

ECED in Pakistan-Progress, Challenges and Prospects

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ECE/ECD – The Missing Link

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Strong Foundations

“Just like a high-rise building needs a strong foundation to support the structure above, the foundations for education and life-long learning are laid during the early childhood period”

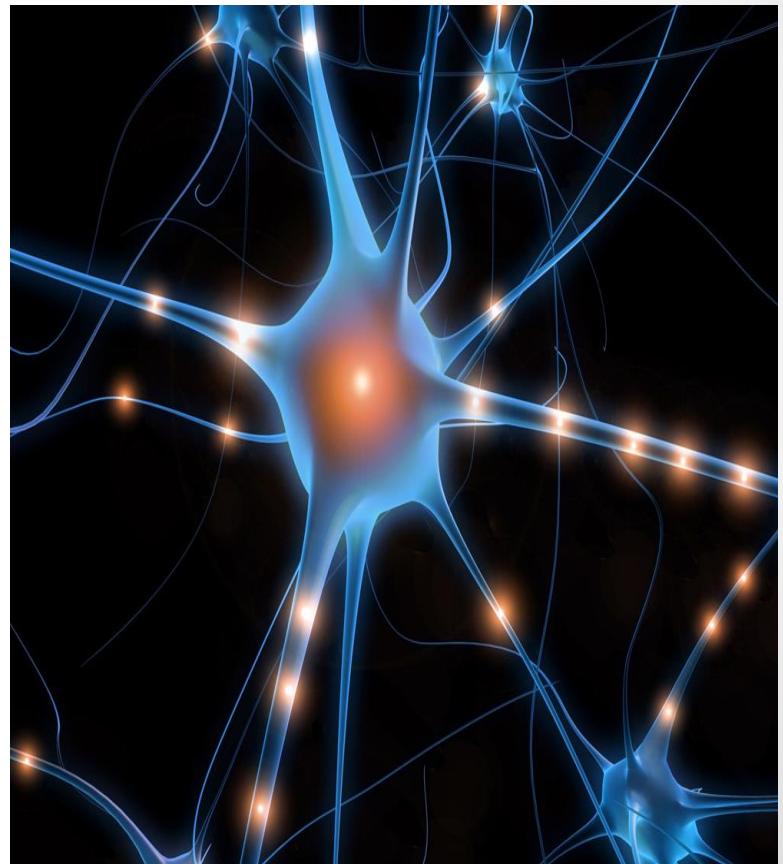
(Evans, 2002)

What Science Tells Us

- Conditions during the first 3 years set life long trajectories and influence the health, well being, learning and behaviour throughout the child's life course
- Most of adult mental ability is formed in the first three years of life (80% of brain growth)
- Early relationships affect the Architecture of the brain and have permanent effects on brain development, health, and later mental health
- Responsive care giving can mediate the effects of biological and social risks such as prematurity, poverty
- Social and emotional development is strongly linked to success in school (and beyond).

Brain Connections

- Born with 100 billion brain cells
- By age 3, 80% of synaptic connections are made
- Up to 15,000 synaptic connections may be established for each cell
- Signals can be sent to other cells at speeds of more than 200 mph
- Connections (synapses) grow and change as a result of stimulation from the environment
- During first 10 years, brain is twice as active as adults



Experience shapes Brain Architecture

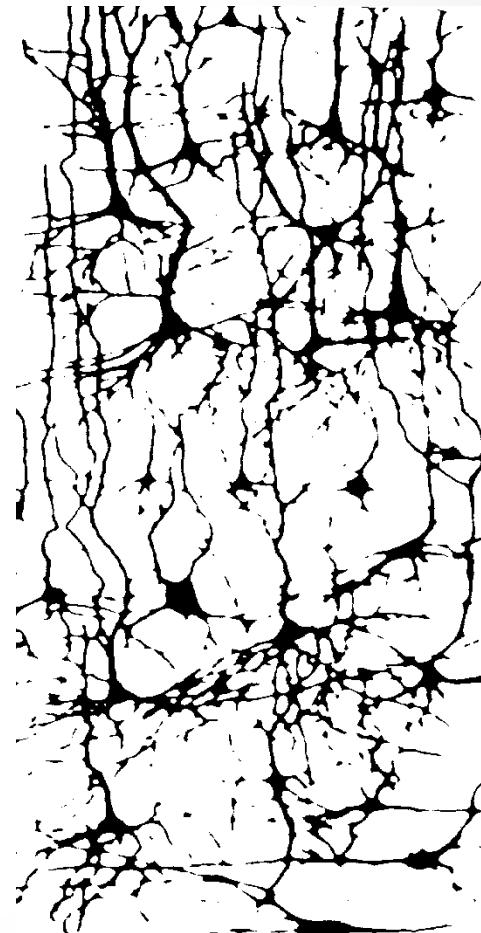
(overproduction followed by pruning)



