

# EARLY CHILDHOOD EDUCATION STATUS, ISSUES AND TEACHER TRAINING IN PUNJAB, PAKISTAN

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## INTRODUCTION

- ❖ In 2000 World Education Form set six Education for All (EFA) goals for the international community to achieve till 2015. Pakistan is one of the signatory of EFA goals.
- ❖ The first EFA goal is:

**“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children ( The Dakar Framework for Action, 2000)”.**

- ❖ Pakistan took the ECE teacher education as the first tool to implement ECE policy in the country.

**“ For ECE teachers, a two-year specialized training in dealing with young children shall be a necessary requirement (Pakistan NEP, 2009)”.**

- ❖ Punjab is the only province succeed to start ECE in 1000 schools in 2013 and initiated a structure for ECE teacher training with the help of NGOs, Directorate of Staff Development (DSD), UNESCO, and UNICEF (UNESCO, 2011).
- ❖ The review of the ECE teacher training in Punjab will provide a broad picture to these funding agencies and policy makers for future decision making, strategy planning and policy revision.

## RESEARCH QUESTIONS

1. What is the National Education Policy background of ECE in Pakistan?
2. What is the Punjab education plan to address ECE teacher training in Punjab?
3. What is the future plan of Punjab government for implementation of ECE and ECE teacher training?
4. What are the barriers for the implementation of ECE teacher training strategic plan?

## METHOD

- ❖ It is a preliminary document study of ECE teacher training in Punjab, Pakistan

### Procedure:

The literature review is based on the document available through primary sources (National, Provincial policy documents and data bases, UNESCO, UNICEF, reports) and secondary sources (existing studies and reports of NGO's and private institutions) The documents review help to identify the potential future research topics.

## DATA FOR Q 1

### CONSTITUTIONAL INTERVENTIONS FOR ECE IN PAKISTAN

Education Sector Reforms (2001-05)	National Education Policy (2009)	Article 25-A (2011)
<ul style="list-style-type: none"> <li>❖ National Plan of Action of EFA</li> <li>• ECE centers</li> <li>• ECE Provincial Teacher Trainings plans</li> <li>❖ ECE in the National Education Policy (2009)</li> </ul>	<ul style="list-style-type: none"> <li>❖ The National definition of ECD: <b>pre-primary classes formal and informal as well as public or private education services for children aged 3-5 years (UNESCO, 2006)</b></li> <li>❖ Compulsory 1year pre-primary education</li> <li>❖ Additional budget for 2 year ECE specialized training teachers</li> </ul>	<ul style="list-style-type: none"> <li>❖ Right to free Education.</li> <li>❖ Obligatory education to all 5-16 years old children</li> <li>❖ Alignment to International commitments to MOGs and EFA goals</li> <li>❖ Free ECE inclusion in all Provisional Education Policies</li> </ul>

## DATA FOR Q 2

### STRUCTURE FOR ECE TEACHER TRAINING IN PUNJAB Directorate of Staff Development (DSD)

In –Service ECE	Pre-Service ECE	The Role of DSD and ECE Master Trainers
<ul style="list-style-type: none"> <li>❖ In service ECE (2012)</li> <li>❖ Awareness campaign poster – broacher</li> <li>❖ Teacher Training Manuals</li> <li>❖ Master Trainers (MTs) workshops</li> </ul>	<ul style="list-style-type: none"> <li>❖ B.Ed ECE in University of Education( 2013)</li> <li>❖ B.Ed ECE in DSD GCET's</li> </ul>	<ul style="list-style-type: none"> <li>❖ 54 ECE centers in public schools</li> <li>❖ ECE resource centers in 33 laboratory schools in GCETs (Govt. Colleges for Elementary Teachers).</li> <li>❖ DSD Model ECE resource center developed with UNESCO</li> </ul>

