



Policy Planning & Implementation Unit,
Secondary Education Department
Government of Balochistan



Early Childhood Education Policy Framework

March 2015



Australian Government
Department of Foreign Affairs and Trade



AGA KHAN FOUNDATION
(Pakistan)

Early Childhood Education Policy Framework

March 2015

ACRONYMS

ADE	Associate Degree in Education
ADEO	Assistant District Education Officer
AKF (P)	Aga Khan Foundation Pakistan
AKU-HDP	Aga Khan University-Human Development Programme
AKU-IED	Aga Khan University-Institute for Educational Development
BESP	Balochistan Education Support Project
CPD	Continuous Professional Development
CRC	Convention on the Rights of the Child
DDEO	Deputy District Education Officer
DDO	Deputy district officer
DEO	District Education Officer
DFAT	Department of Foreign Affairs and Trade
ECD	Early Childhood Development
ECDP-B	Early Childhood Development Programme Balochistan
ECE	Early Childhood Education
EDO	Education District Officer
EFA	Education For All
EMIS	Education Management Information System
GCET	Government College for Elementary Teachers
GoB	Government of Balochistan
IDSP	Institute for Development Studies & Practices
MDGs	Millennium Development Goals
NIPS	National Institute of Population Studies
PITE	Provincial Institute for Teacher Education
PMU	Project Management Unit
PPIU	Policy, Planning & Implementation Unit
PTSMC	Parent Teacher School Management Committees
RCDC	Rural Community Development Council
SCSPEB	The Society for Community Strengthening and Promotion of Education, Balochistan
SPO	Strengthening Participatory Organization
TF	Taraqee Foundation
UNCRC	The United Nations Convention on the Rights of the Child
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNICEF	The United Nations Children's Fund

ACKNOWLEDGMENT

The Secondary Education Department Balochistan acknowledges the contribution and support of all ECD stakeholders at district, provincial and national level in the formulation of this framework document. The assistance and input of ECE working group and the participants of ECE Policy Framework planning meetings from Government departments, NGOs, INGOs and Development Partners is indispensable towards the realization of this document.

We would extend our insistent appreciation to the Aga Khan Foundation (Pakistan) and the Department of Foreign Affairs and Trade of Australian Government (DFAT) for their continuous facilitation and support both technical and financial. The support of Aga Khan University, SCSPEB, UNICEF, UNESCO, Taraqee Foundation, Institute of Development Studies and Practices, Rural Community Development Council and SPO is also significant and crucial and demands our sincerest gratitude.

The interminable contribution and efforts of the following individuals towards the preparation of ECE Policy Framework is prodigious and entail our earnest gratitude and acclaim:

1. Ghulam Ali Baloch
2. Abdul Saboor Kakar
3. Mohammed Tayyab Lehri
4. Farah Huma
5. Dr. Syed Kamal Ud Din Shah
6. Abdul Qayyum Babay
7. Mohammed Ehsanullah
8. Mohammed Anwar

Message from Adviser to Chief Minister on Education Sardar Raza Mohammad Baraech



We are pleased to present Balochistan 'Early Childhood Education Policy Framework'. The framework represents the future success of our most important resource, our children, and will guide the Government of Balochistan's investment in programs and services aimed at improving outcomes in early childhood education. The Framework is designed to ensure that every child, family, and community in Balochistan has access to high quality, comprehensive, integrated early childhood education (ECE) programs and services that are community driven, sustainable and culturally relevant.

Availability and access to quality education is not only a child's fundamental right but also holds the key to the future development and prosperity of this region. Introduction and focus of the 'Early Childhood Education' into the provincial policy framework is a great step forward towards strengthening of the current inadequate educational system.

Involvement and positive reinforcement in early education are critical as early years determine the future life chances of an individual and promise higher future dividends. An inclusive approach towards the early period of a child's life ensures that all developmental needs of a child in addition to educational needs are also taken care of and children are provided with an opportunity to progress and prosper to their fullest potential.

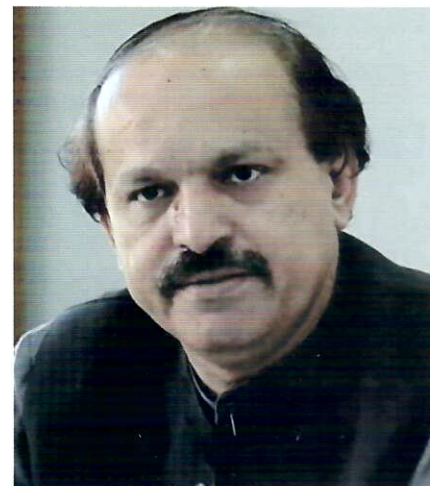
I want to felicitate the Secondary Education Department for the preparation of this important and urgently needed document that shall transform the current educational approach and policy and shall also serve as a pertinent response to meet the challenges faced by the education sector in the province.