Human Brain
at Birth



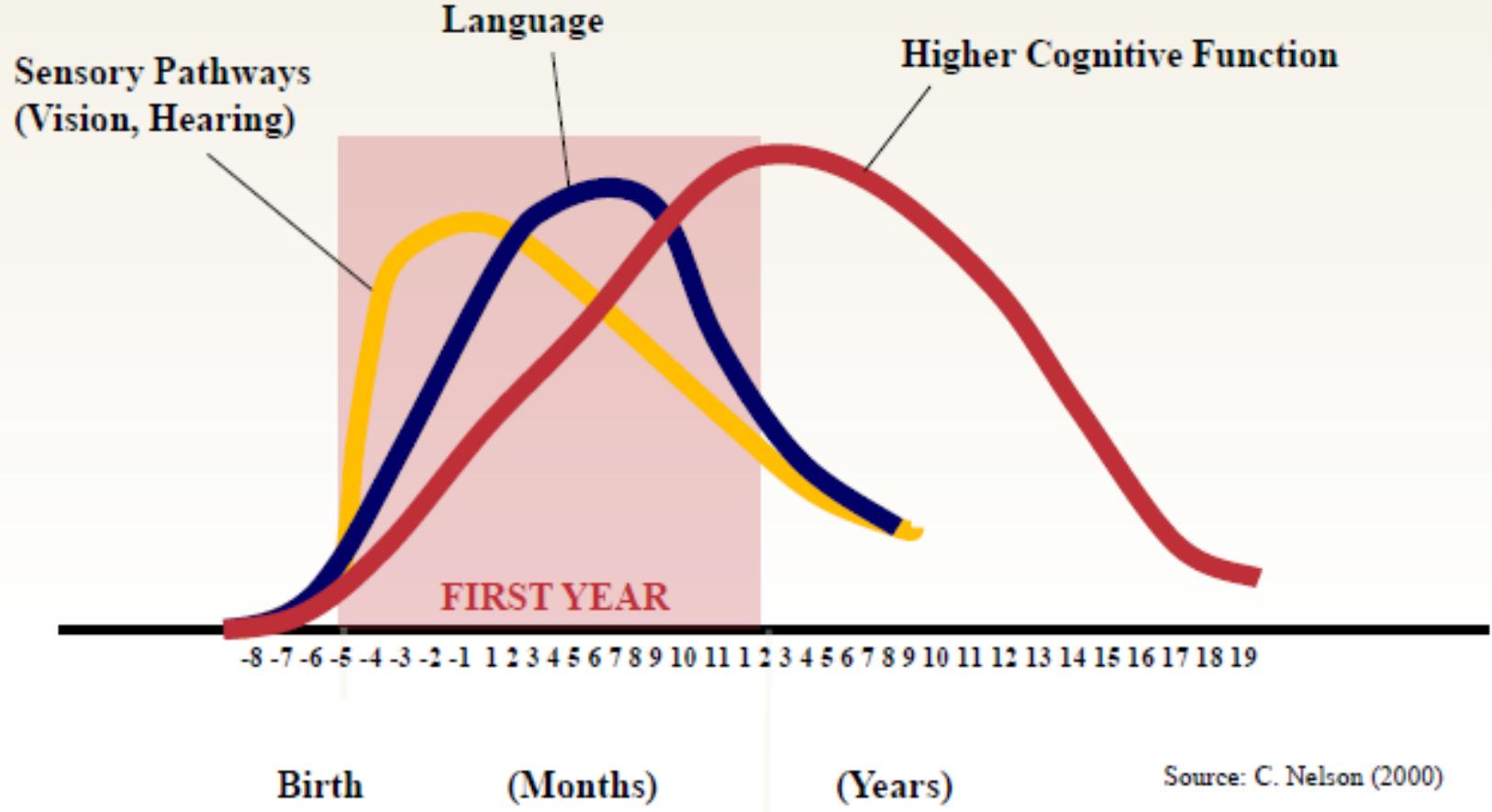
6 Years Old



14 Years Old

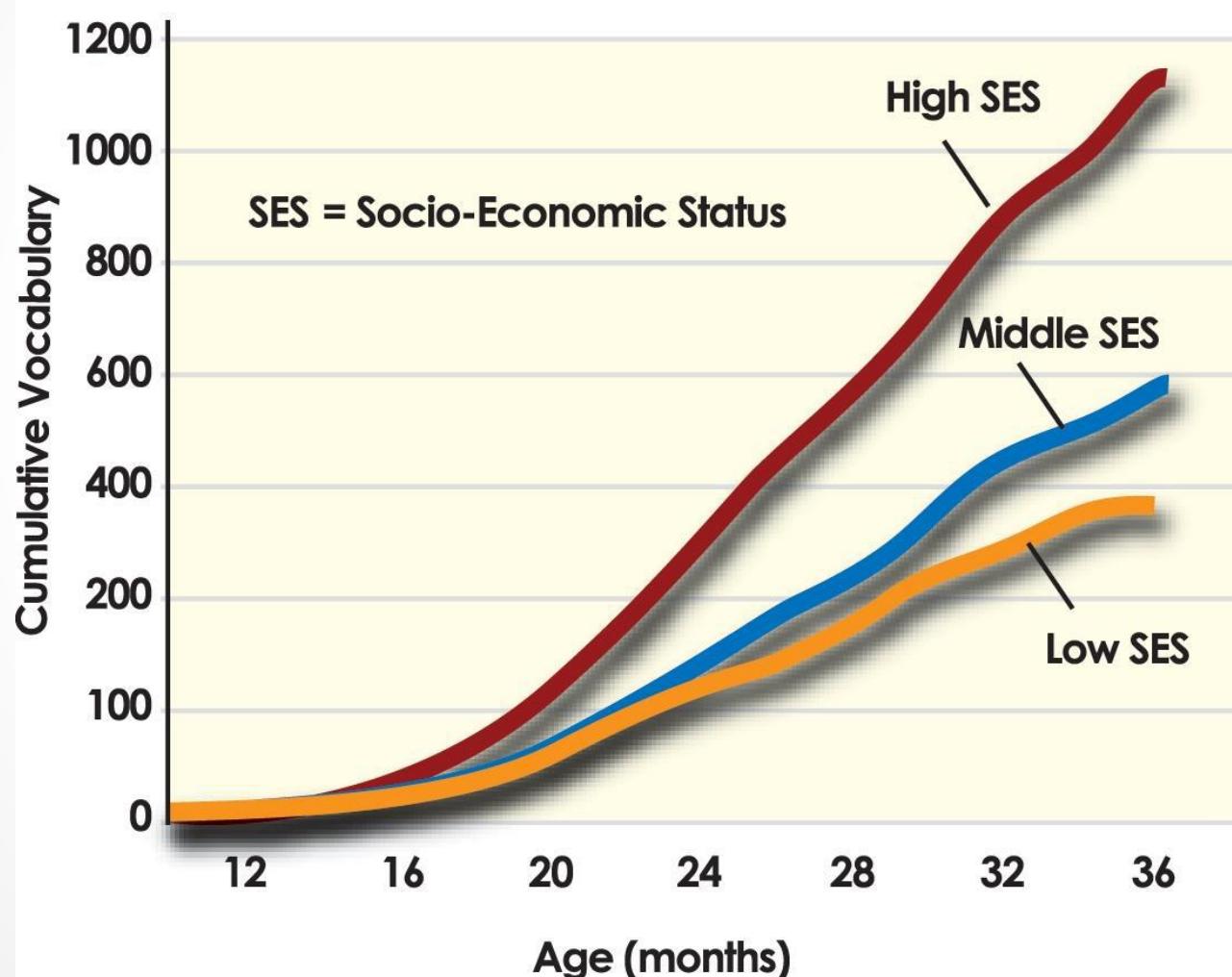
Neural Circuits are Wired in a Bottom-Up

Sequence (700 synapses formed per second in the early years)



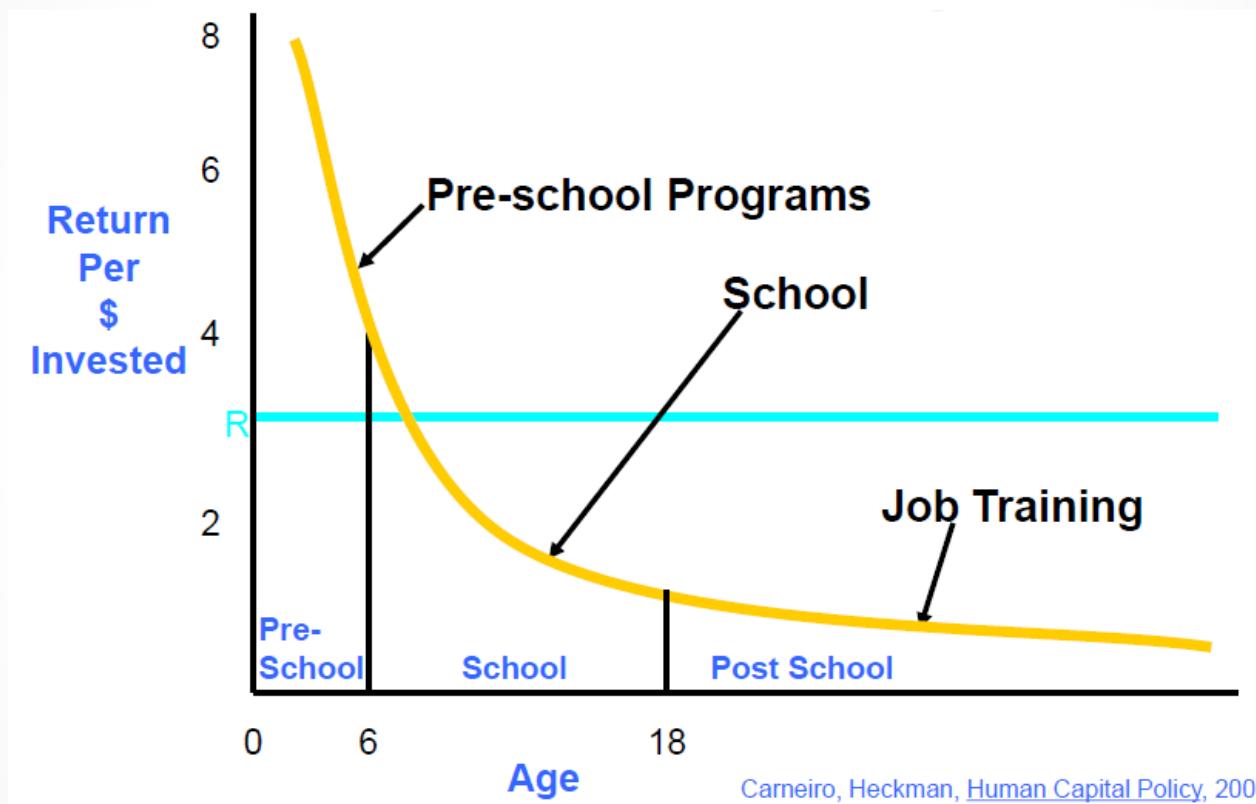
Barriers to Educational Achievement

Disparities in Early Vocabulary



Rates of Return to Human Development

Investment Across all Ages



‘Policy makers should invest in young children where the return on investment is stronger than in low-skilled adults’

