تعلیم نسوال - جمار ابتدائی حق اور کیون اور اورگنیز کی تعلیم آرج اور اراجی!

گلوبل ایکشن ویک
8-2 می 2011 (پاکستان)

پاکستان بریف - 1
تعلیم کی بحث اور سمج کرنم:
چیکن کی ابتدائی تعلیم

Annual Status of Education Report
2010

Pakistan
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اندیکے نے اپنے ٹکٹی کے لئے - قومی اور صوبائی صورتحال

تصویر: اندازہ لےنیا کہ ایک لئے - قومی اور صوبائی صورتحال

لکھی: 43% 57%
پہلا 36% 64%
دوسرا 48% 52%
تیسرہ 31% 69%
چوتا 45% 55%
چوتا 33% 67%
چوتا 52% 48%
چوتا 69% 31%
منصوبہ بنیادی اور بندہ

اسانجا کی تزیین نیز ابتدائی دوجوں کے طریقہ تعلیم

خواہشگو اور ادارہ جاتی وسائل

وہ الین کی آگی اور ادارہ جاتی نال میل
تقوم سلطات باكستان (2009) بتطبيق قانونية حماية البيئة، الذي يشير إلى أن الحكومة باكستان تعتمد على ممارسات بيئية صحيحة وتعطي الأولوية للاستدامة البيئية. كما أن الحكومة تقوم بتوفير الدعم الشامل للبيئة، وتشجع على الاستثمار في الابتكار البيئي.

تعد باكستان من الدول الأكثر انخفاضًا في الكربون في العالم، حيث تبلغ نسبة انخفاض الكربون من 44.7% إلى 34.3%. وتعد باكستان من الدول التي تعاني من التغيرات المناخية، حيث أن مستوى الارتفاع المائي في البلاد يعود إلى زيادة غمرات الأمطار والفيضانات.

الحكومة باكستان تعمل على زيادة إنتاج الطاقة الشمسية والرياح، وذلك من خلال تشجيع الاستثمار في هذه الصناعات. بالإضافة إلى ذلك، تقوم بإنشاء منشآت الطاقة الأولية والثانية، وذلك من خلال التعاون مع القطاع الخاص.

ويذكر أن باكستان تمتلك أكبر عدد من المواقع البرية في العالم، حيث تبلغ عدد المواقع البرية 1500 موقع، مما يجعلها من الدول التي تمتلك أكبر عدد من المواقع البرية.

وفيما يتعلق بإيكولوجيا المياه، تقوم باكستان بدور كبير في حماية المياه وتعزيز الاستدامة للمياه. تدعم الحكومة باكستان تشغيل منشآت المعالجة المائية، وتعطي الأولوية لأعمال المياه، وتشجع على استخدام المياه بشكل فعال.

أما في مجال الزراعة، تواصل باكستان تحسين استخدام الأراضي الزراعية، وتقوم بإنشاء منشآت الزراعة الحديثة، وذلك من خلال التعاون مع القطاع الخاص.

وأخيراً، تركز باكستان على تعزيز السياحة البيئية، وذلك من خلال تشجيع السياح على زيارة المواقع الطبيعية، وتشجع على استخدام النقل العام، وتشجع على المشاركة في حملة توعية البيئة.

وأخيراً، تركز باكستان على تعزيز السياحة البيئية، وذلك من خلال تشجيع السياح على زيارة المواقع الطبيعية، وتشجع على استخدام النقل العام، وتشجع على المشاركة في حملة توعية البيئة.
Suggested Actions for 3-5 Year Olds – the Katchi/ECE age group

Planning and Budgeting

- Implement the policy action #3 of NEP pertaining to ECE (p.36) to ensure that it is recognized and attached to primary schools with additional budget, teachers and assistants.
- Prepare an implementable plan/budget over the next 10 years (2011-2020) to have one classroom/toilet teacher and one assistant for every katchi/ or kindergarten class in all government and private schools.
- Government must have a healthy budget allocation for katchi/ECE in its regular and development budgets. These must be for: ECE Classrooms/toilets/water facilities; ECE teachers; ECE Assistants; ECE Learning Materials; ECE in-service and pre-service training.
- ECE research budgets be included to track impact of ECE on primary enrolment and retention.

