

EARLY CHILDHOOD EDUCATION IN PAKISTAN

A Research Study

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PREFACE

The early years of a child's life are the prime time for parents, teachers and administrators to provide positive experiences that will affect the rest of child's life. Therefore, Early Childhood Education demands child-friendly environment, trained teachers, a variety of learning resources and age appropriate methodologies. The Education Policy, 2009 recognizes the importance of Early Childhood Education and makes a commitment to provision of at least one year of pre-primary education in all public schools with specialized training for teachers to this effect and additional budget allocations.

This study has been designed and conducted with a view to explore the current status of ECE, highlight opportunities, gaps and challenges in ECE, and suggest recommendations and implementation mechanism for addressing ECE related issues. For the purpose of the study, data was collected by the provincial and district education managers, heads and teachers of ECE Institutions and parents of ECE students in the four provinces and regions (AJK and Gilgit-Baltistan). The research findings and recommendations provide strategic guidance to the stakeholders at Federal, Provincial and Regional levels to sustain Early Childhood Education.

I would like to express my gratitude to all concerned officers/officials of Provincial/Area Education Departments for their cooperation in data collection, providing relevant information and materials to the AEPAM's Research Team. I also appreciate the services rendered by Muhammad Aslam Bhatti, Joint Director (Research), Dr. Khawaja Sabir Hussain, Deputy Director (Research) and Syeda Shaista Bano, Deputy Director (Research), for conducting the study. The service of Mr. Zulfiqar Ali Joya and Ch. Muhammad Akram, APS for composing this report is appreciated.

Niamatullah Khan
Director General

EXECUTIVE SUMMARY

The early years of child's life (from birth to 8 years) are recognized as a vital stage in children's physical, linguistic, intellectual and emotional development. ECE provides the foundation for development of life-long skills and subsequent learning. The Education Policy, 2009 recognizes the importance of Early Childhood Education and states a commitment to provision of at least one year of pre-primary education in all public schools, specialized training for teachers to this effect and additional budget allocations. The focus of the Study was to evaluate implementation of National Education Policy (2009) provisions regarding ECE in Pakistan and highlight opportunities, gaps and challenges throughout the country.

The respondents of the study were included from Education Departments Sindh, Punjab, Khyber Pakhtunkhawa and Balochistan, and Regions (Gilgit Baltistan and AJK). Therefore, the respondents includes Provincial Education Managers i.e. Directors of Education Departments, District Education Officers (DEOs), Executive District Officers (EDOs), Directors Public Institutions (DPIs) and Head Masters/Mistress, ECE Teachers and parents of ECE children. The Research Team of AEPAM visited 12 selected districts of four provinces, Azad Jammu and Kashmir and Gilgit-Baltistan regions to collect the data.

Findings of the Study

1. The Education Managers are responsible to implement government's policies in their respective provinces and districts. Therefore they were requested to provide information regarding their districts about ECE. 80% of the respondents were of the opinion that ECE teacher has been provided in the schools and 20% education managers were said that one week training was provided to the teachers for teaching to ECE classes. It is pertinent to mentioned here that during field visits it was observed by the research team members that no additional teachers were provided for ECE classes. Already available teachers were given one-two week training for teaching ECE classes. No specialized two years training was provided to the teachers as per provision of National Education policy 2009. It was also observed that additional rooms were not constructed for ECE classes.

From already available rooms in the schools, only one room has been made child friendly and reserved for the ECE classes almost in all provinces/regions.

2. The Education Managers were requested to provide information that how they motivate parents to sending their children to school for ECE. The question comprised on multiple choices and one respondent had option to give more than one method of motivating the parents for sending their children to the schools. 54% of the respondents were of view that door to door campaign was launched to enhance ECE enrolment, whereas, 46% and 35% respondents informed that school council members and parent teacher meeting were also used to increase ECE enrolments respectively. It can be concluded that district education managers usually adopted more than one method to motivate the parents to send their children to the schools and especially for ECE classes.

3. Data reflected that 59% of the respondent were of the view that community took interest to admit their children in government schools. It can be concluded that remaining 41% of same age children might be taking admission in private sector schools in Deeni Madaris or remain out of schools.

4. Data also shows that 100% respondents pointed out that separate ECE teachers has been provided in schools, where ECE classes have been started. The respondents answered this question in the sense they had arranged ECE teachers where classes have been started in almost all provinces. It is pointed out that no additional teacher was provided as per policy provision only adjustment was made among the already available teachers in the schools. Hence, it was observed during field visited that if teachers had been reserved for ECE classes, they are not usually transferred to other schools.

5. Data indicates that 60% respondents were of the view that separate teacher could not be provided due to availability of two teachers policy in primary schools. 45% and 41% had responded that single teacher's policy and non-availability of teachers were reasons of not providing separate ECE teachers.

6. Majority 92% respondents were of the opinion that training regarding teachers of ECE was provided to the teachers. It was pointed out that this training was two or one week training and was not with specialized training for ECE as emphasized in the NEP 2009.

7. It was found that 81% respondents were of the opinion that colour pictures/cartoons were available in ECE rooms. 74% and 71% respondents were of the view that coloured activities books and toys were maintained in ECE classes respectively. It is very interesting to note that no single school is available where all these facilities had been provided. 85% respondents were of the view that drinking water and toilets were available for children. 44% respondents informed that care-givers at a modest salary/wages has been provided in the schools to take care of ECE students. It was also observed that care-givers were provided in Punjab province only, whereas in other provinces, no such arrangement had been made.

8. It was found that 100% respondents had opinion that all children are given admission in class one easily after completion of ECE class. On the basis of this information, it can be concluded that ECE provides base for enhancing enrolment at primary level and it should be started in all the public school across the country. 91% and 9% respondents had opinion those ECE children are kept busy playing with toys and drawing activities respectively. 100% Education Managers had opinion that they frequently supervised ECE classes in the public schools and give them maximum support.

9. Data shows that 82% Education Managers had opinion that best ECE curriculum was taught in the public schools. 72% respondents had opinion that they ensured holistic development of children by maintaining stimulating environment in the schools. 63% respondents were of the view that interaction environment and activities based learning were arranged in the schools. Majority 91% respondents had opinion that activity based children entered approach was adopted in the schools. However, 9% mentioned that contents based curriculum was taught in the schools. 100% Education Managers had opinion that ECE curriculum took cultural diversity of the concerned areas in public schools was established.

5.4 Conclusions

1. The provisions of education policy (2009) regarding ECE have not been implemented in letter and spirit in all provinces/region. Hence, provincial/regions Education Departments have started ECE classes in public schools in accordance with their own consideration. For example no additional teachers were provided for ECE classes; already available teachers were given one or two weeks ECE Training. ECE teachers training programs were organized either in collaboration with NGOs or financial assistance of International Donor Agencies in public sector in all provinces/region. Two-year specialized training to teachers as recommended in the policy could not be provided to the ECE teachers in the provinces/regions. While exploring reasons for not providing specialized training to the teachers, it was found that in provinces/regions a single teacher policy in primary school was main hurdle, because being single teacher she/he could not be spared for training. Other reasons include lack of financial resources with department is an aspect and distance of school from training institution is one of the important reasons of not getting appropriate ECE Training.

2. Existing design of school buildings meant for class I to V or class I to VIII, this is a challenge for the Education Department because there is no separate provision for ECE class in existing school buildings. Realizing the importance of ECE Education Policy 2009 recommended that additional rooms shall be constructed for starting ECE classes in all primary schools. On the basis of findings it is concluded that additional rooms were not constructed for ECE classes, from already available rooms in the schools one room has been reserved and decorated for ECE classes in all provinces/regions.

3. As per policy provision no additional budget has been provided for employment of specified ECE teachers and other support for ECE classes i.e. learning material and A.V. aids, etc. this requires further plan of action and thoughtful solution to this problem. However, Caregivers for ECE classes were provided only in Punjab province in the schools to take care of the young children on a modest wage. In other provinces/regions no such arrangement had been made.

4. In accordance with policy provision ECE curriculum exists, activities based curriculum are being taught in all ECE classed. It was observed during field visits that colour pictures/cartoons were available in ECE rooms, coloured activities books and toys were maintained in ECE classes and different corners, such as math corner, science corner, and home corners have been created in the ECE class rooms in almost all provinces/regions. In Punjab province DSD has decorated these room whereas in other provinces, Education Departments got assistance either from NGOs or International Donor Agencies for ECE rooms' decoration.

5. The District Management, head teachers and teachers usually adopted more than one method to motivate the parents to send their children to the schools and especially for ECE classes such as door to door campaigns were launched to enhance ECE enrolment, through School Council Members and parent teacher meeting were also used to increase ECE enrolments.

6. All children are given admission in class one easily after completion of ECE class. On the basis of this information it can be concluded that ECE provides base of enhancing enrolment at primary level and it should be started in all the public school of the country.

