 -

- **South Asian regional conference on ECED and Right To Education in Karachi September 2014 agreed to 9 principles and 48 recommendations across 5 key themes**
- **Principles 8 and 9 embedded in ‘partnerships with public private sector; academia, civil society; and linkages of ECCE with SDGs through a bundled approach’**



# Nine Guiding Principles of the ECED Karachi Consensus Statement Sept. 2014

1. ECED/ECCE be envisaged as an integrated approach to facilitate the holistic development of children aged 0-8 through health, nutrition, education, care and community support.
2. Universal coverage of ECED/ECCE founded on a rights based approach
3. Embedded in equity and inclusion
4. Customized to national and sub-national contexts responsive to diversity and gender
5. Encourage and test models of ECED/ECCE in South Asia for effectiveness and scalability
6. Backed by innovative approaches and innovative financing
7. Monitored by robust data for accountability and evidence
8. **Supported by partnerships with public, private sector, academia and civil society**
9. **Linkages of ECED/ECCE with all SDGs through bundled approaches and optimum gains**



# 1. ECED- Policy and Right To Education (RTE)

- 1.1. Amendments to the RTE laws be made to include the ECED age group
- 1.2. A specialized cadre of teachers/care givers must be created with appropriate pay scales and qualifications specified
- 1.3. A common policy inclusive of fundamental principles of ECED to be developed for age group 0-8 or 3-8 according to developmentally appropriate practices
- 1.4. For holistic integrated ECED, inter-sectoral government coordination must be ensured
- 1.5. Budget for education must be enhanced to 4-6% of GDP ensuring consistent ECED allocation through schools, institutional and community based programs
- 1.6. Mother tongue must be encouraged for ECED age groups where appropriate with second/third languages support through appropriate content and trained personnel
- 1.7. Adequate attention to marginalized/disadvantaged groups (living in extreme poverty, remote areas, minorities and indigenous communities, children with disabilities, children in conflicts, displacement and disaster situations, etc).
- 1.8. A comprehensive communication strategy be developed to reach all stakeholders
- 1.9. Under the proposed EFA target No. 1 (Muscat Agreement), “at least one year of free and compulsory pre-primary education” must be changed from “at least one year to one to five years” as many countries already practicing an expanded ECE program
- 1.10. For the proposed OWG/SDGs Goal No. 4, target 4.2 on ECED must be shifted as target 4.1 for sequence, progression and linkage with primary and secondary education
- 1.11. Monitoring and evaluation of ECCD policy, programs and models must be based on clear definitions, standards, indicators and measures for quality programming, accreditation and implementation regulated by public and private representatives.
- 1.12. Public funding for ECED must support economic constraints of marginalized groups through social safety nets
- 1.13. Form a South Asian ECED network – of thinkers, practitioners and activists linked to other regional and global networks



# ECCE Policy in Pakistan 2000-2014 (pre-dates to 1947)

Education Sector Reforms Action Plan 2001-2005 established ECE as an innovative program across Pakistan in government schools

National Plan of Action for EFA 2002-2015 - ECE target 50% children in formal schools by 2015 (access target close to achieving) but challenges of quality and support are enormous

National Education Policy 2009 formalized ECE (Chapter 5) – as a part of a sub-sector prior to Primary- however govt. only committed to age group 3-5 but resources only for age 4-5 –falling short of 0- 8 as per ECCE/ECD conceptualization!

2014-2018/19 Provincial Education Sector Plans across Pakistan have acknowledged the importance of ECE for ages 4-5 as “katchi” through public sector support; Global Partnership for Education (GPE) supports ECE as a key area in a sector wide approach

Right to Education Acts passed in ICT, Sindh, Balochistan and Punjab most having ECE in its provisions (2010-2014)

In 2 provinces Global Partnership for Education (GPE) is supporting the education sector plans where ECE is included as an important sub-sector; GPE pledged 100 million (Sindh-66 and Baluchistan-33 m)

Sindh has proactively engaged by formulating the Sindh Education Sector Plan 2014-2018 /19 with special emphasis on ECE policy development implementation and standards along with partners

Balochistan Provincial ECE Plan prepared the provincial and district ECE plans for 100% coverage by 2015 as a multi-stakeholder partnership- currently its baseline for access is the lowest ( %)