I am certain that this policy reform shall exceedingly augment the Government's commitment and efforts towards the uplift of the provincial education sector and help us develop a system that serves the needs of our children and families, and helps build a healthy and sustainable future for Balochistan.

On behalf of the Government and people of Balochistan, especially children, I offer thanks to the Australian Government and the Aga Khan Foundation (Pakistan) for their consistent support and facilitation in the process of policy development.

A handwritten signature in black ink, appearing to read 'Raza Baraech', with a stylized flourish at the end.

Message from the Secretary Education Balochistan Abdul Saboor Kakar



The introduction of the 'Early Childhood Education (ECE)' approach, practices and methodology in the primary education system of Balochistan is a key step towards the realization of an educated and thriving Balochistan. For Balochistan to meet its commitments and goals on educational development and bring desired improvement in education indicators, a comprehensive exertion is required. ECE policy framework is a vital step towards the realization of a holistic approach for meeting complex challenges in the sector.

Early years of a child within the inherent vulnerability provide ample opportunities for growth and development that determine the future prospects and progress of an individual. Science has provided us with evidence that positive development in early childhood helps prevent adult physical and mental health issues, as well as many social problems. All children, particularly those in early childhood, need a safe, nurturing, and healthy environment to reach their full potential.

The ECE policy framework has been developed with a consideration for the unique requirements of early years as well as Government's ability to the provision and delivery of services for meeting these requirements. The framework takes into consideration not only the educational needs of a child but also the social, emotional, physical and cognitive aspect for a holistic development of the child. This Framework includes commitments and areas for action; to provide innovative outreach programs and services for families and children, and ensure no one is left behind.

The envisioned implementation of the ECE policy throughout the primary schools of the province shall enhance the Government's service delivery and promise a brighter future for our children with boundless opportunities to transform aspirations into realities.

I highly appreciate the involvement, expertise and valuable input of all stake holders: educational institutions, non-governmental organizations and international organizations and agencies. Special thanks to Department of Foreign Affairs and Trade of Australian Government and Aga Khan Foundation (Pakistan) for the financial and technical support for the development of ECE policy framework.


(Abdul Saboor Kakar,)
Secretary

FOREWORD

“Education of the child shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential”

- CRC Article 29 (a)

Future of Balochistan is inextricably linked with the health and wellbeing of its children today.

The first eight years of a child's life are the most critical, for they are the foundational years – setting lifelong trajectories for physical and mental health, learning and behaviour, creativity and sensitivity, and eventually success in later life as an adult.

Neuroscience research has established that the brain develops most rapidly during the early years, particularly the first three years of life, with children acquiring more skills and knowledge as compared to any other period in life. The brain development is shaped by early experiences and occurs through a dynamic interaction between the physical and social environments, health and nutrition, formation of attachment relationships, and the stimulation that a child receives. Children who do not have positive experiences are robbed of their potential to contribute to their family, communities, and population as a whole. Research has also demonstrated that participation in high-quality Early Childhood Education (ECE) contributes to stronger learning foundations, particularly for children from disadvantaged families. Children in Balochistan have a right to an environment that is appropriately stimulating, and includes high quality early care and experiences. Ensuring children's development and learning during the early years is the responsibility of Balochistan government, and its policy makers, and all relevant stakeholders particularly parents.

The Education Department of the Government of Balochistan plays a leadership role through its' commitment to policy reforms that is reflected in the development of the first comprehensive 'Balochistan Education Sector Plan (BESP) 2013-2017'. The BESP aims to bring about sector reforms and maps out the targets and strategies for promotion of quality education in Balochistan. Recognizing the impact good quality early education has on later learning in school and lifelong learning, ECE is included in the sector reforms as a separate strand with an aim to institutionalize ECE into all primary schools in the public sector.

To operationalize ECE in the province, an 'ECE Policy Framework' has been developed that will guide and support further planning and delivery of the ECE in Balochistan. The Policy framework is based on the universally accepted principles for designing and implementing quality ECD/ECE services and programmes; emphasizing on developing linkages across the system connecting people, resources and organizations; and providing policy recommendations for implementation of the goals and targets set in the BESP. The ECE Policy Framework encourages all early childhood professionals, government and families to work together and support learning and development of all children aged 4-8 years.