## DATA FOR Q 3

### SCALING UP STRATEGY FOR EARLY CHILDHOOD EDUCATION IN PUNJAB

Phase I (2011-2013)	Phase II (2014-15)	Phase III (2016-2021)
<ul style="list-style-type: none"> <li>❖ ECE centers</li> <li>❖ Improving classroom environment</li> <li>❖ Trained minimum of two teachers to work at ECE center within the faculty of primary schools.</li> <li>❖ Trained 132 District Teacher Educators (DTEs) and LTEs</li> <li>❖ DTEs will give monthly technical assistance to ECE teachers</li> </ul>	<ul style="list-style-type: none"> <li>❖ ECE teacher recruitment</li> <li>❖ ECE teacher training</li> <li>❖ DSD mentoring training to the Head Teachers.</li> <li>❖ DSD will design and conduct training in advance ECE modules</li> <li>❖ Institutionalization of ECE</li> <li>❖ Scaling up classroom, teaching materials, textbooks &amp; teacher training</li> </ul>	<ul style="list-style-type: none"> <li>❖ ECE teacher training</li> <li>❖ Training teachers to work with children with autism, learning impairment and special needs</li> <li>❖ DSD- follow up training to the Head Teachers</li> <li>❖ ECCE/ECD trainings on physical development/health and nutrition</li> <li>❖ Scaling up classroom, teaching materials, textbooks &amp; teacher training</li> </ul>

## DATA FOR Q 4

### Identified Obstacles

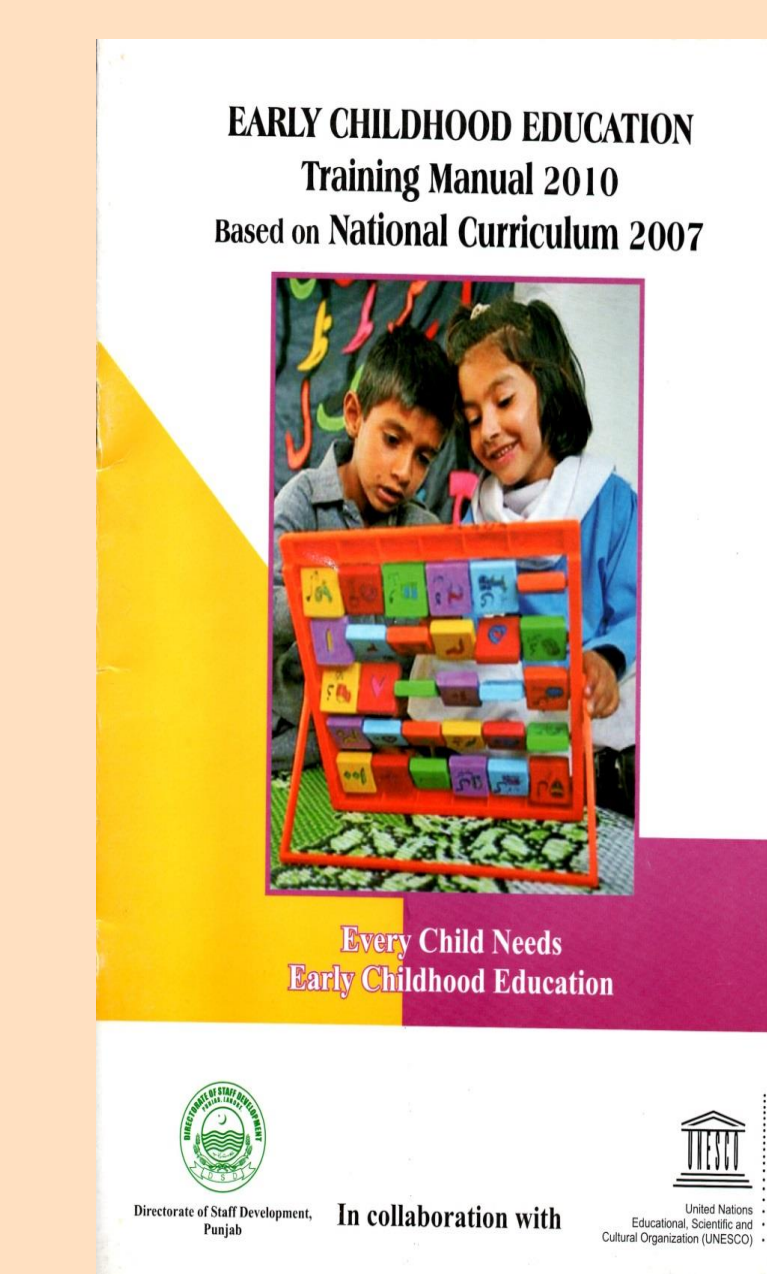
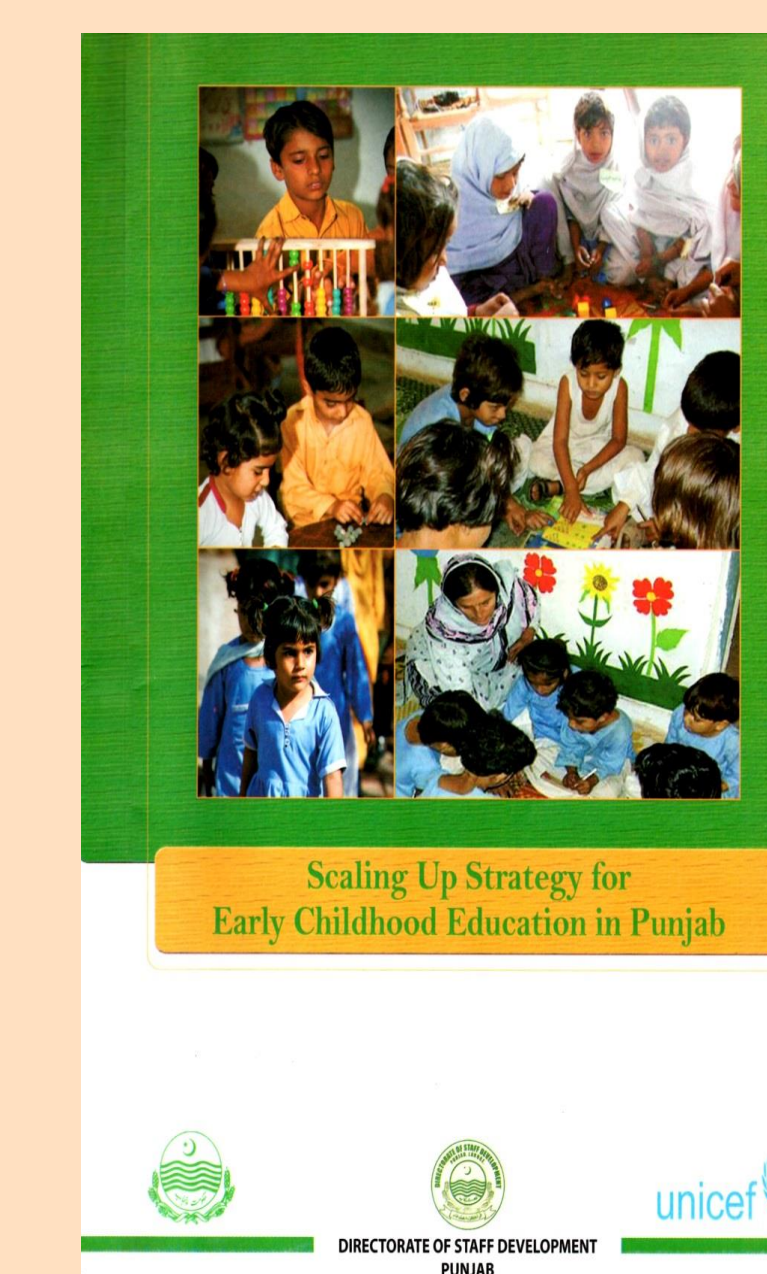
- ❖ Teacher centered approaches
- ❖ Mentoring
- ❖ Absence of Teacher training evaluation mechanism
- ❖ Economic, geographical, administrative and legislative
