

Supported by Dubai Cares (Phase III) in Pakistan



Background and Introduction

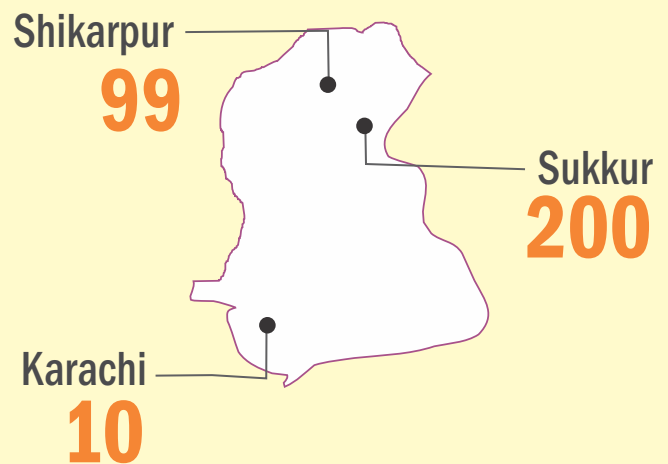
Dubai Cares (DC) has extended its support to Idara-e-Taleem-o-Aagahi (ITA) over three comprehensive phases to improve the key performance indicators of the education system of the provinces and consequently of the country as a whole. The first phase (April 2008-Jan 2011) focused on “Enhancing Girls Enrollment in Remote Areas of Pakistan in South Punjab”. Phase-II of Dubai Cares (Apr 2011-Jun 2013) was inspired from the successful implementation and significant positive outcomes of phase-I and the unprecedented emergency. The project aimed to improve sustained access, quality and gender equity in selected flood hit areas of Punjab and Sindh through Early Childhood Development (ECD) community centres and ECE classes in schools along with infrastructure rehabilitation, quality improvement, local governance and input to the design of the provincial education sector plans.

Dubai Cares, in its Phase III (Jan 2014-Mar 2017), through its country partner ITA is working across Punjab, Sindh and Balochistan intensively for improving learning outcomes, enrolment and transitions from ECE to primary and post primary levels especially for girls in vulnerable areas. This project strategically targets Early Childhood Education (ECE), enhanced enrolments and retention, enhanced learning of in-school children (ISC) at risk and out of school children (OOSC) and mainstreaming the OOSC in schools; policy engagement and influencing SDG 4 and its targets 4.1 and 4.2 targets as well as indicators at global, national and provincial levels.

OBJECTIVE

ESTABLISHING QUALITY EARLY CHILDHOOD EDUCATION (ECE) IN GOVERNMENT PRIMARY SCHOOLS FOR HOLISTIC EXPERIENTIAL LEARNING AND TRANSITION FROM PRE-PRIMARY TO PRIMARY EDUCATION

Outreach and Scale





ECE Intervention

- **Learning Outcomes:** Providing experiential learning opportunities to 26,096 children over 30 months for successful transition to primary level.
- **Teacher Training and Capacity Building:** Hiring and training 399 para teachers along with training 974 school teachers in ECE curriculum, pedagogies and assessment system.
- **Government Engagement:** Training cluster head teachers, and 72 field officers /trainers on ECE to make the intervention sustainable for the entire district.
- **Community Mobilization:** Raising awareness among 964 SC/SMC members on the importance and need of ECE.
- **Teacher Education:** Developing modules on ECE curriculum, early learning developing standards (ELDS) and assessments to influence B.Ed ECE courses in pre-service and in-service training of teachers.

Ensuring safe and quality learning environment through hard and soft components

- Provision of para teachers
- Providing cluster and on the job trainings approximately 36 days
- Supply of National Curriculum (2007) ECE, TLMs/stationary and learning corners materials
- Provision of ICP (Individualized Child Profile) Cards and other assessment tools
- Construction/repair and maintenance
- Renovation of ECE room
- Repair of toilet and installation of washbasin
- Supply of drinking water
- Provision of child-size furniture (3 tables and 18 chairs)
- Provision of play equipment

Achievements

**309
CENTRES**

have been established – with provision of furniture and teaching learning materials

**26,096
CHILDREN**

have been provided with experiential learning opportunities

399

PARA TEACHERS

have been hired to support ECE classrooms in schools

**974
TEACHERS**

have been trained on ECE curriculum and pedagogies

964

SMC MEMBERS

mobilized on the importance and need of ECE

72

DISTRICTS GOVT. OFFICIALS

trained on ECE to make the intervention sustainable