Implementation of any plan is bound to face some challenges, which can be effectively overcome through building ownership and widespread support for implementation of the Early Childhood Education Policy Framework 2014. All stakeholders, including families and local NGOs and international partners, need to maintain their commitment and support in taking forward the foundation for a better future of Balochistan.

Dr. Ghazala Rafique

Interim Director,

Aga Khan University Human Development Programme

CONTENT

Preface	7
Context	8
Early Childhood	9
Early Childhood Education.....	9
Benefits of Investing in the Early Years	9
ECE Status in Pakistan	11
ECE in Balochistan	11
Principles of the Early Childhood Education (ECE) Policy Framework	12
Target Beneficiaries	12
Proposed ECE Policy Recommendations	12
Policy Focus	12
Infrastructure	12
ECE Classroom	13
ECE Environment	13
Teacher Education / Training.....	13
Monitoring & Assessment	13
Community Involvement	14
Role of Government /Departments	14
Secondary Education Department	14
Health Department	14
Specific Actions and Targets for Implementing the Policy Framework	14
Inference	16
Annexure	17
Annex A	17
Annex B	18
Annex C	20

PREFACE

The Government of Balochistan (GoB) is committed to providing the building blocks for access to quality early stimulation, education and care for all the children in the province. The focus is on the creation of a cohesive and integrated ECE service through Policy and Standards linking it to the Pakistan's National Education Policy 2009 as well as to the provisions for children under the Convention on the Rights of the Child (CRC) ratified by Pakistan in 1990.

The Secondary Education Department of GoB has developed the ECE Policy Framework aiming to inform policy and action well into the future thereby safeguarding the interests of children and strengthening the quality of ECE service at all levels in the province. The following document is a reflection of the Government's aspirations, goals and efforts to address the needs in improving early childhood services in Balochistan. This document portrays an overarching comprehensive framework that will encompass ECE policy for early childhood services and programs in Balochistan for children from four to eight years. It explains the Early Childhood Education (ECE) policy system and provides a frame of reference for key sectors involved in the provision of services for children.

The process of ECE Policy Framework was initiated in March 2014 for which an ECD Working Group was established. The mandate of the working group was to support the GoB in developing an 'ECD Policy Framework' and an action plan to make ECD an integral part of primary education in Balochistan. This ECD Policy Framework will help the GoB in designing and managing effective ECD programmes across Balochistan and map-out strategies for active and efficient engagement at relevant levels to support planned outcomes and accomplish achievable deliverables under ECD reforms. ECD working group consisted of relevant government departments, NGOs, INGOs and development partners working in the province. This wider participation helps in building on the experiences, resources and contribution across the sector to develop a comprehensive ECD/E policy framework, which is contextually appropriate and practically applicable. Three consultative sub-groups were identified to work in the technical areas of ECE policies, Curriculum and teacher education, and assessment which provided input and views in formulating the policy framework.

CONTEXT

Balochistan is the largest province of Pakistan in size and smallest in population. It covers almost 44% of the country's land area, with a population of approximate 10 million people (8 million by 1998 census) representing approximately 5% of the Pakistani population. Based on NIPS projections, the population is expected to rise to over 11.257 million by 2015. When as the ECE (4-5 years) projected Population in 2010 is 655084 in which boys are 344560 and girls are 310524. (Source: NIPS).

The key languages spoken in Balochistan are Balochi, Brahvi, Pashto, and Sindhi. Urdu serves as lingua franca and medium of instruction in the province. Balochistan's economic and social development faces severe challenges. The province starts from a relatively low level – in terms of social achievements such as health, education and gender equity indicators, economic development and physical infrastructure. It also faces challenges related to security.

Compared to other provinces of Pakistan, Balochistan has a low literacy level. Overall literacy rate in Balochistan is 47.7% with marked difference in male and female literacy rates that are 61.5% and 24.2% respectively. Only 47% of children 5 – 9 years old in Balochistan are enrolled in primary schools. The educational system in Balochistan faces major challenges like low primary enrollment, high dropouts, and minimal access to secondary education and high gender disparity. The transition rate from primary to middle levels is only 23%. Another major challenge is of girls' education due to reasons like inadequate access to girls schools, lack of basic facilities in schools, socio-cultural restrictions and insufficient budgetary allocations.

