Early Childhood Education on the Global Agenda

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

BUILDING PARTNERSHIPS FOR SUSTAINABILITY AND HARMONY
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

- Below 30%
- 30-40%
- 41-50%
- 51-60%
- 61-70%
- Above 70%

National-Urban 2013*:
- ECE children attending school: 58%
- ECE children out of school: 42%

National-Rural (ALL) 2013:
- ECE children attending school: 41%
- ECE children out of school: 59%

* Selected Urban areas

Learning Challenges – grades 1 and 2

Source: ASER 2013
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

[Diagram showing interconnections between ECCE and sectors like Health, Nutrition, Well being, Education & Play, Care/Parenting, Good birth outcomes.]
EFA and MDGs: Goals and Targets for ECCE EFA but none in MDGs!

EFA goals – By 2015

1.  
2.  
3.  

The 6 Education for All Goals

4. ABC
5. 
6. 

Goal/Target No. 1 ECCE Provision

MDG goals – By 2015

2. ACHIEVE UNIVERSAL PRIMARY EDUCATION

3. PROMOTE GENDER EQUALITY AND EMPOWER WOMEN

No ECE Provision
### ECCE targets of EFA: Jomtien (1990) and Dakar (2000) – Goal 1

#### EFA Jomtien, 1990
- **Target 1**: Expansion of ECCE
- **Target 2**: UPE by the year 2000
- **Target 3**: Improved learning achievement
- **Target 4**: Reduction of adult illiteracy rate to one-half its 1990 level by 2000
- **Target 5**: Broadening the means and scope of basic education;
- **Target 6**: Increased acquisition by individuals and families of knowledge, skills, and values for sustainable development

#### Dakar, 2000
- **Goal 1**: Expand early childhood care and education
- **Goal 2**: Provide free and compulsory primary education for all
- **Goal 3**: Promote learning and life skills for young people and adults
- **Goal 4**: Increase adult literacy by 50 percent
- **Goal 5**: Achieve gender parity by 2005, gender equality by 2015
- **Goal 6**: Improve the quality of education

[http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals/]
Unfinished Business of MDGs and EFA

Education For All
Out-of-school children
Progress towards getting all children into school is too slow
Children’s education prospects at risk

Among children who attend school, 25% drop out before completing primary.

57 million children are out of school
31 million of these are girls

49%
of those 57 million will probably never set foot in a classroom

South and West Asia reduced out of school children by two thirds between 1999-2011

More than 1/2 of out of school children are in sub-Saharan Africa

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)

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<tr>
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<tbody>
<tr>
<td>Goal 5: Gender Equality and Empowerment</td>
<td>Goals 6 &amp; 7: Water &amp; Energy Sustainability For All</td>
<td>Goals 8 &amp; 9: Economic Growth &amp; Innovation</td>
<td>Goal 10: Reduce inequality within and among countries</td>
</tr>
<tr>
<td>Goals 11-15: Environmental Protection and Resilience</td>
<td>Goal 16: Peaceful – just and inclusive societies and institutions</td>
<td>Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development</td>
<td>4.2 on ECCE</td>
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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)
Post 2015 Scenarios – opportunities and limitations ..
Muscat Agreement only 1 Year ECE & OWG-SDG 4.2 to ECD/ECCE

<table>
<thead>
<tr>
<th>Education sub-sector</th>
<th>OWG: proposed target</th>
<th>Muscat Agreement: proposed target</th>
<th>Comments</th>
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</thead>
</table>
| 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 | • Both targets recognize readiness for school  
Their difference:  
• OWG target emphasizes universal access to ECD/ECCE/pre-primary programmes  
• Muscat target explicitly refers to “at least one year of free and compulsory” pre-primary education. |

Source: 2014 Presentation by Qian Tang At the APREC Bangkok Meeting Aug. 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/caregivers 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 (Sind-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)

E&LD with multi-stakeholders
Local Education Group (LEG)
has an agreed Sindh Education Sector Plan (SESP) endorsed by GPE 2014-18

Constitution of ECE Task Force in 2014 for the development of Policy and Standards

Five thematic working groups; ECE Policy draft in process-only little space for ECCE

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

Support learners’ transition from home to school, and from ECE to primary level

EDUCATION & LITERACY DEPT (E&LD) RSU STRATEGIC PARTNERSHIPS FOR Early Childhood Education (ECE)

Revision of 2007 ECE curriculum, teaching learning materials (TLMs) and teacher preparation Programs

Establishment of ECE Resource Centers, targeting vulnerable populations and transforming 8000 Katchi into ECE classes

Introduction of ECE teaching cadre; recruiting and training of 8121 teachers

Support learners’ transition from home to school, and from ECE to primary level

Sindh Government
E&LD Reform Support Unit (RSU)
### Progress of ECE under Dubai Cares Project (2014-16)

#### Partnerships with the Government

<table>
<thead>
<tr>
<th>Province</th>
<th>District</th>
<th>No. of Target Schools</th>
<th>No. of Achieved Target Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sindh</td>
<td>Sukkur</td>
<td>190</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Shikarpur</td>
<td>100</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Karachi</td>
<td>10</td>
<td>In process</td>
</tr>
<tr>
<td>Balochistan</td>
<td>Lasbela</td>
<td>80</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Ziarat</td>
<td>10</td>
<td>In process</td>
</tr>
<tr>
<td></td>
<td>Quetta</td>
<td>10</td>
<td>In process</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>400</strong></td>
<td><strong>154</strong></td>
</tr>
</tbody>
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#### 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

### 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
ECE Classroom Support under Dubai Cares

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

- Health Kit
- Soft and White board
- Word Wall in Urdu and English
  Alphabets on the wall to build vocabulary
- Reading Club
- Sports Kit
- Taleemi Rilli
  Educational Patchwork Quilts: Using Heritage for
  Numeracy, Literacy & Creativity
- Magic Takhti
  Magic Slate; Writing and shapes with Velcro
Five series creative curriculum developed for ECE in Pakistan

http://teachingstrategies.com/
Partnerships - the only way forward
|----------------|---------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------|----------------------|-------------------------------------------------|-----------------------------|
| •Public Policy and Legislation (RTE)  
•Service Delivery in Public Sector Schools  
•SCALE up across country | •Shelter  
•Protection  
•Health  
•Nutrition  
•Parenting  
•Care  
•Safe play areas  
•Early stimulation  
•Community support/gender  
•Vocational training, LSBE to mothers/youth  
| •Lady Health Workers  
•Sector outreach to address key health issues of Mothers  
•Children  
•Social safety net  
| •Teacher training institutions public and private  
•Teachers’ Resource Centre (TRC)  
•Toffee TV  
•Teaching Strategies  
| •Industry  
•Pakistan Working Group (PWG)  
•Global Business Coalition (GBC) Ed  
•UNILEVER  
•Government  
•Development Partners  
•Community  
| •ASER  
•LMTF  
•Evidence on key stages-developmentally appropriate practices  
| •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 (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.

Ready Nation – mobilizing business for ECD in USA /Africa

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.

http://www.readynation.org/
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

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.

Source: ASER 2013
\begin{table}
\centering
\begin{tabular}{|l|c|c|c|c|c|}
\hline
\textbf{Territory} & \textbf{2013} & \textbf{2012} & \textbf{2011} & \textbf{Rank* OOSC} \\
\hline
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 & 57.7 & 42.3 & 47.2 & 52.8 & 50.1 & 49.9 & 8 \\
& & & & & & & \hline
\end{tabular}
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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.

Source: ASER 2013