James Heckman, a Nobel-prize winning economist

State of Children in the Developing World

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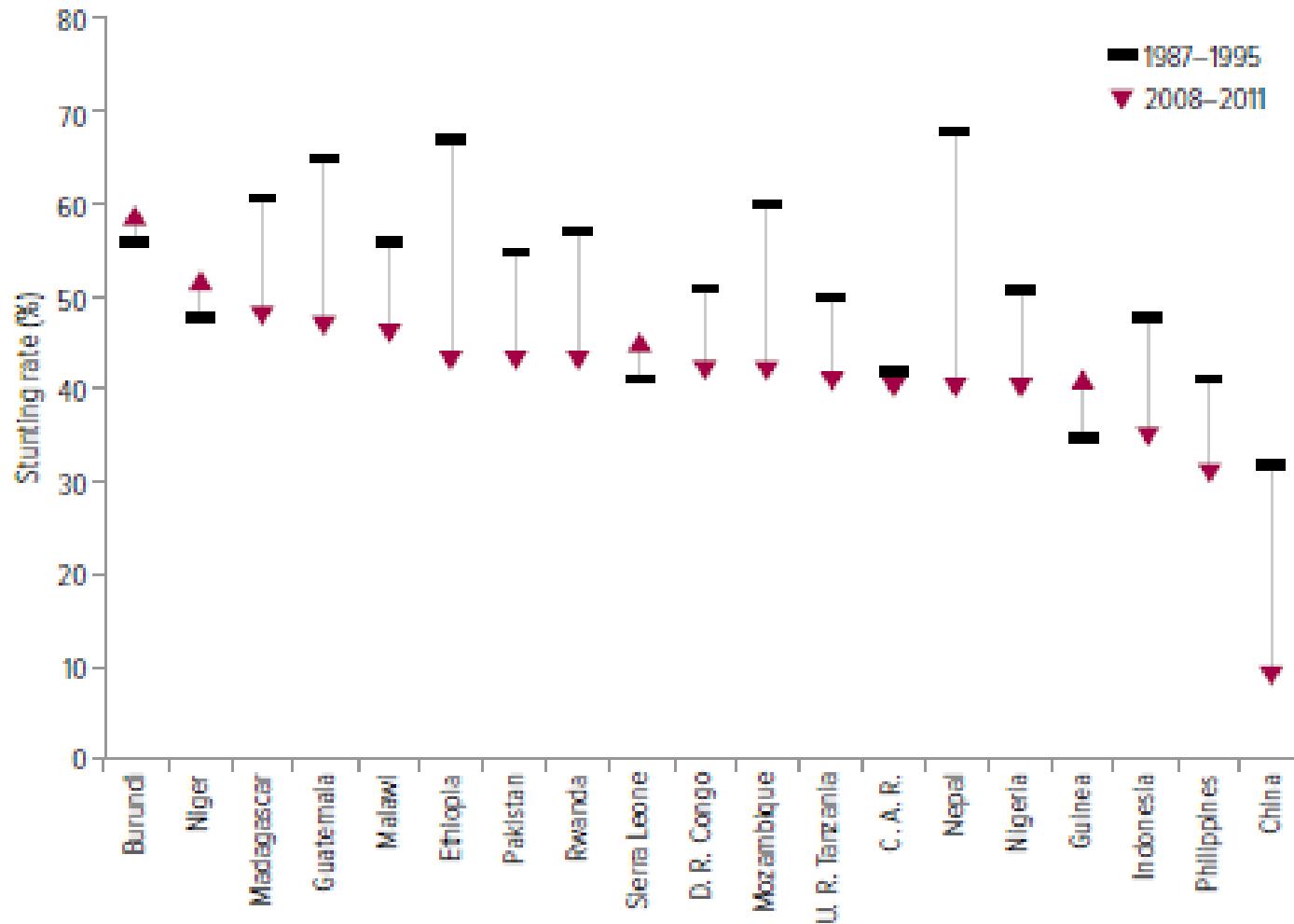
2007 Lancet series on Child Development

- 200 million children, under 5yrs of age, in developing countries are not meeting their development potential due to:
 - Absolute poverty
 - Stunting (malnutrition)
- Pakistan accounts for 8 million of these children.
- Loss of human potential is associated with 20% deficit in future earning potential.

Source: Grantham-McGregor S *et al* (2006), Lancet, 369: 60

Figure 1.1.2: Despite Improvements, over 40% of young children are malnourished In many countries

Moderate or severe stunting rate, selected countries, 1987–1995 and 2008–2011



Source: UNICEF (2013a), based on Demographic and Health Surveys, Multiple Indicator Cluster Surveys or other national surveys.

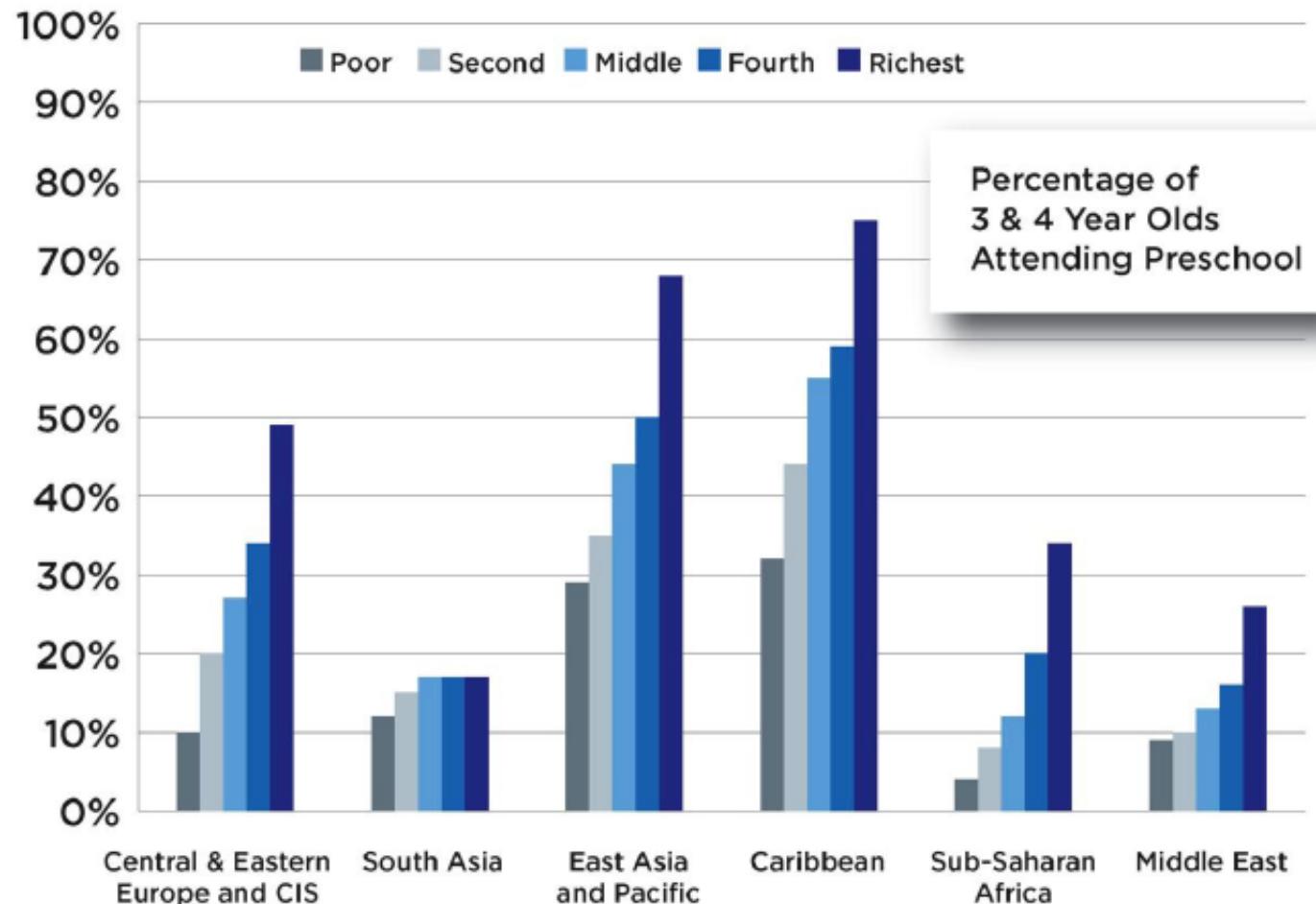
Cost of Malnutrition (Pakistan)....