5.5 Way Forward

1. Federal and provincial/regional governments may develop strategy for implementation of provisions of National Education Policy 2009 in letter and spirit. There is need for infrastructure development for the promotion of ECE in public sector, therefore additional budget is to be allocated for construction of separate rooms, specialized teachers' training to impart knowledge at this particular level of children. The provincial as well as regional governments have already designed development plan for the promotion of ECE in their respective areas, there is need to dig out ways and means for the construction of additional rooms, specialized two-year teachers' training, ECE curriculum implementation strategies.
2. Federal and provincial/regional governments may have to establish a separate cadre of ECE teachers having relevant qualification and training in ECE not only in public sector but also private sector to be motivated for the promotion of ECE education in Pakistan.
3. Provision of separate ECE rooms, ECE teachers, materials, facilities and supplies may be ensured in all rural/urban and girls/boys Primary and Elementary schools. In Punjab Caregivers have been provided in all ECE classes, this is very good example to handle matter of such small age children, therefore, it is recommended that other provincial/regional governments may make such arrangements in their respective areas.
4. The importance of ECE requires different strategies and flexible approaches in ECE provision for complete mainstreaming of the ECE program. Proper system for supervising and monitoring the ECE classes may be introduced.

INTRODUCTION

The Early Childhood Education (ECE) is the basic stage of human personality. The development fostered during this period acts as a foundation on which the structure of an individual's personality is built (Sadu, 2004). The early years of child's life (from birth to 8 years) are recognized as a vital stage in children's physical, linguistic, intellectual and emotional development. Early Childhood Education provides the foundation for development of life-long skills and all subsequent learning. Good health, a safe and nurturing environment and the right kind of mental stimulations give a child a strong frame-work for growth. International experiences suggest that early interventions provide a unique opportunity to avoid future learning problems, including reduction in dropout at primary level in addition to enhanced literacy rate in the country.

UNICEF 2013 defined that dropout is highest in the grade 5 (42.8%) indicating that many children do not have transition to lower secondary level and therefore do not complete basic education. Education has to provide basic skills, including language and mathematics skills, so that they would become useful citizens of the country.

The economic returns to investing in young children are high. Early interventions help children to escape poverty. Disparities in children's development mirror these economic disparities and poverty is associated with poor social indicators, especially for poor children. Early Childhood Development Program Evaluation Research shows that pre-school and early education programs have empirical evidences for the following:

- i) Have a positive effect on cognitive abilities (language and literacy skills)

- ii) Offer promising ways to ensure school readiness and contribute to decreasing student achievement gaps.
- iii) Have long term positive effects on attitudes of students and parents.

After 18th Amendment in 2010 Education in Pakistan has been devolved to the provinces/regions. The Government of Pakistan included Right to Education (RTE) in its constitution through Article 25 (A) *“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”*. It is responsibility of the federal and provincial governments to provide education to the masses in their respective areas.

The National Education Policy, 2009 recognizes the importance of Early Childhood Education and states a commitment to provision of at least one year of pre-primary education in all public schools, with specialized training for teachers to this effect and additional budget allocations. The policy commits to an age appropriate learning provision to children of three to five years. The government is creating friendly working environment for the children and efforts are made to reduce drop-out rate in the earlier grades. National Education Policy, 2009 proposed following policy actions regarding Early Childhood Education:-

Policy Action- 1	Improvements in quality of ECE shall 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 ECE revised National Curriculum. The curriculum and support material for ECE shall take account of the cultural diversity of particular areas.

First time in Pakistan’s history, ECE was included as a component in the Education Sector Reforms program and funding was provided to the provincial and district governments. ECE was also included in the National Plan of Action of Education for All. Pakistan is committed to the Dakar Framework of Action, the first goal of which is to expand and improve comprehensive ECE for all children, especially for the most vulnerable and disadvantaged.

Government of Pakistan has realized the importance of ECE and proposed appropriate actions need to be taken for provision of ECE in the country. Considering the importance of ECE the management of AEPAM has decided to conduct research regarding implementation of policy provisions.

1.1 Objectives of the Study

The objectives of this Study were as follows:-

- i) To examine current status of ECE in Pakistan
- ii) To highlight opportunities, gaps and challenges in ECE, and
- iii) To formulate recommendations and implementation mechanism for addressing ECE related issues.

1.2 Significance of the Study

This research study will have significance for the policy makers to have information regarding implementation of the policy provisions. To what extent these provisions have been implemented in the Provinces/regions. If these provisions have not been implemented what are the gaps and how these can be overcome. The findings of this research are useful for insight development of all stakeholders in understanding the policy and its implementation in the country.

1.3 Delimitations of the Study

Keeping in view the limited time and resource constraints, the study was delimited to only 12 districts of the provinces and regions.

LITERATURE REVIEW

This chapter presents review of the related literature which include concept of Early Childhood Education (ECE), importance of ECE, benefits of ECE, national policies, reports, studies and provincial/regional scenario of Early Childhood Education (ECE) in Pakistan.

2.1 Concept of Early Childhood Education (ECE)

Early childhood Education (ECE) mainly relates to early learning of young children. ECE consists of activities and experiences that are intended to effect developmental changes in children prior to their entry into a formal class, grade or primary schools. Children do not just grow in size, they develop, evolve, mastering ever more complex understandings of the people, objects and challenges in their environment.

There is a general pattern or sequence for development that is true of all children. However, the character and quality of development varies from child to child. ECE refers not only to what is happening within the child, but also to the care what child requires in order to thrive. For a child to develop and learn in a healthy and normal way, it is important not only to meet the basic needs for protection, food and health care, but also to meet the basic needs for interaction and stimulation, affection, security and learning through exploration and discovery (Government of Pakistan, National Education Policy, 2009).

2.2 The Importance of ECE

It is a general perception that before one can build a house, it is necessary to lay foundation to support the entire structure. Similarly, before a child enters primary school, a similar foundation must be laid, embedded within their family, their community, and their cultural values, young

children (from birth to eight) need support in their development of the physical, cognitive, emotional and social abilities that will enable them to survive and thrive in later years. The successful education of the child during these years of schooling depend on great degree upon the foundation laid during the pre-school years (National Curriculum on ECE, 2002).

Learning begins at birth. Researches found that 80% of the brain is developed in the early years, i.e. from the birth to the age of 8 years. The importance of ECE is well-recognized world-wide. It is now widely acknowledged that the effects of developments which occur during the pre-natal period and during the earliest months and years of a child's life can last a lifetime as the kind of early care a child receives from parents, pre-school teachers and caregivers determines how a child learns and relates in school in particular, and life in general. It is during early care that a child develops all the key elements of emotional intelligence, namely confidence, curiosity, purposefulness, self-control, connectedness, capacity to communicate and cooperative.

Empirical findings from a variety of disciplines have demonstrated that support of early development yields rich benefits not only in immediate ways for the child and parents, but also over time in terms of the child's ability to contribute to the community. Interventions in the early years of childhood offer an extraordinary opportunity to avoid or moderate learning problems and to bring lasting benefits to individuals and society.

2.3 Benefits of ECE

a) Benefits for Children

The following are the suggested benefits of ECE for the children.

- Improve cognitive development (thinking and reasoning) among the children
- Improve social development (learning how to maintain good relationship with others)
- Improve emotional development (self image and security)
- Improve language skills

- Improve learning outcomes in the next grades

b) Benefits for Education

The following are the recommended benefits of ECE for education system in primary and secondary classes.

- Reduce dropout rate
- Improve Quality of Education
- Children who have availed good quality ECE are more likely to be law abiding citizens.

2.4 Policy Framework of ECE in Pakistan

The Early Childhood Education was termed as Katchi class till the 1970s. It was an informal multi-grade setting where younger siblings of students were allowed to attend school in order to make their enrollment and transition next year. Traditional methods of rote memorization were adopted with these children. A limited part of the Grade I National Curriculum was taught to those young students. The following Table presents the brief history of policy provisions regarding ECE:-

Table 2.4.1 Brief History of Policy Development for ECE in Pakistan

Timeline	Historical Progression
1947	Viewing Nursery as an integral part of the mainstream education at the Education Conference 1947
1950-1980	<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 recognized the need for ECE
2001-2015	National Plan of Action for EFA (2001-2015) suggested a complete plan for mainstreaming ECE in the formal education system through sensitization of stakeholders, allocation of funds and encouraging private sector etc.

2002	National ECE Curriculum was developed. This document provides policy and curricular guidelines pertaining to ECE in Pakistan
2001-2004	In the Education Sector Reform-Action Plan, ECE was taken up as an Innovative Program implemented across Pakistan with federal funds.
2009	National Education Policy proposes that ECE should become part of mainstream education integrated in all primary schools. The policy also suggested an action plan.

2.5 Early Childhood Education in Balochistan

The ‘improved Kachi’ has been introduced in about 950 schools with the assistance of Agha Khan Foundation, Pakistan (700 schools in 7 districts), UNICEF (100 schools in 8 districts) and Save the Children, UK (105 schools of Balochistan Education Foundation). It was observed that actual ECE was available to a very small number of students. Only 2% of pre-primary age children had received education as per accepted educational concepts for children as envisaged in the National Education Policy 2009 and the national ECE Curriculum. The ECE has been provided in some elite urban private schools which have Montessori or kindergarten programs and a few public schools supported by donor agencies to develop ‘improved Kachi’. The remaining public schools follow the traditional pre-primary class. Rural private schools do not have provision for provision of ECE.

The current ECE program introduced in various public schools of Balochistan has been sponsored by donor agencies. In order to implement ECE program in all public schools, ECE policy frame work has been formulated. A summary for introduction of ECE program in all public schools has been submitted to the Chief Minister of Balochistan. ECE Act will be passed by the Provincial Assembly. ECE teachers are being regularized. An amount of Rs.200 million has been allocated in the current year in Public Sector Development Program (PSDP) for construction of ECE room in the existing public schools. Balochistan Education Sector Plan (BESP 2013-18) has proposed construction of 3600 ECE classrooms and recruitment of 3600 ECE teachers by 2018.