# ECE in Right to Education and Provincial Sector Plans –scaling up ECE

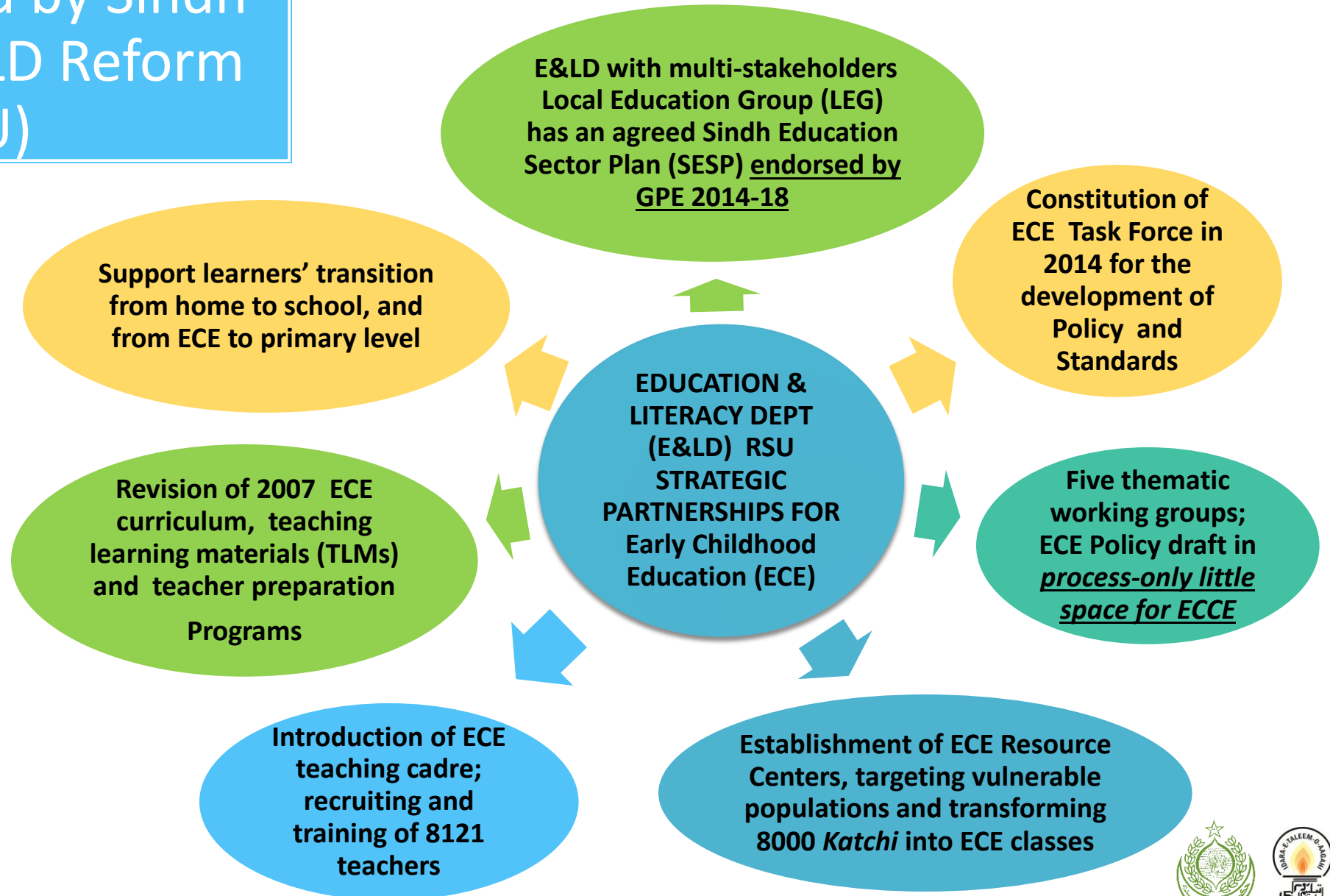
- In ICT, Punjab and Balochistan the Right to Education Act has provisioned for ECE.
- A strategy for scaling up in place in Punjab and Balochistan to all public sector schools
- Punjab has aggressively set up Kids/ECE Rooms in 2011-2012 across the province allocating modest funds to make ECE rooms lively
- In KP ECE policy provides for 2 years of pre-school in government schools reflected in the provincial Education Sector Plan –Save the Children mainstreaming a successful pilot
- Master trainers trained and standardized materials for ECE being shared with all partners (NGOs, INGOs Donors, Govt. & Private Sector)
- Public Private Partnerships are the order of the day in Pakistan –some of the best models in place ; PPP laws being tweaked for services