Balochistan Education Reforms

Balochistan Education Sector Plan (BESP) is the first step of Government of Balochistan in a holistic education reform. It based its strategies on Millennium Development Goals, Education for All, Convention on the Rights of the Children, and on the National Education Policy 2009. BESP recommends developing ECE policy framework for promoting ECE in Balochistan and educating key stake holders engaged in service delivery on benefits of ECE. This policy framework will ascertain a road map for universalization of the ECE in all the primary, primary sections of middle and high schools phase wise.

The Secondary Education Department GoB developed ECE Policy which is a product of the understanding, knowledge, experiences, and practices of various ECD stakeholders at district, provincial and national level. The initiative was undertaken the Early Childhood Development Project commenced in Balochistan from 2010-2015. The Department of Education appointed an ECE/ECD Working Group comprising of AKF (P), DFAT, SCSPEB, AKU-IED, AKU-HDP, UNICEF, UNESCO, RCDC, IDSP, Taraqee Foundation, Save the Children, and SPO. PPIU and the related line departments of Education played an important role to elaborate the vision of the GOB on ECE and its implementation.

The comprehensive ECE policy will also form the springboard from which other departments policies may be strengthened, developed or reviewed, particularly in areas of health and nutrition, education, water and sanitation and social services. The development of ECE policy document is essential because the departments' existing plans relating to services for children are not supported by a clear overarching early childhood policy framework. Without the comprehensive policy framework, the provision of these services and programs has tended to take a segmented approach within fragmented department initiatives. Numerous early childhood service providers have been developing and implemented initiatives and interventions without sufficient collaboration and coordination resulted in duplication of resources and services, gaps in service delivery and at times even unhealthy competition adversely affecting the provision of quality services for holistic development of the child.

EARLY CHILDHOOD

Early years are the fastest period of growth and development in all aspects. These years of a child's life offer the greatest potential for laying foundations of conceptual learning and of developing the essential life skills, habits and attitudes which are vital for building a positive disposition towards learning. The environmental experiences during the early years are significant in influencing one's life and are known to either enhance or inhibit realization of one's potential in life.

The development of the brain is most rapid in the early years. The brain of a child is 70% of an adult brain in the second year of life and it reaches 90% of its adult weight and size in the sixth year. In addition, by the end of six years the brain of the child develops maximum connections, more than an individual will require in a lifetime. These connections become permanent if undergo continuous early stimulation and quality care. All the critical windows of opportunity are open during this period. These are the periods when children are able to learn and acquire certain knowledge, skills and attitudes very quickly with minimal effort. Parents, other caregivers and teachers need to make use of this period in order to maximize children's holistic development and, therefore, their potential in life. This is the period when the brain is most malleable and also highly impressionable. Environmental influences, especially care, nurture and stimulation, have the greatest impact on the brain. This is the period when it is very easy to mold the character of children by inculcating social norms, values and habits as well as regulation and control of emotions. This is a vital period for ensuring proper physiological growth and a crucial period for significant health and nutrition interventions to put the child on the right track for life.

Early Childhood Education

Early Childhood Education is a term that refers to the education of young children from birth through age 8. This time period is widely considered the most vulnerable and crucial stage of a person's life. The term refers to preschool or infant/child care programs. Learning is central to this concept. ECE consists of activities and/or experiences that are intended to effect developmental changes in children prior to their entry into elementary school. ECE provides a nurturing, interactive, and stimulating environment to children. The most important component in quality ECE is a caring classroom with a trained teacher and age appropriate learning material. Quality early childhood education helps build confidence in a child.

Early Childhood Education (ECE) and learning makes a difference in children's lives and gives them a basis from which hopes and dreams, opportunities and potential, can be realized. Children learn greatly from early childhood education programs that are designed to develop their needs and abilities. ECE programmes have proven to positively impact cognitive skills, school readiness, school achievement, social and emotional development as well as educational attainment, employment, and later social behavior.

Benefits of Investing in the Early Years

ECE programs are effective and very important for helping especially poor and at-risk children develop the skills they need to be successful throughout life. These programs help to make sure that children are ready to learn. School readiness provides children, born into poverty, an opportunity to experience social and economic mobility.

Investing in quality early learning programs is the most efficient way to affect school and life success and to reduce social expenditures later. Returns are greatest for the most at-risk children. Early interventions for disadvantaged children raise

the quality of the workforce, enhance the productivity of schools and reduce crime. They raise earnings and promote social attachment. Individuals who participate in high-quality early childhood development programs have greater skills than they otherwise would, and they are able to contribute productively to their local economies."

Aside from the human returns on ECE investment, there are economic incentives, too. Young children who receive high-quality early education do better in school academically, are less likely to drop out of school, receive higher education, and make higher earnings.