Teaching material for ECE as per National Curriculum 2006 was developed by Teacher Resource Centre. ECE teachers have been trained through donor assisted programs however, the training of ECE teachers will be conducted through Continues Professional Development (CPD) programs as proposed in the Balochistan Education Sector Plan (2013-18). Curriculum for ECE teachers training will be developed separately.

2.6 Early Childhood Education in Khyber Pakhtunkhawa

Khyber Pakhtunkhawa issued notifications to admit four plus age group children in all public sector primary schools. The early-childhood and Kachi classes are included in primary education. Consequently primary cycle consists of seven grades instead of five grades. Besides, there is a class of un-admitted students which exists in almost every public sector primary schools. These children usually come to school along with their siblings. The parents send them to schools to familiarize them with school environment. Khyber Pakhtunkhawa government is facing the challenge of 3.5 million out of school children; therefore government is taking all possible steps to bring these children in schools.

Following steps have been taken in Khyber Pakhtunkhawa for promoting ECE:-

- Corporal punishment for ECE students has been completely banned.
- Free text books, reading materials and story books are provided to children enrolled in ECE.
- Parents' involvement is promoted and they are motivated to send their children to schools.
- International donor agencies and NGOs are encouraged to provide facilities for launching ECE classes in all public and private sector primary schools.

- More than 400 ECE rooms were supposed to be constructed in 2015.

It is further stated that an NGO, Save the Children implemented ECE in Khyber Pakhtunkhawa with an overall goal to improve educational outcomes and to improve access for children in government schools by increasing opportunities for learning and development and by improving transition into primary school. This program deals directly address the Khyber Pakhtunkhawa Education Sector Plan and thereby improve provincial government's ability to sustain and extend the right of education to all children. Teacher training programs for one and two weeks' duration have been organized for 500 ECE schools' teachers. Moreover the Resource Centers have also been established in Provincial Institute of Teacher Education (PITE), Peshawar.

2.7 Early Childhood Education in Punjab

ECE was included as a component in Punjab Education Sector Reforms Program (PESRP) and funding was provided to the Provincial and District governments. ECE was also included in the National Plan of Action of Education for All. Punjab Government had invested in ECE out of its own budget in its Provincial Plan of Action. Following steps have been taken in Punjab for promoting ECE:-

- Free learning materials including story books are provided to ECE children.
- Parent's involvement is encouraged and they are motivated to send their children to schools.
- International donor agencies and NGOs are encouraged to provide facilities for launching ECE classes in all public and private sector primary schools.
- Government has introduced and institutionalized formal ECE at primary school level.

- Funds have been provided to Parent Teacher Council to construct additional rooms in primary schools. ECE Rooms have been established in 1225 schools.
- Training have been imparted to teachers and head teachers of the concerned ECE schools, members of school councils and education managers of districts regarding ECE. Teacher training sessions for one or two days have been organized for 1225 ECE school teachers.
- Caregivers have been hired in children primary schools to facilitate ECE teachers and to look-after. Punjab government has transferred caregivers' funds for one year in School Management Council (SMC) accounts for 1250 primary schools. Caregivers have been appointed on cash incentive basis. The scholarship of Rs.3800/- per month by School Management Councils (SMCs) has also been allocated.
- Learning environment of the existing classrooms is made more attractive through painting the walls with some themes for joyful learning at early year.
- A day care centre is established in Directorate of Staff Development (DSD) to look after children of female teachers and managers who come for training in DSD.

A special project for establishment of ECE rooms has been initiated for undeveloped districts. In low developed districts, 1225 ECE additional classrooms have been constructed in existing schools. Teacher training programs for one or two days have been organized for 1225 ECE schools teachers. Moreover the Resource Centers have also been established in DSD, Lahore. In future, ECE rooms will be developed in all the schools in Punjab.

2.8 Early Childhood Education in Sindh

The Reform Support Unit (RSU) is working for provision of ECE in Sindh Province. Recently, the Government of Sindh has developed the

Sindh Education Sector Plan (SESP) 2014-2018. The focus of this sector plan is on the following:

- To develop ECE policy and minimum standards (e.g. space, enrolment, teacher requirements, teaching and learning materials, etc.)
- To establish ECE Resource Centers in a phased manner focusing initially on the most vulnerable population across the province and transforming 8,000 Kachi on the theme of ECE.
- To establish an ECE teachers' cadre (recruit and train 8,121 teachers).
- To review and revise the ECE curriculum and ensure the provision of teaching and learning materials, as prescribed in the National ECE Curriculum (2009).
- To support learners' transition from home to school and from ECE to Class 1 of the Primary level.

It is pertinent to mention here that Sindh government is making efforts to implement proposed actions regarding ECE in the local context of Sindh. Following steps have been taken for promoting ECE:

- National Child Friendly School Standards were established and a declaration was signed. Government of Sindh is committed to ensure that provincial education system and schools will serve the communities of future to promote ECE. Efforts are being taken for providing child friendly schools in urban and rural areas.
- Sindh Education Sector Plan was developed for formalizing and streamlining ECE in Public Schools in the Province.

2.9 Early Childhood Education in Azad Jammu and Kashmir

The Directorate of Education, Government of AJK (female) is responsible for implementation of Early Child Education (ECE) program in the region. In the light of the National Education Policy 2009 regarding ECE, the government of AJK has decided to enroll all children aged three years and above in ECE in 152 selected schools with the assistance of UNICEF. Female teachers have been appointed to impart education to the children enrolled in these schools. However, after completion of the project in 2012, the financial assistance of UNICEF was stopped. Unfortunately, AJK government was unable to make payment for salaries of the teachers and as a result the ECE could not function as planned. Resultantly, the students enrolled in ECE schools became the part of the regular public schools and some of teachers in ECE schools were absorbed in the Education Department on regular basis. During the project, workshops and seminars were organized to train ECE teachers. Total annual budget for ECE is Rs. 180,000/- which is insufficient for improving the quality of government teachers. The Education Department has tried to increase the enrolment of early childhood education through activity based programs. The post of ECE teachers are not regular posts in government education system, hence no funds are allocated in budget, therefore training is not provided to ECE teachers in the Azad Jammu and Kashmir.

2.10 Early Childhood Education in Gilgit Baltistan

During field visit in Gilgit Baltistan it was observed that parents involvement is encouraged and they are motivated to send their children to schools. In ECE classes free story books, flash card education blocks are provided and these are taught in most of the schools with assistance from UNICEF funded Project. Moreover, teacher trainings for ECE teachers are also organized. ECE teachers are paid by local community. Three to six week training programme for ECE teachers is administered with the assistance of UNICEF and Agha Khan Foundation (AKF). The curriculum content and support material for ECE is provided by UNESCO in Gilgit Baltistan.

2.11 Early Childhood Education in Islamabad Capital Territory

All Junior Model School is offering ECE for the children attaining the age of 3-4 years. One section of Prep has been established in all schools in ICT. 41-60% schools have separately appointed ECE teachers on self help basis. Training Wing of Federal Directorate of Education (FDE) conducts training for ECE teachers in collaboration with Plan Pakistan and other NGOs. Last year, FDE provided mobile technology to ECE teachers in 75 schools to promote ECE Education. Special ECE training was organized for this purpose.

METHODOLOGY

The study was descriptive in nature and a survey type of research. The following procedures were adopted to carry out this study for collection of data by the members of the research team from sample districts selected from all Provinces/areas of Pakistan.

3.1 Population of the Study

The focus of the Study was to investigate the status of implementation of policy provisions regarding ECE in Pakistan and to highlight opportunities, gaps and challenges throughout the country. Four Provinces namely Sindh, Punjab, Khyber Pakhtunkhawa and Balochistan, and Regions (Gilgit Baltistan and AJK) were included in the population. Therefore, all the Provincial Education Managers i.e. Directors of Education Departments, District Education Officers (DEOs), Executive District Officers (EDOs), Deputy District Education Officers, DDEOs, Directors Public Institutions (DPIs) and Head Masters/Mistress, ECE Teachers and parents of ECE children of all of the Provinces/Regions formed the population of the study.

3.2 Sample of the Study

Since covering all of the population was not possible due to financial and time constraints, therefore, random sampling technique was used to select a representative sample for the generalization of results. Total 12 Districts/from Provinces/regions were included in the sample to make it a representative sample.

Table 3.2.1: Sample Districts

S#	Province/Region	Sample Districts	No. of Sample Districts/Regions
1.	Punjab	Lahore, Sialkot Multan and D.G.Khan	04
2.	Sindh	Karachi and Hyderabad	02
3.	Balochistan	Quetta and Ziarat	02
4.	Khyber Pakhtunkhawa (KPK)	Peshawar and Mansehra	02
5.	Azad Jammu and Kashmir (AJK)	Muzaffarabad	01
6.	Gilgit-Baltistan (GB)	Gilgit	01
Total:			12

Table 3.2.2: District-wise Detail of the Respondents

S.#	District	Managers	Teachers	Parents
1	Lahore	40	47	18
2	Sialkot	15	20	21
3	Karachi	15	22	25
4	Hyderabad	16	16	17
5	Multan	21	26	20
6	D.G.Khan	28	25	18
7	Muzaffarabad	24	13	31
8	Peshawar	18	52	15
9	Mansehra	27	27	38
10	Quetta	29	33	18
11	Ziarat	18	9	7
12	Gilgit	58	19	39
Total		309	309	267

3.3 Research Instruments of study

Three questionnaires were developed for the Education Managers, ECE teachers and ECE children's' parents respectively for collection of

data in case of illiterate parents interviews were conducted by the members of the research team.