# ECCE in Sindh Led by Sindh Government-E&LD Reform Support Unit(RSU)

Plan International Pakistan, Idara-e-Taleem-o-Aagahi, Dubai Cares and UNICEF are key partners in Sindh... many more joining  
GoS/RSU open to working with many partners  
Working on institutional strengthening to manage ECE comprehensively



# Progress of ECE under Dubai Cares Project (2014-16)

## Partnerships with the Government

Province	District	No. of Target Schools	No. of Achieved Target Schools
Sindh	Sukkur	190	77
	Shikarpur	100	38
	Karachi	10	In process
Balochistan	Lasbela	80	39
	Ziarat	10	In process
	Quetta	10	In process
<b>Total</b>		<b>400</b>	<b>154</b>

## Partnership between ITA and global organizations

Material development for ECCE classrooms; translation of 5 volumes of Teaching Strategies Inc. USA linked by ARNEC from 0-60 months

## Partnership with institutes of Education and Learning

Module Development B.Ed ECE :

- Early Childhood Growth and Development
- Introduction to Early Childhood Education
- Designing Learning Environment
- Young Children's Art and Drama
- ICT in Children's Learning
- Introduction to Pre-School Assessment
- Guiding Children's Social Development and Behavior
- Children's Literature
- Early Child Care



# ECE Classroom Support under Dubai Cares



Health Kit



Uran Tashtree (Flying Saucer) Magazine



Word Wall in Urdu and English  
Alphabets on the wall to build vocabulary

Early Primary Years Kit  
(Aao mil key Seikhain) Let us Learn Toget



Taleemi Rilli  
Educational Patchwork Quilts Using Heritage for  
Numeracy, Literacy & creativity



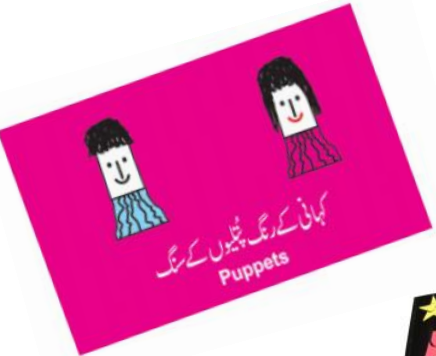
Sports Kit



Reading Club



Soft and White board



Magic Takhti  
Magic Slate; Writing and shapes with Velcro





# Urdu Translated Version of **Creative Curriculum** by Teaching Strategies Inc.



Five series creative curriculum developed for ECE in Pakistan

# Partnerships- the only way forward



# ITA's Partnerships in Multi-Sectoral ECCE Programs (2000-14)

## With Government

- Public Policy and Legislation (RTE)
- Service Delivery in Public Sector Schools
- SCALE up across country

## With Emergency /Relief Agencies and Community in Conflict, Displacement & Disasters

- Shelter
- Protection
- Health
- Nutrition
- Parenting
- Care
- Safe play areas
- Early stimulation
- Community support/gender
- Vocational training,LSBE to mothers/youth

## Health & Nutrition Social Safety Net

- Lady Health Workers
- Sector outreach to address key health issues of Mothers
- Children
- Social safety net

## Teaching Learning Materials and Teacher Preparation

- Teacher training institutions public and private
- Teachers' Resource Centre (TRC)
- Toffee TV
- Teaching Strategies

## Resource Mobilization

- Industry
- Pakistan Working Group(PWG)
- Global Business Coalition (GBC) Ed
- UNILEVER
- Government
- Development Partners
- Community

## Research and Assessment: Local, Regional, Global

- ASER
- LMTF
- Evidence on key stages- developmentally appropriate practices
- ARNEC
- CECED -

## Advocacy through Coalitions

- Local: Child Rights Movement/Pakistan Coalition for Education (PCE)/ Professional Teachers Association Network (PTAN); Early Years Learning Association (EYLA)
- Global: Post 2015 agenda
- Regional: ARNEC; ASBAE- SAFED

# Global Business Coalition for Education

**GLOBAL BUSINESS  
COALITION FOR  
EDUCATION**

**Global Business  
Coalition for  
Education (GBC –ED)  
with over 100 strong  
companies has  
selected ECD as a  
focus area or  
support**

**GBC Ed has set up a  
task force on ECD in  
2014 with a  
powerful triad of  
scientific, social and  
equity arguments  
building the business  
case for investing  
holistically in ECD**