Children are the future - and they represent the future workforce. They will be the employees, the work force, the managers, the policy makers, and the leaders. If the children are going to perform any of those jobs well, they will need the skills and knowledge to succeed.



ECE STATUS IN PAKISTAN

In Pakistan, Katchi class was at one time common in formal schools but from the 1980s the practice was almost discontinued in some parts of the country. ECE formally became a focus again in the Educational Policy of 1992 which mentioned ECE as a pre-school programme to be introduced at the primary school level. Realizing the importance of ECE a provision was made in the National Education Policy 1998 – 2010 reintroduce Katchi/pre-primary class as a formal class in primary schools, extending the primary education for six years – Katchi to grade V.

Government of Pakistan being a signatory to the Dakar Framework for Action developed EFA National Plan of Action (NPA) for effective implementation and monitoring of EFA goals. The first goal of EFA is to expand and improve comprehensive ECE for all children, especially for the most vulnerable and disadvantaged. According to NPA Katchi class shall be institutionalized in the primary cycle gradually and progressively and the span of primary/lower elementary education including katchi class shall be of six years. It was phase-wise expansion: The first priority was to expand ECE to 4 years old and later to 3 years old.

In 2000-2001, the Government of Pakistan (GoP) initiated a comprehensive Education Sector Reforms Programme (2001-2006) in line with the National Education Policy 1998 – 2010 with a specific focus on EFA. GoP made a commitment in the ESRP to initiate and gradually formalize a pre-primary, ECE class, in urban and rural government schools in Pakistan. In March 2002 the Federal MoE published the National ECE Curriculum 2002 to provide an ECE framework to the service providers in the country. It was thoroughly reviewed in 2006-2007 again. This curricular framework is a reference document for all ECE stakeholders and provides guidance in the implementation of ECE across the country.

In Pakistan early childhood education suffers from a series of problems. There is a lack of awareness and realization about the importance of the benefits of early childhood education. Absence of a well-defined ECE policy, laws and rules for early childhood education was a major problem. National Education Policy has recognized pre-primary education but no formal measures have been taken to implement this policy provision at the school level such as separate pre-primary classroom, separate teacher and separate facilities. There is an allocation of budget for education but financial provision for ECE is negligible. Government departments related to early childhood care and education not only lack coordination among themselves but also with the other ECE service providers such as public and private schools; NGOs and other related community based organizations. Provinces, district communities and schools lack capacity to plan, implement and monitor ECE programmes.

ECE in Balochistan

The pre-primary education, in Balochistan, comprises of two levels, “katchi” and “improved katchi”. The traditional “katchi” lacks basic facilities such as separate classroom, trained teacher, and teaching and learning materials in comparison to “improved katchi” which fulfills some of those basic requirements. Katchi is offered as part of multi-grade teaching by the primary school teacher who teaches Class I and Class II too.

PRINCIPLES OF THE EARLY CHILDHOOD EDUCATION (ECE) POLICY FRAMEWORK

The ECE policy framework is based on principles that are universally and nationally accepted and form the basis of the quality early childhood development services and programs. The policy ensures:

1. The holistic development of children in early years which includes social, emotional, physical, cognitive, language and moral development as recommended by National ECE Curriculum 2007.
2. All children are provided access to ECE services.
3. Special measures shall be adopted to ensure inclusion of the children with special needs and the most vulnerable and disadvantaged in the mainstream as per National Education Policy 2009.
4. The children are recognized as active participants and learners in shaping the events that influence their lives.
5. Children are provided with safe, healthy, hygienic, stimulating and interactive learning environment where appropriate plantation, water and sanitation facilities are available.
6. The rights and welfare of the child are safeguarded as per the Convention on the Rights of the Child (CRC) ratified by Pakistan in 1990.
7. The parents and families are recognized as the primary caregivers and health providers of their children, and hence they are empowered and supported to play effective roles in promoting ECE through PTSMC.

Target Beneficiaries

The Secondary Education department will be focusing on all children from four to eight years of age. Within this age range, there are two definitive categories: four to five years and five to eight years. Special attention will be given on the provision for the needs and rights of the vulnerable and marginalized young children, including children with special needs.

The primary caregivers including parents, grandparents, and other care providers will be provided education and support in child development, care and health through available mechanisms.

PROPOSED ECE POLICY RECOMMENDATIONS

Policy Focus:

1. Holistic child development strategy adopted in all government and private schools.
2. Target age group of children shall be from 4 – 8 years (Katchi – class 2).
3. ECE environment shall be reflected in katchi – class 2.
4. All primary schools shall have minimum two rooms and two teachers including an ECE trained teacher.
5. Adequate funds for ECE shall be allocated in the provincial budget on annual basis.