- Almost 40% of children are underweight. Over half the children are affected by stunting and about 9% by wasting
- Malnutrition costs the country Rs 200 billion every year (equivalent of more than 5% of GNP) in lost lives, disability and productivity

2011 Lancet series on Child Development

- This second series reviewed new research on:
 - risk factors for developmental inequality and
 - program effectiveness
- Two factors modify the effects of risks:
 - the child's individual reactivity to the stressors, and the presence of protective factors that can reduce the negative effects of risk
-
- Increasing preschool enrolment in each low- and middle-income country would result in a benefit of between US \$10 - \$34 billion and a benefit-to-cost ratio of between 6.4 - 17.6:1 depending on percent of children enrolled (25%-50%).

Preschool enrolment by region and income –less than 20% for poorer income quintiles

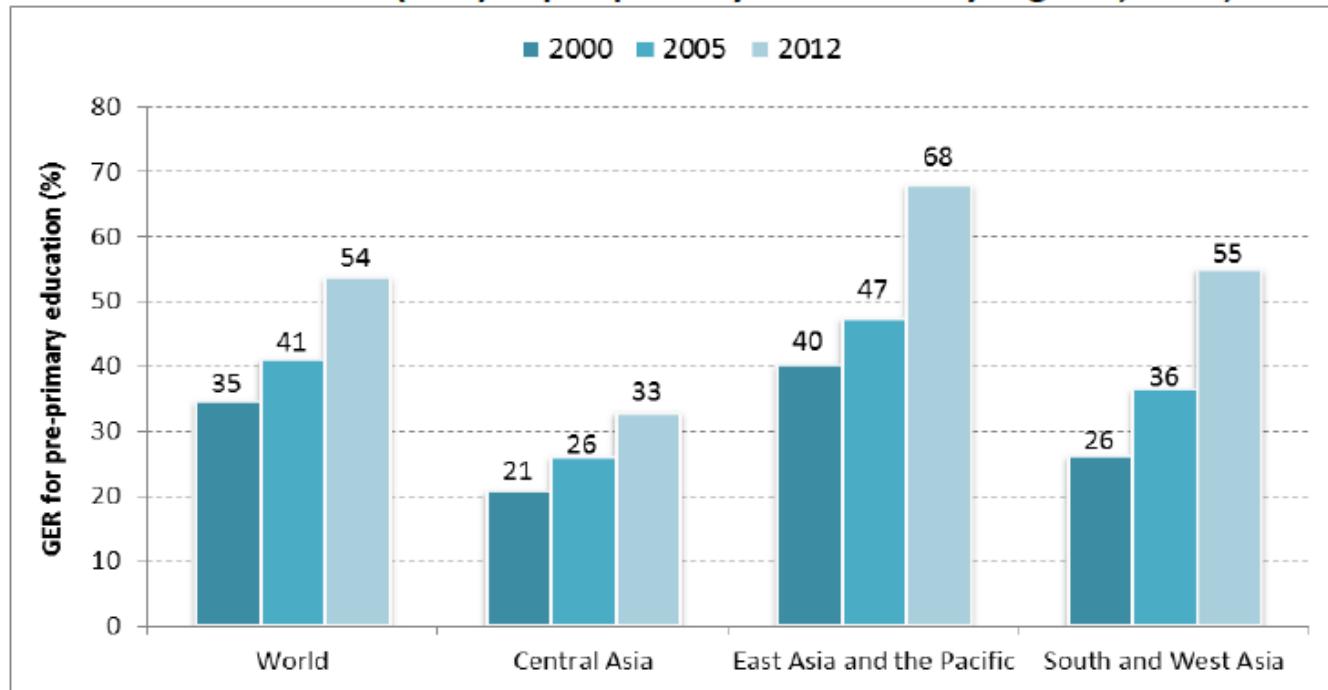


Proportion of young children attending preschool in 58 low-income and middle-income countries by income quintile within country summed across sample countries by region. Data are from UNICEF's 2005 Multiple Indicator Cluster Survey 3 for children aged 3 and 4 years.

Global and Regional Trends

Gross Enrolment Ratios in pre-primary education

Figure 2: Gross enrolment ratios (GER) in pre-primary education by regions, 2000, 2005 and 2012

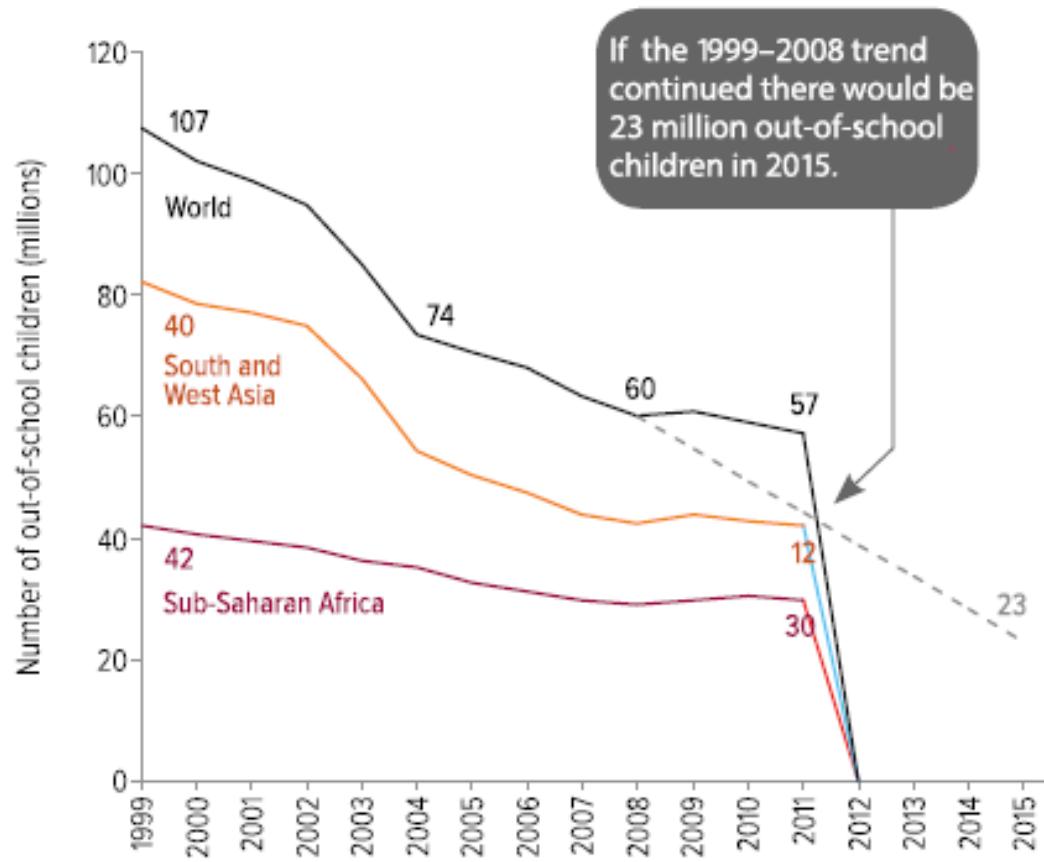


Source: Statistical Table 1, UNESCO Institute for Statistics, July 2014.

