

EARLY CHILDHOOD EDUCATION (ECE)

GOVERNMENT PRIORITIES

- One of the six goals of EFA is 'expanding and improving comprehensive early childhood care and education'.
- 39 % children are attending some form of ECE programme (3-5 years) in rural areas and 62 % in urban areas.

Enrolment of katchi class

	2009-2010	2011-2012
Boys	395,886	314,047
Girls	308,684	262,420
Total	704,570	576,467

Source: SEMIS 2009-2010 and 2011-2012

Percentage Distribution of Children according to Age and School type

Age group	Govt.	Pvt.	Madrasah	Others	Out-of-school 2011	Out-of-school 2010
3	10.6	0.7	0.0	0.0	88.7	91.8
4	28.0	3.1	0.3	0.1	68.6	76.1
5	55.3	5.8	0.3	0.3	38.3	43.8
3-5	33.8	3.5	0.2	0.1	62.4	
Total			37.6		62.4	
By Type	89.9	9.2	0.5	0.4		

Major Issues

- There are no comprehensive ECE policy and minimum standards.
- ECE-specific cadre of teachers is not available
- There is a lack of ECE materials, facilities and resources at the school level, such as, teachers, supplies and separate rooms for ECE
- There is no proper system for supervising and monitoring the ECE classes.
- There is a strong need for mainstreamed budget allocation (in ADP) for ECE.

Objectives & Strategies(2014-18)

- Develop ECE policy and minimum standards
- Phase-wise establishment of ECE Resource Centres,
- Transforming 8000 *katchi* into ECE classes
Establish ECE teachers' cadre
- Recruit and train 8121 teachers
- Review and revise ECE curriculum
- Ensure provision of teaching learning materials,
- Support learners' transition from home to school, and from ECE to class I (Primary)

Develop ECE policy and minimum standards

- Mobilizing stakeholders for dialogue, policy development, approval/ legislation
- Documentation of the existing ECE models,
- Develop and approve EC policy
- Develop EC Standards
- Member of ECD/ECE professional networks

Transforming katchi classes into ECE classes

- Awareness and capacity building of ECE teachers and Education Managers
- Media campaigns and community awareness
- Develop ECE classes in selected schools
- Community engagement for the promotion of ECE
- Minimum standards for Katchi implemented

Increased enrollments

- Electronic and print Media Enrollment Campaign for increase in enrollment
- Mobilize SMCs for the enrolment in ECE / Katchi classes
- Use private sector partnerships for meeting ECE targets
- ECE targets for each districts agreed and every district needs to meet minimum NER targets

Establishment of model ECE Resource Centers across the province

- Develop concepts, prepare and approve PC-I for resource centers
- Establishment of model ECE centers at every district and *taluka level in existing schools with space*
- *Model ECE centers will be used for teacher training and refresher courses.*

Provision of ECE teachers

- Recognition of ECE teachers and provision of sanctioned posts
- Develop ECE teachers recruitment policy with preference to female teachers
- Recruit teachers on need and merit basis

Training of ECE Teachers

- Implementation ECE certification/diplomas for teachers
- Engaging PITE and Private sector for ECE teachers' professional development
- Teachers training will be done in phases

Review and revise ECE curriculum and provision of learning materials

- Support ECE learning materials through non-salary budgets
- Review and up-gradation of ECE learning materials aligned to ECE curriculum
- Dissemination and use of ECE Teaching Learning Materials

Support learners' transition from ECE to Class 1(Primary School)

- Developing transition protocols for ECE teachers to facilitate children's transition from home to school and ECE to Class 1(Primary School)
- Engage parents in transition of children from pre- primary to Class 1 primary

Objectives of the Dialogue

- Discussions over the initiatives of GoS
- Sharing of Programs by Different Organizations
- Synergize different programs
- Identify a core group
 - Develop Policy / Guidelines
 - Minimum standards
 - Teachers recruitment Policy and placement
 - Teachers capacity development
 - Follow-up on implementation
 - AOB

Thanks