3.4 Pilot Testing of Research Instruments

Pilot testing of the instruments was carried out in Rawalpindi district. In light of the feedback received as a result of pilot testing, necessary changes were incorporated in the research instruments (i.e. questionnaires). Efforts were made to design comprehensive instruments to get relevant information from the respondents.

3.5 Procedure for Data Collection

The Research Team of AEPAM visited 12 sample districts of four provinces, Azad Jammu and Kashmir and Gilgit-Baltistan regions to collect the data.

3.6 Data Analysis

The collected data were analyzed both in quantitative and qualitative forms. Finally recommendations were formulated for proper implementation of National Education Policy regarding ECE based on the feedback by the respondents.

3.7 Findings and conclusions

Conclusions were finalized in the findings of the study and within the preview of the objectives of the study. This will be discussed in detail in Chapter 4.

3.8 Recommendations

Finally, the recommendations were formulated on the basis of the conclusions drawn out of data analysis and it's presented in chapter 5 of this report.

DATA ANALYSIS AND ITS INTERPRETATION

This research was designed to examine the current status of Early Childhood Education (ECE) in Pakistan as per provisions of National Education Policy 2009. This includes concept of holistic development of child on the basis of which ECE shall be at least one year pre-primary education. The provisions of ECE in all primary schools with additional budget, teacher and other assistance, two years specialized teachers training and provision of ECE National Curriculum considering cultural diversity of the areas was to contextualized. In order to achieve objectives of the study it was appropriate to include all the concerned stakeholders as the respondents of the study these are, Education Managers (DOEs, DDOEs, AEOs and Head Teachers). Elementary school Teachers and Parents were included to obtain the required information from the sample of the study. The analysis of the collected data is presented below:-

4.1 Analysis of questionnaire of Education Managers

The Education Managers are responsible to implement government policies in their respective Provinces/Regions and Districts; therefore they were requested to provide information regarding their districts about ECEs Policy Implementations. Their responses are presented as following:-

4.1.1 Provision for ECE classes

Table 4.1.1 Provision for ECE classes

S#	Provisions for ECE	Yes		No	
		Frequency	%	Frequency	%
1	ECE teacher	247	80	0	0
2	Additional budget	0	0	309	100
3	ECE Teacher training	62	20	247	80
4	ECE additional Room	0	0	309	100

Table 4.1.1 indicates that 80% respondents were of the opinion that ECE teacher has been provided in the schools and 20% education managers were of the view that training was provided to the teachers for teaching to ECE classes. It is pertinent to mention here that during field visits, it was observed by the research team members that no additional teachers were provided for ECE classes and already available teachers were given one/two weeks training for teaching ECE classes. No specialized two years training was provided to the teachers as per provision of National Education Policy 2009. It was also observed that additional rooms were not constructed for ECE classes. From already available rooms in the schools, one room was reserved and decorated for the ECE classes almost in all provinces/regions.

4.1.2 Method of increasing ECE Enrolment

The managers were requested to reflect that how they motivate parents for sending their children to school for ECE classes. The question had multiple choices and the respondents had option to respond more than one method of motivating the parents for sending their children in the schools for Early Childhood Education. The responses are summarized below:-

Table 4.1.2 ECE Enrolment

S#	Method of increasing ECE Enrolment	Yes		No	
		Frequency	%	Frequency	%
1	Door to door campaign	168	54	141	46
2	Advertisement in newspapers	0	0	0	0
3	Parent teacher meeting in school	109	35	200	65
4	School Council Members	143	46	156	54

Table 4.1.2 shows that 54% respondents were of the opinion that door to door campaign was launched to enhance ECE enrolment. 46% and 35% respondents informed that School Council Members and parent teacher meeting were also used to increase ECE enrolments respectively. It can be concluded that district education managers usually adopted more than one method to motivate the parents to send their children to the schools. It is observed that 65% respondents were of the view that parent’s teacher meetings were not so effective to increase the enrolments for ECE classes, followed by 54% as role of the school councils.

4.1.3 Community willingness

Table 4.1.3 ECE Classes

S#	Children of community are admitted in ECE classes	Yes		No	
		Frequency	%	Frequency	%
1	80-100 percent	0	0	0	0
2	60-80 percent	0	0	0	0
3	40-60 percent	182	59	127	41

Table 4.1.3 presents that 59% respondents were of the opinion that community members took interest to admit the children in government schools. It can be concluded that remaining 41% of same age children get admission in private sector (schools or Madarassah) or just remain out of schools.

4.1.4 Separate Teacher for ECE Class

Table 4.1.4 Separate Teacher

Has separate ECE teacher been provided in the schools?	Yes		No	
	Frequency	%	Frequency	%
	309	100	0	0

Table 4.1.4 presents that 100% respondents of public schools were of the opinion that separate ECE teacher has been provided in schools, where ECE classes have been started. The respondents answered this question in the sense they had arranged ECE teacher where classes had started in all children in the provinces/regions. It is pointed out that no additional teacher was provided as per policy provision. Only adjustment was made among the already available teachers in the schools. Hence, it was observed during field visits by the members of the research team that if teachers were reserved for ECE classes, they are not usually transferred to other schools. It was observed by the team that a caregiver was provided in some schools of Punjab provinces to take care of the young children on a modest wage.

4.1.5 Reasons for not providing separate teachers

The Education Managers were also requested to give information for not providing separate teacher for ECE classes in the schools. This was again multiple choice questions. The responses are given below:-

Table 4.1.5 Reasons for not providing separate teachers

S#	Reasons	Yes		No	
		Frequency	%	Frequency	%
1	Non-availability of teachers	126	41	183	59
2	Single teacher policy in primary school	140	45	169	55
3	Two teachers policy in primary school	185	60	124	40

Table 4.1.5 reflects that 60% respondents were of the view that separate teacher could not be provided due to availability of two teachers

policy in primary schools. 45% had opinion that single teacher's policy was the reason and 41% thought it was because of non-availability of teachers was reason of not providing teachers.

4.1.6 Reasons for not providing training to teachers

Table 4.1.6 ECE Training

Reasons of not providing training i.e Insufficient budget	Yes		No	
	Frequency	%	Frequency	%
	285	92	24	8

Table 4.1.6 shows that 92% respondents were of the opinion that training could not be provided regarding ECE to teachers due to insufficient budget was pointed out that in all most all provinces. Those teachers who are reserved to teach ECE classes were given two or three days training either with assistance of NGOs or as per project provision. But this training was not specialized training for ECE to teach this age children as was emphasized in the National Education Policy, 2009.

4.1.7 Maintenance of ECE rooms

Table 4.1.7 Maintain ECE Rooms

S#	Maintenance of ECE Rooms	Yes		No	
		Frequency	%	Frequency	%
1	Color pictures/cartoons	250	81	59	19
2	T.V facility	95	31	214	69
3	Kids chairs/tables	212	69	97	31
4	Toy picture cards/colors charts	220	71	89	29
5	Colored activity books	230	74	79	26

Table 4.1.7 illustrates that 81% respondents were of the opinion that colour pictures/cartoons were available in ECE rooms. 74% and 71% respondents specially had views that coloured activities books and toys were provided and maintained in ECE classes. It is very interesting to note

that no single school is available where all these facilities had been provided.

4.1.8 Facilities for ECE children

Table 4.1.8 Facilities

S#	Facilities for ECE Children	Yes		No	
		Frequency	%	Frequency	%
1	Care giver	135	44	174	56
2	Drinking water	262	85	47	15
3	Medical checkup	0	0	309	100
4	Toilets	262	85	47	15

Table 4.1.8 indicates that 85% respondents were of the view that drinking water and toilets were available for children. 44% respondents informed that care-giver has been provided in the schools. It was also observed that care giver was provided in Punjab province only whereas in other provinces/regions, no such arrangement had been made.

4.1.9 ECE children are admitted in primary class I

Table 4.1.9 ECE children admitted

S#	ECE children admitted	Yes	
		Frequency	%
1	100 percent	309	100

Table 4.1.9 indicates that 100% respondents were of the opinion that all children are given admission in class-I after completion of ECE classes. On the basis of this information, it can be concluded that ECE provide base in their respective school by enhancing enrolment at primary level.

4.1.10 Activities in ECE classes

Table 4.1.10 Activities

S#	ECE children admitted	Yes	
		Frequency	%
1	Playing with toys	280	91
2	Drawing	29	9

Table 4.1.10 shows that 91% and 9% respondents were of the opinion that ECE children are kept busy with toys and drawing work respectively during school time.

4.1.11 Supervision of ECE classes

Table 4.1.11 Supervision

Do you supervise ECE classes?	Yes		No	
	Frequency	%	Frequency	%
	309	100		

Table 4.1.11 indicates that 100% Education Managers were of the opinion that they supervise ECE classes in the schools in their jurisdictions.