Infrastructure:

6. All schools shall have a boundary wall.
7. The primary school shall consist of minimum two rooms.
8. Every new school building shall be constructed under the GoB's Building Code.
9. Adequate area for play and physical activities shall be provided.
10. Ramps shall be constructed for physically challenged children/ teachers in all schools to enhance access to all facilities in a school.
11. Basic facilities, electricity, water and sanitation, shall be made available.
12. Functional toilets in adequate number shall be made available in the school.
13. Schools shall be provided with a part time contingent paid Aya.

ECE Classroom:

1. The size of ECE classroom shall be of 600 sq. ft.
2. The teacher student ratio shall be of 1:40.
3. ECE classrooms shall have appropriate physical facilities.
4. ECE classrooms shall be equipped with the standard non-consumable teaching and learning material as defined in the National ECE Curriculum and ECE policy document (Annex B) replenishment of materials shall be ensured.
5. ECE classrooms shall be provided with stationary as per requirement on yearly basis (Annex C. List to be inserted.).

ECE Environment:

1. ECE daily routine will be followed in katchi – class 2 (Annex D. To be inserted.).
2. Safe, healthy, hygienic, stimulating and interactive learning environment shall be ensured.
3. First Aid kits shall be made available in all the schools.
4. Each child's health profile will be maintained.
5. Child health club (Teachers and children) will be formed at school for creating awareness on hygiene, health and nutrition.

Teacher Education / Training:

1. Pre-Service teacher training shall be on the basis of ECE revised National Curriculum 2007. Specialization in ECE shall be introduced at ADE level.
2. The training and support material for ECE shall take account of the cultural diversity of particular areas.
3. All newly appointed ECE teachers shall attend an induction training of one month on ECE/ECD, before they join service.
4. All ECE teachers will be provided with in-service trainings under Continuous Professional Development (CPD).

Monitoring & Assessment:

1. Development of standards of inputs, process and outcomes of ECE.
2. Children's learning will be assessed through formative, summative & diagnostic methods.
3. Classroom observation and portfolios will be the key assessment methods.
4. Assessment tools will include checklists, rubrics and portfolios.
5. Parents will be regularly involved in the assessment of their children.
6. Monitoring will be done at three levels, school, tehsil/district/division and provincial.
7. Statistical data and other related information on core ECE indicators shall be regularly collected through EMIS and other sources for analysis and dissemination.

Community Involvement:

1. Community involvement is vital for the success of any interventions therefore PTSMCs and wider community will be approached and involved and capacitated in ECE management.

ROLE OF GOVERNMENT /DEPARTMENTS

Secondary Education Department:

1. Develops/Prepares policy guidelines on capacity building of Early Childhood Education personnel.
2. Review and revise curriculum according to the needs of ECE classes (Katchi – class 2).
3. Review teacher education curricula programs to enrich the ECE component.
4. Arrange training and certification of ECE teachers and trainers.
5. Conduct training of Master Trainers and CPD of ECE teachers.
6. Manage early identification of disabilities among children.
7. Strengthen monitoring and assessment mechanisms.
8. Maintains standards and ensure quality of ECE program.
9. Coordinate networking and forming linkages with other departments and organizations.
10. Ensure the inclusion of all children, including those with special needs in ECE programmes and services within their jurisdiction.
11. Ensure infrastructure, resources and dedicated funds for ECE.
12. Develop and implement advocacy strategy for involvement of all the relevant stakeholders to create awareness of ECE.

Health Department:

1. Conduct parents' awareness campaign on regular basis to promote ECE at local health facility.
2. Develop each school child's health profile.
3. Provide support to parents and teachers in developing strategies to address health issues.
4. Provide maternal and child health care support.
5. Provide education to the PTSMCs on hygiene, sanitation and food safety.
6. Mobilize communities on health issues.

SPECIFIC ACTIONS AND TARGETS FOR IMPLEMENTING THE POLICY FRAMEWORK

This section sets out the specific actions to implement the identified strategies.