Progress in reducing out of school numbers has slowed

Millions of children remain out of school in 2011

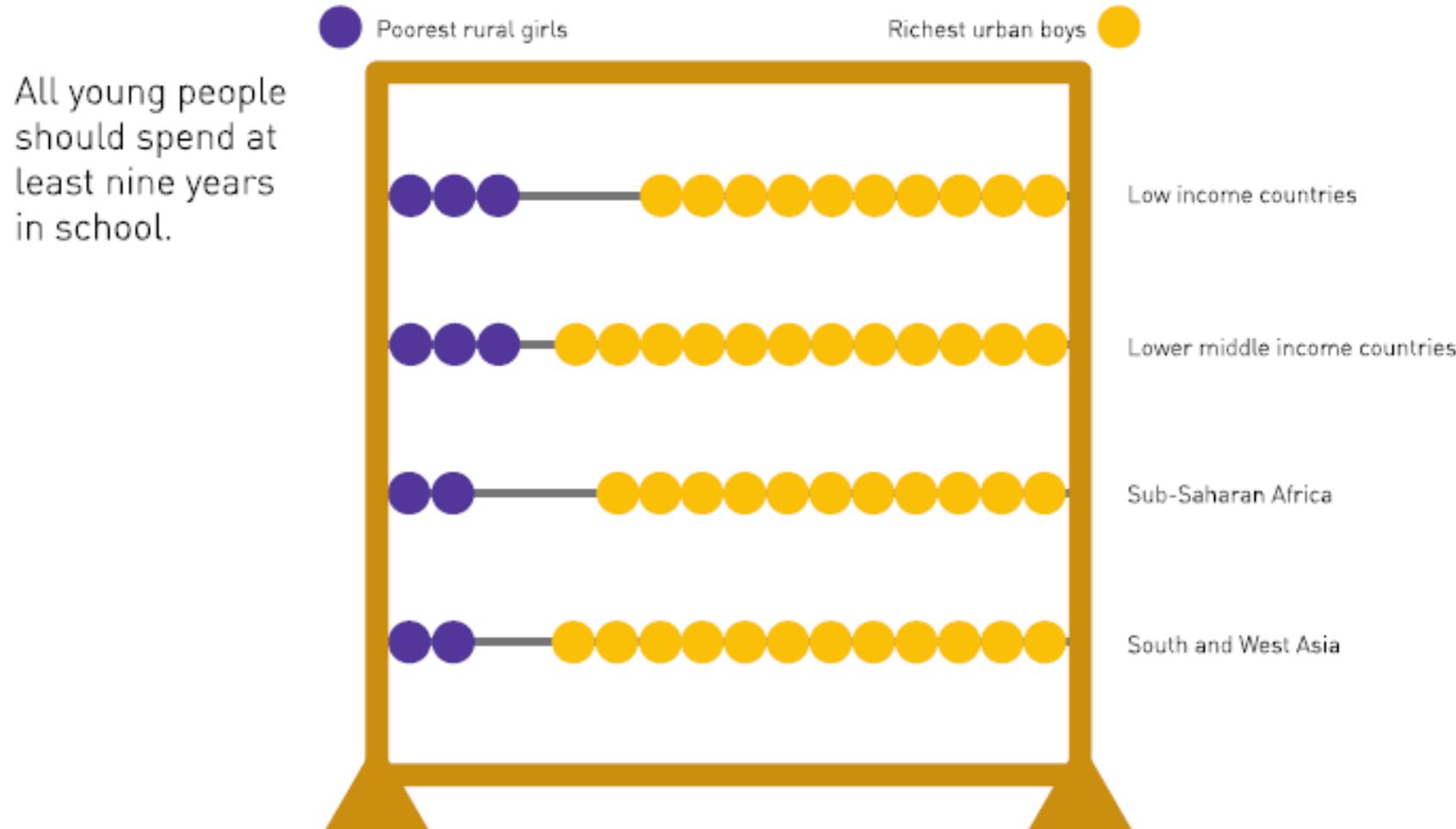
Number of primary school age children out of school, by region, 1999–2011



Note: The dotted line from 2008 to 2015 is based on the average annual absolute reduction in the number of out-of-school children between 1999 and 2008.

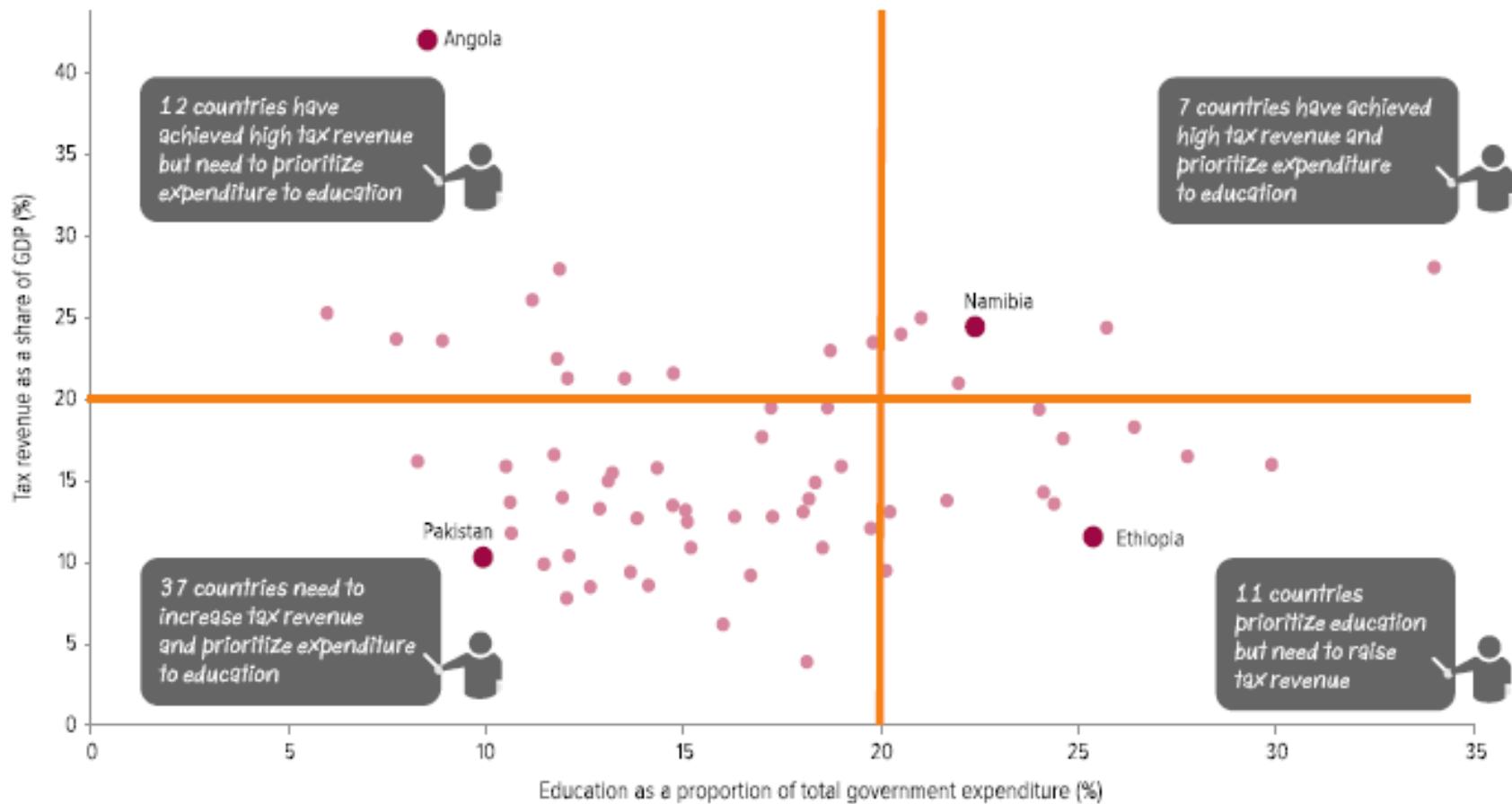
Sources: UIS database; EFA Global Monitoring Report team calculations (2013).

Poor rural girls in low income countries only spend 3 years in school



Increasing domestic spending can help fill the financing gap

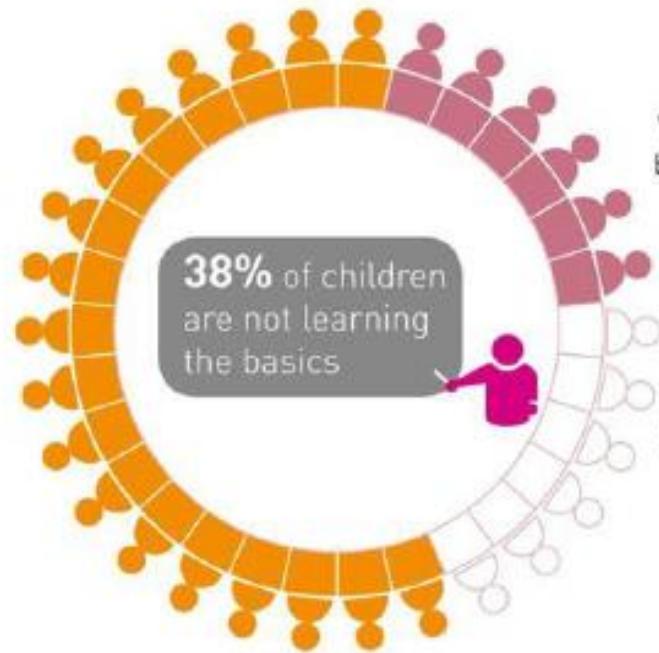
Increasing tax revenue and allocating 10% to basic education could meet **over half** of the \$26 billion financing gap



Sources: IMF (2012); Annex, Statistical Table 9.