1.1.12 Holistic Development

Table 4.1.12 Holistic Development

S#	Holistic development	Yes		No	
		Frequency	%	Frequency	%
1	Stimulating environment	224	72	85	28
2	Interactive environment	196	63	113	37
3	Activity based learning	194	63	115	37
4	Psychology of child	174	56	135	44
5	Best ECE curriculum	252	82	57	18
6	Latest achievement standards	0	0	0	0
7	Meaningful learning	180	58	129	42

Table 4.1.12 depicts that 82% Education Managers were of the opinion that very good ECE curriculum was taught in the schools. 72% respondents were of the view that they ensured holistic development of child by maintaining stimulating environment in the schools. 63% respondents were of the view that interactive environment and activities based learning was organized in the schools.

1.1.13 Curriculum of ECE

Table 4.1.13 Type of ECE Curriculum

S#	Type of ECE Curriculum	Yes	
		Frequency	%
1	Activity based children centered	280	91
2	Content based curriculum	29	9

Table 4.1.13 presents that 91% respondents were of the opinion that activity based children center approach was applied for teaching ECE children in the schools. However, 9% had opinion that content based curriculum was taught in the schools.

1.1.14 Cultural Diversity

Table 4.1.14 Cultural Diversity

Whether ECE curriculum takes account of the cultural diversity of your area?	Yes	
	Frequency	%
	309	100

Table 4.1.14 indicates that 100% Education Managers were of the view that ECE curriculum was sensitive to cultural diversity of the areas in which schools was established.

4.2 Analysis of Questionnaire for ECE Teachers

Teachers are considered as the main pillars of education system in the country. In view of the important and pivotal role of the teachers in promotion of the ECE, their views were solicited regarding different aspects of ECE. The total number of the respondents was 309. The responses of the Teachers are presented in the following Tables:-

4.2.1 Provision of the ECE Training

Table 4.2.1 Provision of the ECE Training

Is these specialized training to deal with the children being imparted in the schools?	Yes		No	
	Frequency	%	Frequency	%
	309	100	-	-

The respondents were asked about the provision of ECE Teacher Training in their respective districts. The collected data shows that 100% ECE teachers have ECE Training opportunity for two or three days. However, the duration of the training is not satisfactory as per proposals of the National Education Policy 2009.

4.2.2 Duration of the ECE Training

Table 4.2.2 Duration of the ECE Training

S#	Duration	Yes		No	
		Frequency	%	Frequency	%
1	Two Weeks	295	95	14	5
2	One month	48	16	261	84
3	Two months	3	1	306	99
4	Six months	0	0	0	0
5	One year	0	0	0	0
6	Two years	0	0	0	0

Table 4.2.2 shows that 95% ECE teachers were provided two weeks ECE Training while 16% of respondents have got one month training. Only one percent respondents have acquired two months ECE Training. It is evident from data that two-year specialized ECE training in dealing with young children is not imparted to ECE Teachers as proposed in the National Education Policy 2009.

4.2.3 Institutions of the ECE Teacher Training

Table 4.2.3 Institutions of the ECE Teacher Training

S#	Name of institution	Yes		No	
		Frequency	%	Frequency	%
1	Directorate of Staff Development (DSD)	180	58	129	42
2	Provincial Institute of Teacher Education (PITE)	130	42	179	58
3	Regional Institute of Teacher Education (RITE)	5	2	304	98
4	Cluster Centre	19	6	290	94

Table 4.2.3 indicates different institutions of ECE Teacher Training in whole of the country. It shows that 58% of the respondents have got ECE Training from Directorate of Staff Development (DSD). Data also indicates that 42% respondents have been trained by Provincial Institutes of

Teacher Training (PITEs). Similarly 2% respondents have got Training from Regional Institutes of Teacher Training (RITEs) whereas 19% of respondents have been trained at cluster centers.

4.2.4 Focus Areas of the ECE Training

Table 4.2.4 Focus Areas of the ECE Training

S#	Focus areas	Yes		No	
		Frequency	%	Frequency	%
1	ECE curriculum/contents base	290	94	19	6
2	Teaching pedagogy	22	7	287	93
3	Psychology of ECE children	6	2	303	98
4	Holistic development of child	4	1	305	99

Table 4.2.4 indicates that 94% respondents got the content based Training and focus of their training was mostly on ECE curriculum. Similarly 7% respondents indicated that teaching pedagogy was also focused. 2% of the respondents had learned about psychology of ECE children while only one percent respondents had indicated that holistic development of child was also focused in their ECE Teacher training. The clearly reflects that holistic development of the children needs more emphasis. This is one of the areas, teachers training institutes can pay more attention.

4.2.5 Reasons for non-provision of ECE Training

Table 4.2.5 Reasons for non-provision of ECE Training

S#	Reasons for not providing ECE training	Yes		No	
		Frequency	%	Frequency	%
1	Lack of time due to only one teacher in primary school	254	82	55	18
2	Lack of financial resources with department of Education	52	17	257	83
3	Department is not interested for providing training regarding ECE	28	9	281	91
4	Distance of school from training institution	20	6	289	94

Table 4.2.5 explains the different reasons of non-provision of ECE Training as proposed in the National Education Policy 2009. 82% respondents indicate being a single teacher in primary school; she/he couldn't be spared for teacher training. 17% of respondents were of the opinion that lack of financial resources with department is an important aspect in this regard. Similarly 9% respondents informed their Department is not interested for providing ECE training. Whereas 19% of the respondents had the view that distance of school from training institution is one of the important reasons of not getting appropriate ECE Training for teachers and related staff.

4.2.6 Number of Classes taught by ECE Teachers on daily basis

Table 4.2.6 Number of Classes daily taught by ECE Teachers

S#	No of Classes	Yes		No	
		Frequency	%	Frequency	%
1	Only ECE class	161	52	148	48
2	ECE and One to two at primary level	66	21	243	79
3	ECE and one to three and primary level	80	26	229	74
4	ECE and one to five	45	15	264	85

Table 4.2.6 illustrates the Number of Classes taught daily by ECE Teachers. In this regard, 50% of the respondents informed that apart from ECE class, they had to teach one or two other primary classes. 26% respondents told that including ECE class, they had to teach two or three other primary classes. Whereas 15% respondents informed that they had to teach all classes' right from ECE to Class V; as their school is Single-Teacher School. This stands out as the most important obstacle in primary schools as there is only one teacher and it is not humanly possible to teach all classes. This becomes both a qualitative and quantitative factor in education for all.

4.2.7 Size of ECE Class

Table 4.2.7 Size of ECE Class

S#	Size of ECE class	Yes		No	
		Frequency	%	Frequency	%
1	Less than 15 students	103	33	206	67
2	16-20 students	152	49	157	51
3	21-30 students	40	13	269	87
4	More than 30 students	70	23	239	77

Table 4.2.7 shows the size of ECE classes of the respondents. Data indicates that 49% respondents have 16-20 students in ECE class. Similarly 33% teachers have less than 15 students and 135 teachers have 21-30

students in their ECE classes. Whereas 23% respondents informed that they have more than 30 students in ECE class. Student teacher ratio is also one of the important factors which need attention of the policy planners and administrators.

4.2.8 Curriculum of ECE

Table 4.2.8 Curriculum of ECE

S#	Curriculum of ECE	Yes		No	
		Frequency	%	Frequency	%
1	Activity based	242	78	67	22
2	Content based	25	8	284	92
3	Activity and content based	40	13	269	87

Table 4.2.8 depicts the pattern of ECE curriculum. 78% of the respondents indicated that they had Activity based curriculum. Similarly 8% of the respondents informed about Content based ECE curriculum was taught in their schools. 13% respondents indicated that they had both Activity and Content based curriculum in their schools. This needs rationalization and pedagogy aspects need consideration of curriculum developers and teachers training institutes.

4.2.9 Dropout ratio of ECE Students

Table 4.2.9 Dropout ratio of ECE Students

S#	Dropout ratio of ECE Students	Yes		No	
		Frequency	%	Frequency	%
1	10 percent	172	56	137	44
2	20 percent	148	48	161	52
3	More than 30 percent	15	5	294	95

Table 4.2.9 shows the dropout ratio of ECE students during the academic session. 56% of the respondents informed that 10% ECE students dropped out without completing ECE. Similarly, 48% respondents indicated that 20% ECE students dropped out during the session. Whereas

5% respondents told that 30% students dropped out without completing ECE class. It is hard to get children to ECE classes. Once they are in the school systems, they have to be retained through multiple strategy approach.

4.2.10 Reasons of Dropout of ECE Students

Table 4.2.10 Reasons of Dropout of ECE Students

S#	Reason of Dropout	Yes	
		Frequency	%
1	Poverty	267	86
2	Distance from school	36	12
3	Lack of proper ECE rooms	10	3
4	Lack of trained ECE teachers	14	5
5	Difficult ECE curriculum	0	0
6	Lack of interest of parents	0	0
7	Environment of school	0	0

Table 4.2.10 illustrates the different reasons of dropout at ECE level. In this regard 86% of the respondents were of view that poverty is the main reason of dropout at ECE level. Similarly 12% respondents indicated that distance from school is one of the basic reasons of dropout at this level. 3% identified that lack of trained teachers are also a reason of dropout at ECE level. The identified reasons have to address by the relevant authorities.