- 1. Ensuring that all children living in Balochistan from four to eight years have access to quality early childhood education**
 - i. Secondary Education department's access to Birth registration record. It will assist to provide data for projecting requirements for the future establishment of early childhood services.
 - ii. Coordination/Collaboration among public-private partners for promotion of ECE.
 - iii. Empowering PTSMCs to play their role in the enrolment of children in ECE.
- 2. Strengthening and creating healthy, safe and secure learning environments for all children**
 - i. Healthy, safe and secure learning environments will be guided by the standard adopted for the Government policy in schools.
 - ii. Provide play areas in school to meet the developmental needs of all children.
 - iii. Education of teachers, parents and community on the importance and benefits of these play areas in the development of the child.
 - iv. Education of the children in the safe usage of the classroom and play area facilities.
- 3. Ensure training to master trainers/teacher educators/managers on early childhood education through recognized institutions for further in-service trainings to the teachers through PITE and elementary colleges**
 - i. Drafting of a minimum entry level criteria/standards of master trainers.
 - ii. Creating links with other training programmes on early childhood education.
 - iii. Mapping of the available human resources on early childhood education.
 - iv. Maintaining a directory of national and international institutions offering programmes of study in Early Childhood Education which meet the specific needs in Balochistan.
 - v. Setting time frame for all ECE teachers to receive training.
 - vi. Exposing practitioners to short national or international workshops and on-site training.
- 4. Providing support and educational opportunities for parents in an effort to assist them in understanding and valuing the tremendous benefits associated with early childhood education.**
 - i. Capacity building and empowerment of PTSMCs on ECE requirements.
 - ii. Sensitizing and informing parents through PTSMCs on the developmental stages of children.
 - iii. Holding regular Parent Teacher meetings, where teachers and parents share pertinent information on the child.

- iv. Establishing Parents Day activities which will assist in bringing parents, staff and children together.
- v. Developing media programmes which can act as the catalyst for educating the nation on importance of early childhood education.
- vi. Publishing articles in the print media on the importance of early childhood education, the role of families in the early stimulation and education of children.

5. Preparing key policy documents to provide guidance in areas such as nutrition, child protection, discipline and non-discrimination to strengthen the delivery of this sector

- i. Developing guidelines on child protection.
- ii. Developing guidelines on the forms of positive discipline which are most effective for encouraging self-regulating behavior in children and non-discriminatory practice for use at the schools.
- iii. Training teachers on the best techniques which can be used as alternative forms of discipline at the various age levels.

INFERENCE

The ECE policy framework aspires to be a policy document that not only augments the efforts and interventions instigated by the Government of Balochistan in elevating the education sector of the province but also offer a resourceful exertion that is comprehensive and capable in catering to the demanding needs during the most vulnerable and impending stage of a child's life. This inclusive approach also illustrates the need and necessity towards an expansive scheme towards education policy especially during the early childhood stage.

The ECE policy framework is an initiative aimed at investing in the extant to secure and pursue a future that embraces a vibrant, healthy, educated and prosperous Balochistan.



ANNEX A

List of ECE Policy Working Group Members

Government of Balochistan Education Department	<ol style="list-style-type: none"> 1. Ghulam Ali Baloch - Secretary Secondary Education 2. Mohammed Tayyab Lehri, Additional Secretary (Development) 3. Saira Atta, Additional Secretary (Secondary Schools) 4. Dr. Syed Kamal Ud Din, Focal Person, ECE Policy Framework PPIU 5. Abdul Qayyum Babey, Chairman BTTB 6. Ahsanullah, Director BoC 7. Akbar Zahri, Director PITE 8. Naseeb Kakar, Director Operations, BEF 9. Naimatullah Kakar - Additional Director Schools 10. Mohammed Rafiq - Additional Director Schools 11. Muneer Ahmad Baloch, Additional Director Schools 12. Abdul Rehman, PPIU 13. Zulfiqar Jatui – Deputy Focal Person PPIU 14. Abdul Raziq - DS Education 15. Aqila Nadir Ali – Assistant Focal Person PPIU 16. Jamila Kakar - DEO Female Quetta 17. Yahya Khan Mengal – DOE Quetta 18. Murtaza Baloch - DDEO Chilton Town 19. Farhana Nawaz – DDO Zarghon Town 20. Ghufraan Ahmad – DDO Zarghon Town 21. Zamurud Wahid, DDO Turbat 22. Haji Ghuffar - DDEO Zarghon Town 23. Khair-un-Nisa ADEO (F) 24. Mohammed Tariq – ADEO Chilton Town 25. Nisar Ahmed – ADEO Chilton Town 26. Shakeela, PMU 27. Asmatullah, BTTB 28. Zafar Iqbal, BTTB 29. Osaaf Latif, BTTB 30. Muhammad Ashfaq, BoC 31. Nauman, BoC 32. Zahida Saleem, GCET 33. Gul Andaam, GCET 34. Majeed Shah, PEACE 35. Siraj-ud-Din, PEACE 36. Samina Naz. PITE 37. Kaneez Fatima, PITE
---	---