- ❖ Allocation of little budget, poor physical and sometimes shelter less structure and overloaded classrooms ( Syed & Asif , 2011)

## DISCUSSION

- ❖ Pakistan is a developing country and facing problems like over population, illiteracy, extreme poverty, war against terrorism and economic instability. About 3.3 million 5-14 years age children were full-time economically active and attended no school (Federal Bureau of Statistics, 1996).
- ❖ Free education may motivate people to send their children to schools. Furthermore, ECE is hoping to reduce dropout rate that is 34% at the end of grade 1 ( PMIU, 2009).
- ❖ Teacher are the key factors to support ECE with all limitations and Punjab policies are highly relying on it.

## FUTURE RESEARCH QUESTIONS

- ❖ The teaching philosophy in Pakistan is teacher centered, what difficulties ECE teachers are facing to shift their belief from teacher center to child center approaches. How they manage to maintain both of the philosophies if they are teaching both pre-primary and primary grades.
- ❖ The B.Ed ECE has been started in teacher education institutions, but B.Ed teachers have no ECE training, degree or experience. What difficulties B.Ed teachers are facing in training ECE students & what sort of training they are seeking to develop their capacity.
- ❖ How public-private partnership is contributing towards ECE teacher training in Punjab.



\* In 2013 ECE centers have been started in 1000 primary schools of Punjab