4.2.11 Reasons of sending small kids to School

Table 4.2.11 Reasons of sending small kids to School

S#	Reason of sending children to school	Yes		No	
		Frequency	%	Frequency	%
1	Holistic development of child	54	17	255	83
2	For playing purpose whiling away time	196	63	113	37
3	Strong educational foundation	121	39	188	61
4	No one is available at home to look after the child.	12	4	297	96

Table 4.2.11 indicates the different reasons for which parents send their small children to schools. 63% respondents informed that parents send their small children to schools for playing purpose. 39% respondents were of the view that parents send their small children for strong educational foundation. Whereas 12% respondents had the opinion that some parents send their small children, because of non-availability of any person at home to look after the children, therefore some children are entered in school at an early age of three years.

4.2.12 Interaction with Parents

Table 4.2.12 Interaction with Parents

S#	Period	Yes		No	
		Frequency	%	Frequency	%
1	Weekly	52	17	257	83
2	Monthly	279	90	30	10
3	Quarterly	12	4	297	96

Table 4.2.12 shows how often parents interact with ECE teacher. Majority of the 90% respondents indicated that parents met them monthly. Similarly 17% parents came to see ECE Teacher weekly. Only 4% parents

met the ECE teacher on quarter basis. It reflects that majority of the parents also to meet the teacher once in a month or so this interaction.

4.2.13 Availability of Facilities in ECE Rooms

Table 4.2.13 Availability of Facilities in ECE Rooms

S#	Facility	Yes		No	
		Frequency	%	Frequency	%
1	Drinking water	265	86	44	14
2	Toys	91	29	218	71
3	Activities books	20	6	289	94
4	AV aids	24	8	285	92
5	Coloured books	79	26	230	74
6	ECE furniture	156	50	153	50

Table 4.2.13 illustrates the facilities that are available in ECE rooms. Data shows that 86% respondents informed that they have drinking water facility for ECE children. 25% respondents told that they have ECE concept based furniture in their schools. Similarly 29% respondents indicated that they have toys for ECE children. 26% respondents told that the Coloured Books are also available for ECE children, 8% teachers informed about Audio Visual Aids for ECE rooms. Whereas only 6% respondents told that they have activity books for ECE children.

4.2.14 Evaluation of ECE Children

Table 4.2.14 Evaluation of ECE Children

S#	Evaluation ECE Children	Yes		No	
		Frequency	%	Frequency	%
1	Watching their activities	292	94	17	6
2	Verbal test	42	14	267	86
3	Written test	40	13	269	87

Table 4.2.14 indicates the evaluation method of ECE children. 95% teachers informed that they evaluate ECE children by watching their activities. 14% respondents told that Verbal Tests are used for evaluation

purpose. Whereas 13% respondents informed that they conducted Written Tests also for evaluating ECE students. Data indicate that majority of the ECE teachers evaluate the kids by watching and observing their activities.

4.3 Analysis of questionnaire of Parents

1. Are you aware of importance of ECE education?

Are you aware of importance of ECE education?	Yes		No	
	Frequency	%	Frequency	%
	219	82	48	18

Table 4.3.1 illustrates that majority of the (82%) parents had awareness about importance of ECE education. They understood the importance of this stage of education.

2. Would you prefer to enroll your child for ECE?

S#	Admit your child	Yes	
		Frequency	%
1	Public Sector School	187	70
2	Private Sector School	80	30

Table shows that 70% parents sent their children in government schools and 30% in private schools for ECE classes. This might be because of the awareness of parents about the importance.

3. If you prefer to admit your child in Government School, what is the reason?

S#	Admit your child in government School	Yes	
		Frequency	%
1	Best physical environment	180	67
2	Free education	87	33
3	Less distance from home	0	0
4	Curriculum suitable for child development	0	0

Table indicates that why parents prefer to send their children government school. 67% respondents were of the view that best physical environment in government schools attracts them to admit their children, while 33% replied that free education in public sector is the reason of sending their children to schools at the age of 3-4 years. This also reflects multiple reasons and some of the issues can be worked upon by the government through a multipronged approach for better results.

4. At what age would you prefer to send your children in ECE class in school?

S#	Age of ECE children	Yes	
		Frequency	%
1	2 – 3 years	0	0
2	3 - 4 years	250	94
3	4 – 5 years	17	6

Table shows that majority parents 94% replied that they prefer to send their children for ECE classes in school. This means that majority of parents fall within the category of 3-4 years where they feel children can go to school. This feeling must be reflected and worked upon while policy preparation.

5. What is mode of pick and drop of children in the school?

S#	Pick and Drop	Yes	
		Frequency	%
1	Own conveyance	12	3
2	Public transport	232	10
3	School Van	23	87

This question was asked to know about mode of transportation, 3% parents replied that they have own transport and 87% indicated that they sent their children by School Van.

6. How much time ECE children spend in school?

S#	Time spend in School	Yes	
		Frequency	%
1	2 – 3 Hours	66	25
2	3 - 4 Hours	201	75

Table has been prepared to know how much time ECE children spend in school. Majority 75% respondents replied that their children spent 3-4 hours in school for ECE and 25% had told that only 2-3 hours are provided for learning to the children. The 3-4 hours category is many reasonable and goes with national as well as international standards.

7. What is the behavior of ECE teacher?

S#	Behavior of ECE Teacher	Yes	
		Frequency	%
1	Caring	229	86
2	Harsh	38	14

This table indicates that 86% parents replied that teachers have caring behavior with the children of ECE classes while 14% have informed that teacher behavior is harsh which can be further explored that what this exactly meant by this.

8. Are you satisfied with the education development of your children

S#	Satisfaction from School	Yes	
		Frequency	%
1	Satisfied	225	86
2	Un-satisfied	42	14

The question was asked to know the level of satisfaction of parents for education development of children; 86% parents were satisfied with the performance of children education in ECE. The satisfaction aspect of parents is important and this will be a facilitation point for implementation of ECE policy in Pakistan.

FINDINGS, CONCLUSIONS, AND WAY FORWARD

5.1 Findings from Education Managers' Questionnaire

1. The Education Managers are responsible to implement government policies in their respective provinces and districts. Therefore they were requested to provide information regarding their districts about status of ECE in their respective areas. 80% respondents were of the opinion that ECE teacher has been provided in the schools and 20% education managers were of the view that one week training was provided to the teachers for teaching to ECE classes. It is pertinent to mention here that during field visits, it was observed by the members of research team that no additional teachers were provided for ECE classes; already available teachers were given one/two weeks training for teaching ECE classes. No specialized two years training was provided to the teachers as per provision of National Education policy 2009. It was also observed that additional rooms were not constructed for ECE classes. From already available rooms in the schools, only one room has been decorated and reserved for the ECE classes in all provinces/regions.

2. The Education Managers were requested to comments that how they motivate parents for sending their children to school for ECE classes. The question had multiple choices and one respondent had option to respond for more than one method of motivating the parents for sending their children to the schools. 54% respondents mentioned that door to door campaign was launched to enhance ECE enrolment, whereas 46% and 35% respondents said that school council members and parent teacher meeting were also used to increase ECE enrolments. It can be concluded that district education managers usually adopted more than one method to motivate the parents to send their children to the schools and especially for ECE classes.

3. Data shows that 59% respondents were of the opinion that community took interest to help in admit their children in government schools. It can be concluded that remaining 41% of same age children might be getting admission in private schools, Deeni Madaris stay out of schools.

4. It was found that 100% respondents agreed that separate ECE teacher has been provided in schools, where ECE classes have been started. The respondents answered this question in the sense they had arranged ECE teacher where classes have been started in all provinces. It is pointed out that no additional teacher was provided as per policy provision. Only adjustment was made among the already available teachers in the schools. Hence, it was observed during field visits that if teachers had been reserved for ECE classes, they are not usually transferred to other schools. This is a good step that teachers are not at least transferred from the schools they are working in.

5. Data indicates that 60% respondents were of the view that separate teacher was not be provided due to availability of two teachers policy in primary schools. 45% and 41% responded that single teacher's policy and non-availability of teachers were reasons of not providing separate ECE teachers.

6. Majority (92%) respondents were of the opinion that training regarding ECE was provided to teachers. It is pointed out that this training was of two or one week training and not specialized training for ECE as emphasized in the NEP 2009.

7. It was found that 81% respondents were of the opinion that colour pictures/cartoons were available in ECE rooms. 74% and 71% respondents had views that coloured activities books and toys were maintained in ECE classes respectively. It is very interesting to note that no single school is available where all these facilities had been provided. 85% respondents were of the view that drinking water and toilets were available for children. 44% respondents informed that care giver at a modest salary/wages has been provided in the schools to take care of ECE students. It was also observed that care giver was provided in Punjab Province only whereas in other Provinces, no such arrangement had been made.

8. It was found that 100% respondents mentioned that all children are given admission in class one easily after completion of ECE class. On the basis of this information it can be concluded that ECE provides base of enhancing enrolment at primary level and it should be started in all the public school the country. 91% and 9% respondents had opinion that ECE children are kept busy in playing with toys and drawing respectively. 100% Education Managers were of the opinion that they frequently supervise ECE classes in the public schools and give them maximum support.

9. 82% Education Managers reflected their opinion about ECE curriculum was taught in the public schools was the best. 72% respondents had opinion that they ensured holistic development of child by maintaining stimulating environment in the schools. 63% respondents were of the view that interactive environment and activities based learning was arranged in the schools. Majority (91%) respondents had opinion that activity based children centered approach was taught in the schools. However, 9% had opinion that contents based curriculum was taught in the schools. 100% Education Managers had opinion that ECE curriculum took cultural diversity of the areas in public schools.