AKF (P)	38. Jamila Razzaq 39. Farah Huma, Project Coordinator ECDP-B 40. Saqib Farooq Chohan, Policy Advisor-Education
DFAT	41. Arif Amin, Senior Education Adviser – DFAT
UNICEF	42. Palwasha Jalalzai, Education Specialist
RCDC	43. Niaz Baloch, Project Manager 44. Nasir Rahim Academic Coordinator
IDSP	45. Hubdar Ali, Project Manager
Taraqee Foundation	46. Asad Ali – Project Manager
AKU-HDP	47. Ghazala Rafique
UNESCO	48. Qaiser Khan Jamali, Provincial Coordinator
SCSPEB	49. Irfan Ahmed Awan, Managing Director 50. Mohammed Anwar - Manager TT 51. Noreen Sehar
AKU-IED	52. Cassandra Fernandes
Save The Children	53. Mr. Haroon Qasi
SPO	54. Fatima

ANNEX B

List of Standard Teaching and Learning Material as defined in the National ECE Curriculum

For Creative Art Work

- **Materials for mixing and painting**
 - Paint/powder paint/Water colors
 - Soap shavings
 - Plastic bottles
 - Jars for storing paint
 - Paint brushes of different sizes
 - Saucers/dishes for paint
 - Sponges
 - Smocks, T-shirts
 - toothbrushes clothespins
 - bits of wood
- **Materials for Representation**
 - pencils, crayons, markers, chalk
 - magazines, newspapers, catalogues
 - paper of different sizes and textures
 - wax paper, tissue paper
 - scraps of paper, paper plates
 - invitation/greeting cards
 - shoe boxes, small/large boxes
 - clay, plasticine
 - buttons, straws, small empty cartons
 - empty thread spools/reels
 - cardboard tubes, paper bags
 - cloth, felt, vinyl scraps, feathers/fallen leaves
- **Materials for holding things together and for taking them apart**
 - masking tape
 - white glue, paste
 - staplers
 - Yarn
 - paper clips

- string
- scissors
- rubber bands
- paper knives
- cellophane tape

For Music and Movement

- a tape recorder and tapes of a variety of music,
- a radio
- musical instruments (homemade or purchased)
- bottles of different sizes and textures, metal spoons, wooden sticks

For Pretend Play

- old telephones, old clocks, tool box, soft chair, broom and dustpan
- luggage, small tables and chairs
- props for pretending - clothes, hats, shoes, mirror
- dolls, stuffed animals, doll bed, baby rattles, bibs, bottles
- cushions, small blankets
- child-sized stove/choola, fridge, sink
- adult-sized pots and pans, cooking utensils
- teapots, kettles
- cutlery, doi, ladle
- mixing bowls, measuring spoons/cups, sifter
- potholders, aprons, towels, dishcloths, sponges, napkins, placemats
- adult-sized plates, cups, bowls
- empty food boxes, cartons, jars, bags

For Building and Pretend Play

- a variety of blocks: hollow, unit, small stacking, cardboard
- blocks made from shoe boxes
- milk cartons, carpet pieces
- large and small boxes, small pieces of wood
- small cars and trucks, small animals

For Experimentation and Discovery

- seeds, fallen leaves and twigs
- magnifying glass
- puzzles, boxes and bottles with lids in different sizes
- washers, nuts and bolts
- pegs, pegboards
- stacking rings
- magnets, scales and balances

- beads, stringing materials
- buttons, stones, shells
- sets of matching picture cards
- sand and water, pumps, sifters and strainers
- materials that will float/sink
- measuring cups, funnels

For Reading and Writing

- pencils, crayons, markers
- computer keyboards, typewriter
- rubber stamps, paper clips s tape, rulers
- envelopes different types of paper: with and without lines
- assorted books
- child-made books
- photograph books from field trips
- cozy chair or pillows
- puppets

ANNEX C

Daily Routine

Prayers and National Anthem	15 minutes
Greeting Circle	15 minutes
Group Work Time	40 minutes
Outdoor Activity	30 minutes
Snack Time	30 minutes
Plan, Work, Clean up & Review	90 minutes
Planning Time	15 minutes
Learning Areas Time	45 minutes
Clean up Time	10 minutes
Review Time	20 minutes
Story and Rhyme Time	20 minutes



**Policy Planning & Implementation Unit,
Secondary Education Department
Government of Balochistan**