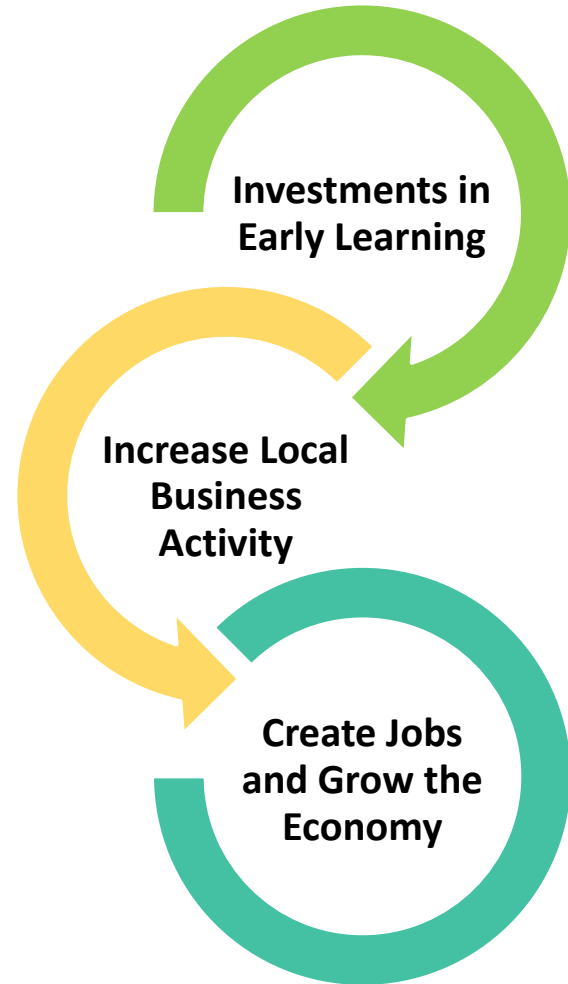
**The global giant  
LEGO Education is  
spearheading ECD  
Taskforce mobilizing  
philanthropy,  
corporate social  
responsibility and  
public  
private partnerships  
(PPPs)**

**LEGO has already set  
up demonstration  
models in Africa and  
Eastern Europe, with  
plans to scale up  
elsewhere**

[http://www.unicef.org/mozambique/Business\\_Education\\_Framework.pdf](http://www.unicef.org/mozambique/Business_Education_Framework.pdf)

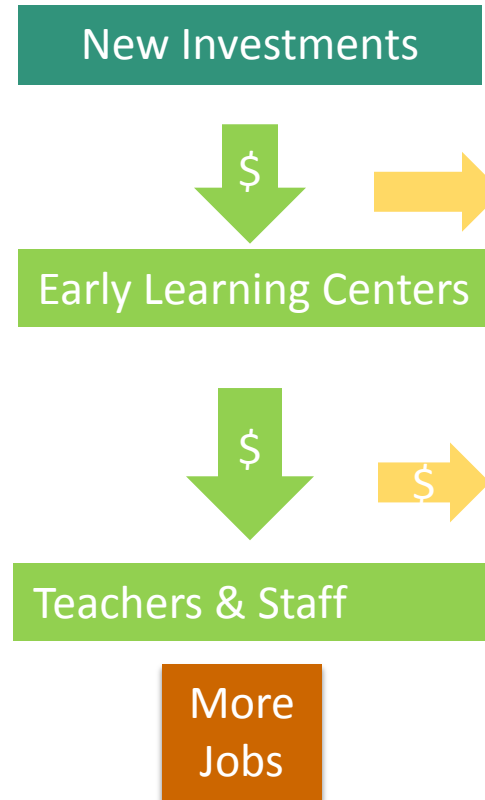


# Ready Nation – mobilizing business for ECD in USA /Africa



<http://www.readynation.org/>

## The Business Case for ECD to mobilize Business leaders to make effective investments in children and youth – Marketing Briefs



ReadyNation developed five Standards for 0-5 years merit public and private investment:

- Children -- The life success of every child in America is highest priority.
- Parent Involvement --family and other loving adults is crucial to a child's life success.
- Evidence-based -- Children are helped most and the economy is made strongest when resources are allocated on the basis of best evidence of what will lead to positive child outcomes.
- Evaluation -- Sound performance evaluations can ensure goals are attained.
- Scalability -- Child development programs that use private and public incentives are scalable will be stronger.