250 million children are failing to learn the basics

Of the 650 million primary school age children in the world



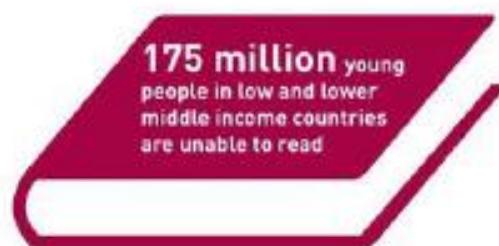
130 million are in primary school but have not learned the basics.



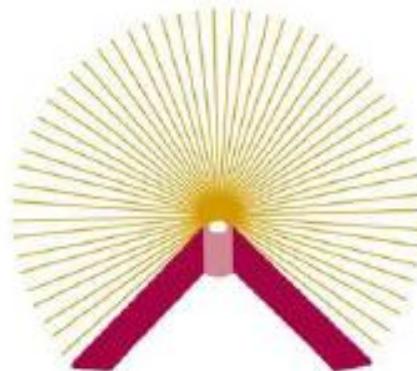
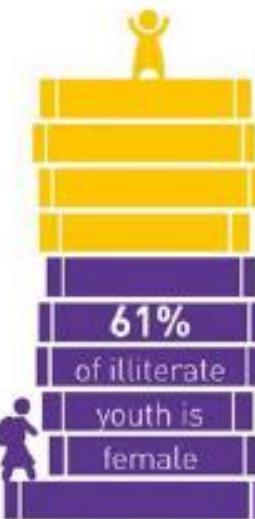
120 million have not even completed 4 years of school.

Poor quality education leaves a legacy of illiteracy

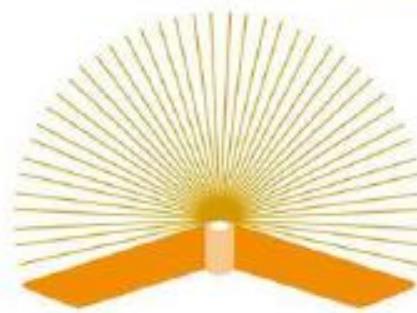
One-quarter of those aged 15 to 24 in poor countries are unable to read a single sentence.



Despite recent advances in girls' education, a generation of young women has been left behind



25% of young people in low and middle income countries are illiterate



40% of young people in sub-Saharan Africa are illiterate

ECE in Pakistan: Progress

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Early Childhood Education in Pakistan

- ECE is not a new concept in Pakistan and has existed *de facto* for decades in public schools in terms of the *katchi* class environment
- The National Plan of Action recognized and formalized ECE in the nineteen seventies' as *Katchi* ('pre-primary classes') organized *in the formal primary schools*.
- However, this practice was officially almost discontinued during the 1980s and later.

History of Policy Development in ECE

1947	Viewing Nursery as an integral part of the mainstream education at the Education Conference 1947
1950s 1980s	<i>Katchi</i> classes as a means to merely familiarize children with school setting; no education policy during the four decades made any reference to ECE
1992	Education policy proposed to mainstream <i>Katchi</i> classes
1998	National Education Policy charts out the need for ECE
2001-2015	National Plan of Action for EFA (2001-2015) charts out a complete plan for mainstreaming ECE in formal education system, through sensitization of stakeholders, allocation of funds, encourage private sector etc.

History of Policy Development in ECE (cont'd)

2002	National ECE Curriculum was developed Sindhi version of the revised National ECE Curriculum is available
2001-2004	In Education Sector Reform-Action Plan, ECE was taken up as an Innovative Program implemented across Pakistan with federal funds.
2009	National Education Policy proposes for ECE to become part of the main stream education integrated in all primary schools and suggests action plans

NEP 2009 – Policy Actions for ECE

 Policy Action 1	Improvements in quality of ECE be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play rather than a focus on regimes that require rote learning and rigid achievement standards
 Policy Action 2	ECE age group shall be recognized as comprising 3 to 5 years. At least one year pre- primary education shall be provided by the State and universal access to ECE shall be ensured within the next ten years.
 Policy Action 3	Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.
 Policy Action 4	For ECE teachers, a two-year specialized training in dealing with young children shall be a necessary requirement.
 Policy Action 5	This training shall be on the basis of the revised ECE National Curriculum. The curriculum and support material for ECE shall take account of the cultural diversity of particular areas.

(chapter 5, page 27, NEP 2009)

18th Amendment 2010 Article 25 A –

Education A Constitutional Fundamental Right

The Government of Pakistan included Right to Education (RTE) in its constitution through Article 25A of the 18th amendment on April 19, 2012:

“The State shall provide free and compulsory education to all children of the age of 5 to 16 years in such manner as may be determined by law”.

- Education devolved to Provinces
- Education – a Fundamental Right

Status of RTE Acts/Ordinances-25- A

Province	Status of Legislation	Nature of Legislation
ICT/Islamabad)	Passed in the Parliament on December 19 th , 2012	Right to Free and Compulsory Education Act, 2012
Sindh	Passed in Province on March 6 th , 2013	Right of Children to Free and Compulsory Education Act, 2013
Baluchistan	Passed in Province on March 15 th , 2013	Baluchistan Compulsory and Free Ordinance, 2013
Khyber Pakhtunkwa (KPK)	Working on Draft legislation	Draft Bill
Punjab	Ordinance Passed by Governor awaiting enactment after Assembly discussion	Ordinance Punjab Free and Compulsory Education 2013
Azad Jammu and Kashmir (AJK)	Not available	Not available
Gilgit Baltistan (GB)	Not available	Not available

ECE Policy and Sector Plans after Devolution

- After 18th Amendment in 2010 Education devolved entirely to the provinces – each province committed to NEP 2009
- National Plan of Action 2013-16 for Achieving Universal Quality Primary Education in Pakistan (September 2013) developed by Ministry of Education, Trainings and Standards in Higher Education, Government of Pakistan, Islamabad
- Provincial Sector Education Plans are in place and being finalized; all include ECE as an area of focus

ECE in Pakistan: Challenges

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Target Age Group (ECED) as % of Total Population

TABLE 1.1 STRUCTURE OF THE POPULATION - BY REGION AND AGE CATEGORY

REGION AND AGE CATEGORY	2005-06 PSLM			2007-08 PSLM			2011-12 PSLM		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Under One	1.3	1.3	2.6	1.3	1.3	2.5	1.2	1.1	2.3
01-02	2.6	2.5	5.1	2.4	2.5	4.9	2.5	2.4	4.8
03-04	2.8	2.9	5.7	2.7	2.7	5.5	2.8	2.8	5.6
05-09	7.7	7.2	14.8	7.6	7.1	14.7	7.5	6.9	14.4

- ECD : 0-8 Years = 24.22 %
- ECE : 3-5 Years = 8.5 %
- Source: Pakistan Social Living Standards Measurements survey (PLSMs) 2011-2012

Education Statistic (UNICEF, 2013)

- Over 6.5 million children are not enrolled in primary education, in other words 3 out of 10 Primary Age Children Not Enrolled in School
- More girls than boys are out of school - 38.9% of primary age girls are not attending school, the rate is 30.2% for boys
- Children from poorer households are proportionally more out of school – 49.2% compared to 17.5% in richest quintile
- Dropout is highest in the grade 5 (42.8%) indicating that many children do not transition to lower secondary education and therefore do not complete basic education