Teachers’ Training and ECE Pedagogy

- Plan and undertake the improvements in quality of ECE on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than rote learning and rigid achievement standards.
- ECE/katchi teachers must be trained in at least a one year diploma as a pre-service program.
- For the newly initiated B.Ed Honors 4 year professional teachers’ program there is an option by the Higher Education Commission (HEC) for Elementary and Secondary education; ECE should also be included as a specialist option.

Learning and Physical Resources

- A separate classroom/toilet/water facility for ECE shall be provided in each primary school/section with adequate space for interactive teaching and learning to take place indoors and outdoors.
- Ensure provision of trained ECE teachers and appropriate learning materials for each school.

Parental Awareness and Institutional Alliances

- Develop an ECE support network across the country and in provinces for teachers to share experiences and learn from good practices.
- Involve educational organizations, education departments and teachers to create awareness about the significance of Early Years Learning amongst parents and community members. Moreover, create spaces and time for active parental involvement in learning process at schools.

References:


According to the National Education Policy (NEP) 2009 the Government of Pakistan has declared “katchi” or pre- primary class to be integrated in the primary sections of all schools to make Early Childhood Education (ECE) an important first pillar or Goal No. 1 of Education For All targets. The Annual Status of Education Report (ASER) Pakistan 2010 surveyed children aged 3-5 across 32 districts of Pakistan (Rural areas).

Of the total 10,246 children falling in 3-5 age group, 44.7% or 45% were enrolled in some kind of school. Girls’ enrollment was 43.4%. Balochistan (69%) and Sindh (67%) have the highest percentage of out of school children in ECE.

Of the total enrolled, 61.7% children were enrolled in Government schools, 38.3% children were attending non-state educational facilities.

The enrollment share of non-state schools was: a) 36.3% children typical private schools; b) 0.8% enrolled in Madrasah schools and c) 1.4% in other type of schools.

**Out of School- More Boys than Girls:** Over 55.3% of children are not enrolled in any type of schools. The ratio of girls amongst out of school children is 48.8%.

**Balochistan:** Out of 150 randomly selected villages in 5 districts of Balochistan, 69.3% of the total 2002 children were not enrolled in any type of schools. Almost 49% of out of school children were girls.

**Khyber Pakhtunkhwa:** Out of 120 randomly selected villages in 4 districts of Khyber Pakhtunkhwa. 51.4% of the total 1289 children falling in 3-5 age group were not enrolled in any type of school. Almost 47% of the out of school children were girls.

**Punjab:** Out of 390 randomly selected villages in 13 districts of Punjab, 47.5% of the total 3471 children were not enrolled in any type of schools. Almost 49% of the out of school children were girls.

**Sindh:** The survey was conducted in 180 randomly selected villages in 6 districts of Sindh. 67% of the total 2493 children were not enrolled in any type of schools. Around 48% of out of school children were girls.

**Gilgit Baltistan:** Of the 30 randomly selected villages surveyed of Gilgit district (rural), 36% of the total 197 children were not enrolled in any type of schools. Almost 54% of the out of school children were girls.

**State of Early Childhood Education in Pakistan:**

- More than 50% of 3-5 age group children are currently enrolled in ECE if urban areas are included.
- Pakistan’s Education For All National Plan of Action (EFA/NPA) 2001-2015 target is 50% enrollment in ECE by 2015. Pakistan has achieved the enrolment target nationally with 45% in rural areas.
- 62% or a majority of the ECE children in rural areas are enrolled in government schools.
- A high ratio of children in katchi/ECE is an opportunity to reach the goal of Universal Primary Education (UPE) provided the children once enrolled can be retained and move to the next class/grade. ECE is the EFA Goal No.1 and is the best mechanism to ensure that children do go to primary and complete primary education (MDGs Goal No.2).
- The government has an excellent ECE National Curriculum 2007 (Urdu/English), along with ECE national standards which have not been widely disseminated to schools and teachers. Thus far the distribution of ECE curriculum has been through corporate social responsibility (CSR) and civil society efforts.
- Sadly in government schools, there are: a) no specific teachers appointed for katchi, as it is just an additional multi-grade class with often the largest number of students enrolled; b) the teachers are not trained for ECE; c) there are no classrooms in government schools for ECE; d) learning materials are missing and with very poor learning facilities for this sensitive age group.
- There are some high quality learning materials/tools available for ECE /katchi, but often they are not officially included in the minimum requirements of a school, both government or private.
Policy Brief No. 01

Broadening the Base of Education: Early Childhood Education (ECE)

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