**ReadyNation willing to support similar initiatives share knowledge/strategies**



# Challenges for ECCE Partnerships?

- Institutionalization and ownership by govts.

Amending policies/laws to go from ECE to ECCE – meeting other goals and indicators

- Resource allocation that is sustained

- Trained Personnel- cadres and career ladder

- Managing diverse partnerships public -private when trust is not high –and working across depts.is not a common practice – good practices briefs from the region shared widely



# ECCE must be everyone's business..

- Where does ECCE belong – one or more ministries/departments?
  - Ministry of Education, Social Welfare, Health, Literacy and Non-formal Education; Urban Development – Local and Rural government ?
  - **ECCE must be everyone's business- the most important investment in Human Development**
  - ECCE must be supported in each program where 0-8 years are likely to be a target age group directly or indirectly along with their care givers/mothers/guardians
- Need a bolder view on ECCE beyond the one year mind set of ECE – for both developing and developed countries without discrimination - not to invest in ECCE is undermining lifelong learning, inclusion, learning outcomes, innovations, economic growth and partnerships ..
- Skilled advocates needed to experiment with bold and innovative partnerships across governments, private sector, civil society organizations, think tanks and development partners



**THANK YOU**

# References

- [http://www.aserpakistan.org/document/aserp\\_policy\\_briefs/2013/Expanding%20Equitable%20Early%20Childhood%20Care%20-%20An%20Urgent%20Need!.pdf](http://www.aserpakistan.org/document/aserp_policy_briefs/2013/Expanding%20Equitable%20Early%20Childhood%20Care%20-%20An%20Urgent%20Need!.pdf)
- <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals/>
- <http://sustainabledevelopment.un.org/sdgsproposal.html>
- [www.uis.unesco.org/Education/Documents/muscat-agreement-2014.pdf](http://www.uis.unesco.org/Education/Documents/muscat-agreement-2014.pdf)
- <http://www.arnec.net/ntuc/slot/u2323/news/images/September%20%202017%20ECED%20Karachi%20%20Consensus%20Statement.pdf>
- [http://www.readynation.org/uploads/20120409\\_ReadyNationBusinessCaseLowRes.pdf](http://www.readynation.org/uploads/20120409_ReadyNationBusinessCaseLowRes.pdf)
- [http://www.unicef.org/mozambique/Business\\_Education\\_Framework.pdf](http://www.unicef.org/mozambique/Business_Education_Framework.pdf)



# Annex 1: ECE ASER 2013(rural)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	7.1	3.2	0.2	0.1	89.3	100
4	23.0	11.1	0.6	0.5	64.8	100
5	45.1	19.4	1.4	0.6	33.4	100
<b>3 - 5</b>	<b>27.4</b>	<b>12.2</b>	<b>0.8</b>	<b>0.4</b>	<b>59.1</b>	<b>100</b>
<b>Total</b>	<b>40.9</b>				<b>59.1</b>	<b>100</b>
<b>By Type</b>	<b>67.1</b>	<b>29.8</b>	<b>2.0</b>	<b>1.1</b>		

Source: ASER 2013

Almost 59% children between the ages of 3-5 years do not receive any formal or informal education focusing on the core domains of holistic development. This is highest for children of age three i.e. 89%. While the percentage of out of school children significantly drops at age five, 33% of these five year olds are still found to be out of school.



# Annex 2: ECE ASER 2013- by region

Territory	2013		2012		2011		Rank* OOSC
	Enrolled	Out-of-School	Enrolled	Out-of-School	Enrolled	Out-of-School	
Balochistan	18.8	81.2	22.3	77.7	35.3	64.7	1
FATA	39.3	60.7	33.9	66.1	35.2	64.8	2
Sindh	40.8	59.2	38.8	61.2	37.6	62.4	3
Gilgit-Baltistan	41.3	58.7	43.7	56.3	29.4	70.6	4
Khyber Pakhtunkhwa	44.9	55.1	35.1	64.9	45.1	54.9	5
Islamabad-ICT	50.9	49.1	56.1	43.9	67.3	32.7	6
Punjab	52.8	47.2	50.8	49.2	51.3	48.7	7
Azad Jammu & Kashmir	57.7	42.3	47.2	52.8	50.1	49.9	8

For the pre-primary age group (3-5 yrs), provincial figures range from 42% out of school children in Azad Jammu & Kashmir and highest 81% in Balochistan