Pre school Enrolment

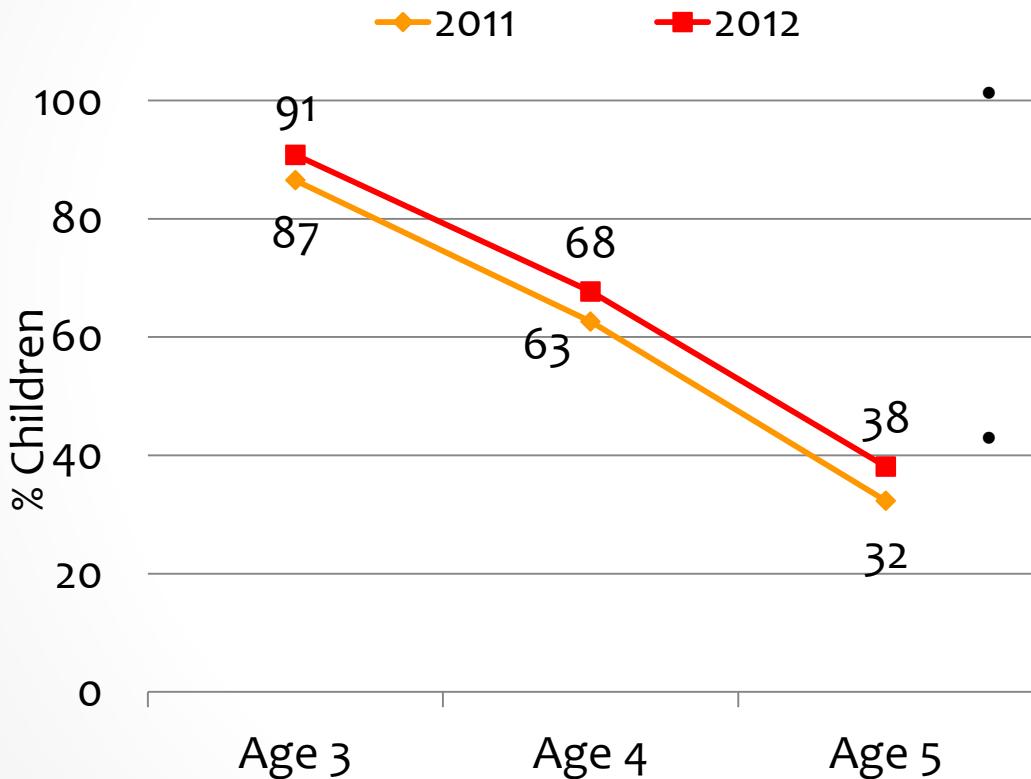
(3-5 yrs – rural)

- ECE in Public Sector 70.5 % -ECE in Private Sector 29.5 %
- Enrollment of children of 3 – 5 years 37% in 2012 -Rural
- Enrollment highest in Urban 55%

Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	6.0	2.9	0.3	0.1	90.7	100
4	21.2	10.3	0.6	0.3	67.6	100
5	45.5	15.4	0.9	0.4	37.8	100
3-5	26.2	10.0	0.6	0.3	62.9	100
Total		37.1			62.9	100
By type	70.5	27.0	1.7	0.7		

ASER 2012

Children not attending any pre-school 3 to 5 yrs



Enrollment of children of 3 – 5 years 37% in 2012

Enrollment highest in Urban 55% compared to Rural 37%

ASER 2013 - Learning Crisis in Pakistan

- Only 43% of Grade 5 students can do Grade 2 level two digit division or read Grade 2 level sentences in English. (ASER Pakistan 2013)
- Deteriorating trends from 2012 to 2013

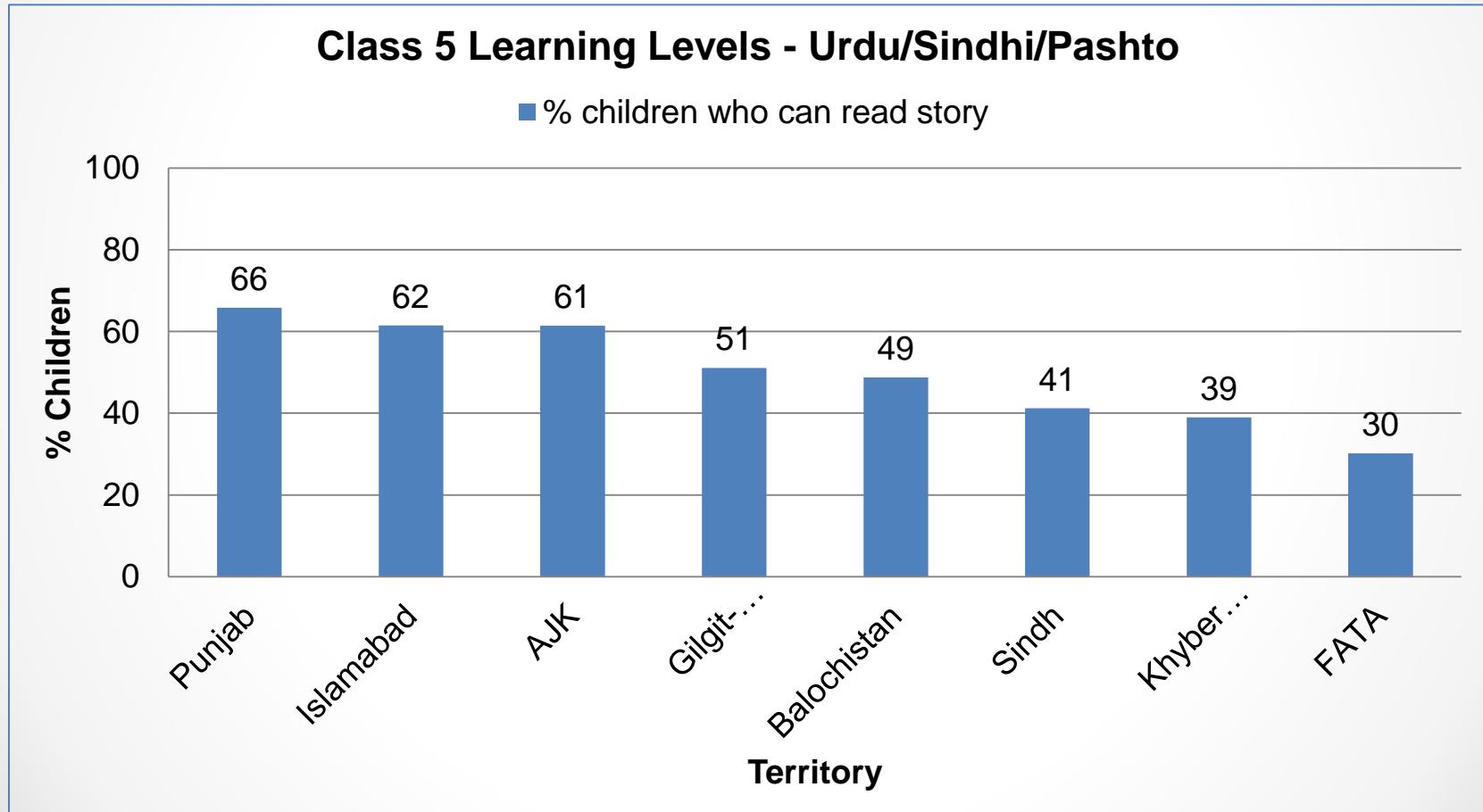
Grade 5 students who can read Grade 2 level sentences in...