5.2 Findings and observations from Teachers Questionnaire

1. The respondents were asked about the provision of ECE Teacher Training in their respective districts. The data shows that 100% ECE teachers have ECE Training opportunity; however the duration of the training is not satisfactory as per proposals of the National Education Policy 2009 i.e. 2 years training.

2. Majority (95%) ECE Teachers got two weeks ECE Training while 16% of respondents received one month training. Whereas only 1% respondents have acquired two months ECE Training. It is evident from data that two-year specialized ECE training in dealing with young children is not imparted to ECE Teachers in all over the country as proposed in the National Education Policy 2009. For long term impact and sustainable development, this training component has to be adopted.

3. Data shows that 58% of the respondents from Punjab had ECE Training from Directorate of Staff Development (DSD) Lahore. Data also

indicates that 42% respondents were trained by Provincial Institutes of Teacher Training (PITEs). Similarly 2% respondents got Training from Regional Institutes of Teacher Training (RITEs) whereas 19% of respondents were trained by cluster centers.

4. Majority (94%) respondents got the content based Training and focus of their training was mostly on ECE curriculum. Similarly, 76% respondents indicated that teaching pedagogy was also focused during their training. Only 2% of the respondents had learned about psychology of ECE children while only one percent was trained for holistic development of child was also focused in must be ECE Teacher training. This is almost negligible and must be incorporated in teachers training.

5. Data indicates that 82% respondents indicated being a single teacher in primary school and could not be spared for teacher training. 17% of respondents had opinion that lack of financial resources with department is an aspect. Only 19% of the respondents had the view that distance of school from training institution is one of the important reasons of not getting appropriate ECE Training.

6. It was found that 50% of the respondents informed that apart from ECE class, they had to teach one or two other primary classes. 26% respondents told that including ECE class, they had to teach two or three other primary classes. Whereas 15% respondents informed that they had to teach all classes' right from ECE to Class V; as their school is Single-Teacher School. This is not supporting the argument of the government that ECE teachers will be for this class only.

7. Data indicates that 49% respondents have informed that there are 16-20 students in ECE class in their school. Similarly 33% teachers had less than 15 students and 135 teachers had 21-30 students in their ECE classes. Whereas 23% respondents informed that they have more than 30 students in ECE class in their school.

8. It was found that 78% of the respondents indicated that they had Activity based curriculum, 8% informed that Content based ECE curriculum is taught in their schools. 13% indicated that they have both Activity and Content based curriculum in their schools.

9. Data indicates that 56% of the respondents informed that 10% ECE students dropped out without completing ECE. Similarly, 48% respondents indicated that 20% ECE students dropped out during the session. Whereas 5% respondents told that 30% students dropped out without completing ECE class. These figures may be alarming for the government and workable strategies need to be developed and implemented.

10. Majority (86%) of the respondents were the view that poverty is the main reason of dropout at ECE level. Similarly, 12% respondents indicated that distance from school is one of the basic reasons of dropout at this level. Only 3% identified that lack of trained teacher is also a reason of dropout at ECE level. These indicated reasons will also have to seriously consider minimizing these reasons to every extent possible.

11. Data indicates that 63% respondents informed that parents send their small children to schools for playing purpose. 39% respondents were of view that parents send their small children for strong educational foundation. Whereas 12% respondents had opinion that some parents send their small children, because of non-availability of any person at home to look after the children, therefore some children are admitted in school at an early age of three years. All of these reasons have logic and government should take note of it and try to help the communities in every possible way.

12. Majority (90%) respondents indicated that parents met them monthly. Similarly 17% parents came to see ECE Teacher weekly. Only 4% parents met the ECE teacher on quarterly basis. It means majority of the parents met the teacher at least once in a month.

13. Data shows that 86% respondents informed that they have drinking water facility for ECE children. 25% respondents told that they have ECE furniture in their schools. Similarly 29% respondents indicated that they have toys for ECE children. 26% told that the Coloured Books; 8% teachers informed about Audio Visual Aids for ECE rooms and only 6% respondents told that they have activity books for ECE children. These are favorable conditions and must be improved further.

14. Data shows that 95% teachers informed that they evaluate ECE children by watching their activities. 14% respondents told that Verbal Tests are also used for evaluation purpose. Whereas 13% respondents informed that they conducted Written Tests for evaluating ECE students. Written tests for the ECE classes is against the spirit of the concept of ECE and must be avoided. Data indicate that majority of the ECE teachers evaluate the kids by watching and observing their activities.

5.3 Findings from questionnaire of parents

1. Majority (82%) respondents were aware of importance of early child education and only 18% replied that they do not know the importance of ECE. It is again a fair response. 18% of the respondents also must be oriented for general awareness.

2. Data shows that 70% parents sent their children in government schools and 30% in private schools. This ensures credibility to the government that parents send their children to government schools as first choice.

3. Data shows 67% respondents were of the view that best physical environment is in government schools which attract them to admit their children; while 33% replied that free education is the reason of sending their children to public schools. Both of these are fair responses and must be further strengthened.

4. Majority of parents (94%) replied that they prefer to send their children for ECE classes in public school. This might be because of good environment and free facility.

5. This question was asked to know about mode of transportation, 2% parents replied that they have own transport and 83% indicated that they sent their children by school van.

6. The respondents were asked how much time ECE children spent in school. Majority 65% respondents replied that their children spent 3-4 hours in school for ECE. 86% parents replied that teachers have good

behavior with the children of ECE classes. 86% parents were satisfied with the performance of children education in ECE classes.

5.4 Conclusions

On the basis of the findings and observations of the research, the following conclusions were drawn:-

4. The provisions of education policy (2009) regarding ECE have not been implemented in letter and spirit in all provinces/region. Hence, provincial/regions Education Departments have started ECE classes in public schools in accordance with their own consideration. For example no additional teachers were provided for ECE classes; already available teachers were given one or two weeks ECE Training. ECE teachers training programs were organized either in collaboration with NGOs or financial assistance of International Donor Agencies in public sector in all provinces/region. Two-year specialized training to teachers as recommended in the policy could not be provided to the ECE teachers in the provinces/regions. While exploring reasons for not providing specialized training to the teachers, it was found that in provinces/regions a single teacher policy in primary school was main hurdle, because being single teacher she/he could not be spared for training. Other reasons include lack of financial resources with department is an aspect and distance of school from training institution is one of the important reasons of not getting appropriate ECE Training.

5. Existing design of school buildings meant for class I to V or class I to VIII, this is a challenge for the Education Department because there is no separate provision for ECE class in existing school buildings. Realizing the importance of ECE Education Policy 2009 recommended that additional rooms shall be constructed for starting ECE classes in all primary schools. On the basis of findings it is concluded that additional rooms were not constructed for ECE classes, from already available rooms in the schools one room has been reserved and decorated for ECE classes in all provinces/regions.

6. As per policy provision no additional budget has been provided for employment of specified ECE teachers and other support for ECE classes

i.e. learning material and A.V. aids, etc. this requires further plan of action and thoughtful solution to this problem. However, Caregivers for ECE classes were provided only in Punjab province in the schools to take care of the young children on a modest wage. In other provinces/regions no such arrangement had been made.

4. In accordance with policy provision ECE curriculum exists, activities based curriculum are being taught in all ECE classed. It was observed during field visits that colour pictures/cartoons were available in ECE rooms, coloured activities books and toys were maintained in ECE classes and different corners, such as math corner, science corner, and home corners have been created in the ECE class rooms in almost all provinces/regions. In Punjab province DSD has decorated these room whereas in other provinces, Education Departments got assistance either from NGOs or International Donor Agencies for ECE rooms' decoration.

5. The District Management, head teachers and teachers usually adopted more than one method to motivate the parents to send their children to the schools and especially for ECE classes such as door to door campaigns were launched to enhance ECE enrolment, through School Council Members and parent teacher meeting were also used to increase ECE enrolments.

6. All children are given admission in class one easily after completion of ECE class. On the basis of this information it can be concluded that ECE provides base of enhancing enrolment at primary level and it should be started in all the public school of the country.

5.5 Way Forward

5. Federal and provincial/regional governments may develop strategy for implementation of provisions of National Education Policy 2009 in letter and spirit. There is need for infrastructure development for the promotion of ECE in public sector, therefore additional budget is to be allocated for construction of separate rooms, specialized teachers' training to impart knowledge at this particular level of children. The provincial as well as regional governments have already designed development plan for the promotion of ECE in their respective areas, there is need to dig out ways and means for the construction of additional rooms, specialized two-year teachers' training, ECE curriculum implementation strategies.

6. Federal and provincial/regional governments may have to establish a separate cadre of ECE teachers having relevant qualification and training in ECE not only in public sector but also private sector to be motivated for the promotion of ECE education in Pakistan.

7. Provision of separate ECE rooms, ECE teachers, materials, facilities and supplies may be ensured in all rural/urban and girls/boys Primary and Elementary schools. In Punjab Caregivers have been provided in all ECE classes, this is very good example to handle matter of such small age children, therefore, it is recommended that other provincial/regional governments may make such arrangements in their respective areas.

8. The importance of ECE requires different strategies and flexible approaches in ECE provision for complete mainstreaming of the ECE program. Proper system for supervising and monitoring the ECE classes may be introduced.

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Annexure

**Government of Pakistan
Academy of Educational Planning and Management (AEPAM)
Ministry of Federal Education and Professional Training
Islamabad

**QUESTIONNAIRE FOR
EARLY CHILDHOOD EDUCATION IN PAKISTAN**

For Education Managers

1. Name of Respondent: _____ Designation: _____
2. Province/Region _____ Gender: Male/Female
3. Official Address: _____

4. Qualification:
i) Academic: _____ ii) Professional: _____
5. Experience: _____
6. Telephone No. Office _____ Cell #: _____
7. Email: _____
8. How many schools do you have in the district?

School	Total	With ECE Classes	Without ECE Classes
Primary			
Middle			

9. How many schools are without ECE Teachers?

School
Primary
Middle

10. Whether provision of ECE is attached to primary schools?

- (i) Yes (ii) No

11. If yes, which of these is provided for ECE purposes?

S#	Provisions for ECE	Yes	No
1	ECE teacher		
2	Additional budget		
3	ECE Teacher training		
4	ECE Rooms		
5	Any other		

12. How do you motivate parents for sending their children to school for ECE?

S#	Method of increasing ECE Enrolment	Yes	No
1	Door to door campaign		
2	Advertisement in newspapers		
3	Parent teacher meeting in school		
4	School Council Members		
5	Any other		

13. How many children of community are admitted in ECE classes?

S#		Yes	No
1	80-100 percent		
2	60-80 percent		
3	40-60 percent		
4	Less than 40 percent		

14. Has separate ECE teacher been provided in the schools?

- (i) Yes (ii) No

15. If No, what are the reasons for not providing separate teachers, please explain.

S#	Reasons	Yes	No
1	Non-availability of teachers		
2	Single teacher policy in primary school		
3	Two teachers policy in primary		
4	Any other		

16. Whether training regarding ECE is imparted to teachers?

(i) Yes (ii) No

17. How do you maintain ECE rooms?

S#	Maintenance of ECE Rooms	Yes	No
1	Color pictures/cartoons		
2	T.V/L.C.D facility		
3	Kids chairs/tables		
4	Toy picture cards/colors charts		
5	Colored activity books		

18. Which of these facilities are available for ECE children?

S#	Facilities for ECE Children	Yes	No
1	Care giver		
2	Drinking water		
3	Medical checkup		
4	Toilets		

19. How many ECE children are admitted in primary class I?

S#	ECE children admitted	Yes	No
1	100 percent		
2	80 percent		
3	50 percent		
4	Less than 50 percent		

20. Which types of activities are arranged for ECE children in the schools?

S#	ECE children admitted	Yes	No
1	Playing with toys		
2	Drawing		
3	Any other		

21. Do you supervise ECE classes?
 (i) Yes (ii) No

22. How you ensure holistic development of ECE children

S#	Holistic development	Yes	No
1	Stimulating environment		
2	Interactive environment		
3	Activity based learning		
4	Psychology of child		
5	Best ECE curriculum		
6	Modern achievement standard		
7	Meaningful learning		

23. Which type of ECE curriculum is being taught in school?

S#		Yes	No
1	Activity based children centered		
2	Content based curriculum		

24. Whether ECE curriculum takes account of the cultural diversity of your area?

(i) Yes (ii) No

25. If yes, ECE curriculum accounts which type of cultural diversity of your area?

Government of Pakistan
Academy of Educational Planning and Management (AEPAM)
Ministry of Federal Education and Professional Training
Islamabad

**QUESTIONNAIRE FOR
EARLY CHILDHOOD EDUCATION IN PAKISTAN**

For ECE Teachers

1. Name of Respondent: _____ Designation: _____
2. Province/Region _____ Gender: Male/Female
3. Official _____ Address: _____

4. Qualification:
i) Academic: _____ ii) Professional: _____
5. Experience: _____
6. Telephone No. Office _____ Cell #: _____
7. Email: _____
8. Is specialized training to deal with the children be imparted?
i) Yes ii) No
9. If yes, what was duration of training specifically designed to teach ECE classes.

S#	Duration	Yes	No
1	Two Weeks		
2	One month		
3	Two months		
4	Six months		
5	One year		
6	Two years		
7	Any other		

10. Where did you receive this training?

S#	Name of institution	Yes	No
1	Directorate of Staff Development (DSD)		
2	Provincial Institute of Teacher Education (PITE)		
3	Regional Institute of Teacher Education (RITE)		
4	Cluster Centre		
5	Any other		

11. The focus of training should be on which areas. Please specify?

S#	Focus areas	Yes	No
1	ECE curriculum/contents base		
2	teaching pedagogy		
3	Psychology of ECE children		
4	Holistic development of child		
5	Any other		

12. If, No, what are the reasons of not receiving training regarding ECE?

S#	Reasons for not providing ECE training	Yes	No
1	Lack of time due to only one teacher in primary school		
2	Lack of financial resources with department		
3	Department is not interested for providing training regarding ECE		
4	Distance of school from training institution		
5	Any other		

13. How many classes do you teach daily in school?

S#	No of Classes	Yes	No
1	Only ECE class		
2	ECE and One to two at primary level		
3	ECE and one to three and primary level		
4	ECE and one to five		

14. What is the size of ECE class in your school?

S#	Size of ECE class	Yes	No
1	Less than 15 students		
2	16-20 students		
3	21-30 students		
4	More than 30 students		

15. In your opinion curriculum of ECE classes should be developed?

- i) Activity based
- ii) Content based
- iii) Activity and content based
- iv) Any other

16. How many students usually drop from ECE class during the academic session?

S#	Students	Yes	No
1	10 percent		
2	20 percent		
3	More than 30 percent		
4	None		

17. What are reasons of dropout?

S#	Reasons of dropout	Yes	No
1	Poverty		
2	Distance from school		
3	Lack of proper ECE rooms		
4	Lack of trained ECE teachers		

5	Difficult ECE curriculum		
6	Lack of interest of parents		
7	Environment of school		
8	Any other		

18. In your opinion why parents send their small kids (3 years) to schools?

S#	Reason of sending children to school	Yes	No
1	Holistic development of child		
2	For playing purpose whiling away time		
3	Strong educational foundation		
4	No one is available at home to look after the child.		
5	Any other		

19 How often do you interact with parents?

S#	Period	Yes	No
1	Weekly		
2	Monthly		
3	Quarterly		

20. What types of facilities are available in ECE room?

S#	Facility	Yes	No
1	Toys		
2	Drinking water		
3	Activities books		
4	AV aids		
5	Coloured books		
6	ECE furniture		
7	All		

21. How do you evaluate ECE children?

S#		Yes	No
1	Watching their activities		
2	Verbal test		
3	Written test is given to the children		
	Any other		

Government of Pakistan
Academy of Educational Planning and Management (AEPAM)
Ministry of Federal Education and Professional Training
Islamabad

**QUESTIONNAIRE FOR
 EARLY CHILDHOOD EDUCATION IN PAKISTAN**

For Parents

1. Name of Respondent: _____ Designation: _____
2. Province/Region _____ Gender: Male/Female
3. Official
 Address: _____

Qualification:

- i) Academic: _____ ii) Professional: _____
4. Experience: _____
- Telephone No. Office _____ Cell #: _____
5. Email: _____
6. Are you aware of importance of ECE education?
 i) Yes ii) No
7. Would you prefer to admit your child for ECE?
 i) Public Sector School ii) Private Sector School

8. If you prefer to admit your child in Government School, what is the reason?

S#		Yes	No
1	Best physical environment		
2	Free education		
3	Less distance from home		
4	Curriculum suitable for child development		

9. If you prefer to admit your child in Private sector school, what is the reason?

S#		Yes	No
1	School environment		
2	Less distance from home		
3	Availability of female teachers		
4	Activity based curriculum		

10. At what age would you prefer to send your children in ECE class in school?

S#	Age of ECE children	Yes	No
1	2 – 3 years		
2	3 - 4 years		
3	4 – 5 years		

11. What is mode of pick and drop of child(ren) in the school?

S#	Pick n Drop	Yes	No
1	Own conveyance		
2	Public transport		
3	School van		
4	Any other		

12. How much time ECE children spend in school?

S#	Time spend in School	Yes	No
1	2 – 3 Hours		
2	3 - 4 Hours		
3	4 -5 Hours		
4	Any other		

13. What is the behavior of ECE teacher?

S#		Yes	No
1	Gering		
2	Harsh		
3	Any other		

14. Are you satisfied with the education development of your child(ren)?

S#	Satisfaction from School	Yes	No
1	Satisfied		
2	Un-satisfied		

15. If not satisfied, then what are the reasons? Please explain.

16. How often do you meet the ECE teacher?

S#	Meeting with Teachers	Yes	No
1	Daily		
2	Weekly		
3	Monthly		
4	Quarterly		

17. Is homework given to your child?

i) Yes ii) No

18. If yes, what type of home work is assigned to your child?

S#		Yes	No
1	Activity based		
2	Any other		

19. If yes, who help the child at home?

S#	Helper	Yes	No
1	Mother		
2	Father		
3	Brother/sister		
4	Tuition		

20. Which type of development occurs in your child?

S#	Development occurs	Yes	No
1	Physical development		
2	Mental development		
3	Social development		
4	Personality development		
	All		