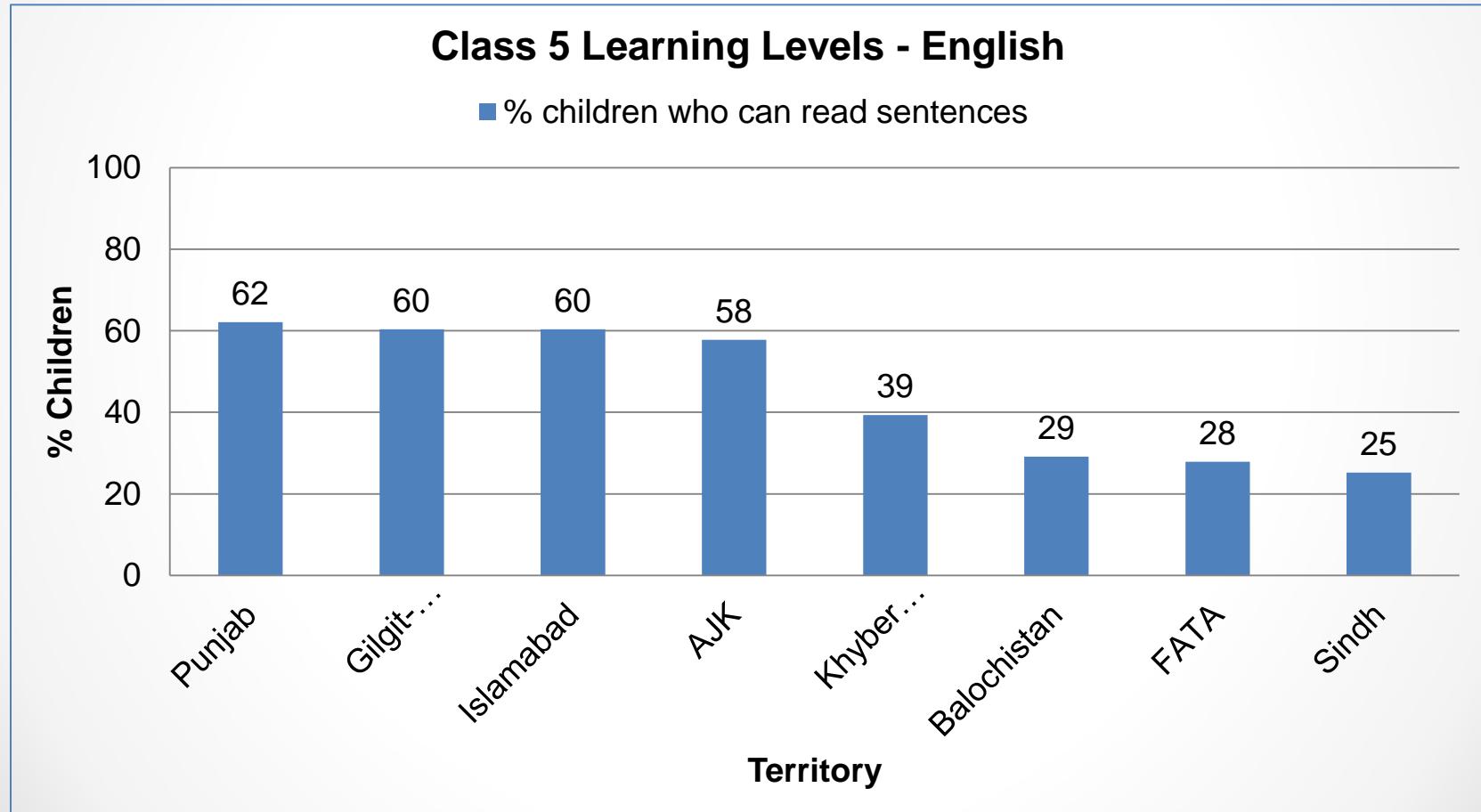
Grade 5 students who can do Grade 2 level two-digit...



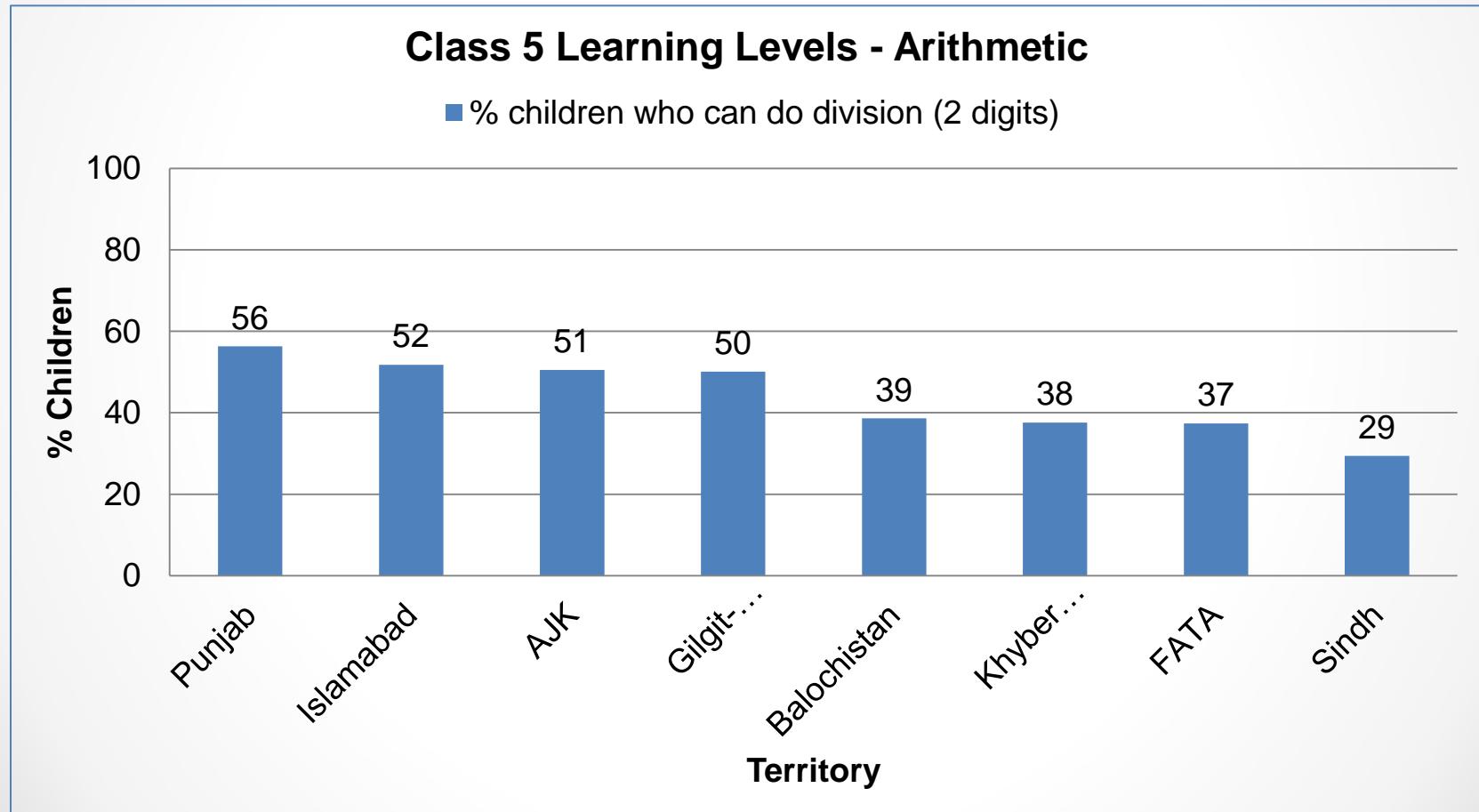
ASER Pakistan – Provincial Comparison of Learning (Urdu/Sindhi/Pashto)



ASER Pakistan – Provincial Comparison of Learning (English)



ASER Pakistan – Provincial Comparison of Learning (Arithmetic)



Why no Change?

- Lack of realization and awareness about the benefits of ECE
- ECE is not given the attention it deserves - Lack of Political will
- Low financial public sector investment
- Over 95% of education budgets at the provincial levels are spent on recurrent heads
- Lack of comprehensive ECE policies (or policy frameworks)
- Lack of data and rigorous research studies on educational issues

Why no Change?

- Accredited qualification for ECE Teachers
- Access/ Quality of education issues
- Lack of coordination among various government departments as well as poor networking among various service providers such as public managers, private schools; and NGOs;
- Lack of capacity in provincial and district communities to plan, implement and monitor ECE programs

ECE in Pakistan: Prospects

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Early Childhood Development Program Evaluation Research

- Research shows that preschool and early education programmes:
 - Have a positive effect on cognitive abilities (language and literacy skills)
 - Offer promising ways to ensure school readiness and contribute to decreasing student achievement gap
 - Can have long term positive effects (such as college education, steady employment, ability to handle stress, resolve conflicts)

Multi-stakeholder Partnerships for ECE in Pakistan

- Government of All Provinces and Areas
- Education Foundations
- Civil Society Organizations
- Private Sector providers
- Corporate Sector – CSR for ECE – brand based by UNILEVER and others
- International NGOs
- Donors: World Bank, DFID, UNICEF, UNESCO, USAID, CIDA, European Union, GIZ, Save the Children, Netherlands, Norad etc.

Opportunities

- Required legislation
- Education Sector Reforms and National Plan of Action
- ECE Curriculum and learning material
- ECE Policy formulation underway in all provinces
- Enormous experience of local NGOs/ Collaboration with INGOs
- Manifestos of newly elected political parties

Investment in Early Child Development

“it is a rare public policy initiative that promotes Fairness and Social Justice and at the same time promotes productivity in the economy and in society at large”

(Science, 2006)