




United Nations
P a k i s t a n 
Improving lives and helping people



United Nations
Educational, Scientific and
Cultural Organization



Provincial Early Childhood Education (ECE) Plan 2011 - 2015

Developed by:

Education Department, Government of Balochistan

In Collaboration with

PPIU, SCSPEB

Funded by:

UNESCO

Society for Community Support for Primary Education, Balochistan



Acknowledgement

Development of Provincial and Seven Focused Districts ECE Plans was a crucial and critical need of the Province. The Society for Community Support for Primary Education Balochistan (SCSPEB) would have not been able to accomplish this assignment without the support of the honorable Minister for Education and Secretary Education Department, Government of Balochistan. Both of them kept their doors open for any help the SCSPEB needed, for which they owe our heart deep gratitude.

The key role of Additional Secretary (development) Education Department, Government of Baluchistan, as Provincial Focal Person, is highly appreciated his assistance, support and guidance during the whole span of the activities was a blessing and deserve acknowledgement.

The SCSPEB is indebted to the cooperation extended by the Director of Education Schools who advised all the concerned to provide any information required to develop the plan. The Policy Planning Implementation Unit (PPIU) deserves our gratitude for their expert support in the review the plan and making suggestions for improvement. Indebtedness is due for the Resource persons who worked hard in collecting data from districts, its verification and supporting the district teams in developing their respective district plans. The Deputy Commissioners, the District Officers Education and the District Focal Persons rightly deserve our gratitude for the interest and support they extended in development of District plans.

The generous financial support and guidance of UNESCO has been pivotal in making Provincial and district ECE plans possible. The SCSPEB is grateful to UNESCO for their support. It is pertinent to acknowledge the hard work done by the SCSPEB team in collection of literature, putting all the data together, analyzing the situation and strategizing the plan activities.

We are also thankful to all distinguished members of the working group, whose critique and feedback were extremely valuable in giving the final shape to the Provincial and focused districts ECE Plan.

Irfan Ahmed Awan
Managing Director
SCSPEB

Contents

Acronyms	7
Executive Summary	9
Chapter 1	12
Review of Education for All (EFA)	12
EFA BACKGROUND	12
Jomtien Conference 1990:	12
The World Education Forum in Dakar (2000):	13
EFA Goals and Targets:	13
Dakar EFA Strategies:.....	14
Post Dakar Actions and Activities:	15
National Plan of Action 2001-15	17
National EFA Plan Goals and Targets.....	17
EFA Planning and Capacity Building:	19
Implementation Status:.....	22
Adult Literacy:	23
Early Childhood Education (ECE):.....	24
Chapter 2	26
Importance of Early Childhood Education.....	26
Background of ECE	29
Poverty Reduction Strategy Paper (PRSP).....	32
18th Constitutional Amendment: Implications for Education Sector	33
Education Policy 2009 in context of ECE.....	34
ECE Curriculum	35
ECE situation in Balochistan.....	36
Public Sector Pre-Primary Services.....	36
Private Sector ECE Services.....	37
Quality of ECE Services	39
Curriculum, Textbooks, and Teaching-Learning Aids	40
Training of Teachers in Child Centered Practices	40
Role of the Private Sector in ECE	40
Role of Deeni Madaris, the Religious Schools.....	43

Need of Provincial Plan.....	43
Methodology of development of ECE Provincial Plan.....	44
Coordination with provincial and district authorities to seek their support and develop:.....	45
Collection, Review and Analysis of Secondary Data:.....	45
Design and sharing of the methodological frame:.....	46
Organizing Stakeholders Workshop at District Level:.....	46
Chapter 3	48
Balochistan Profile	48
Map of Balochistan	48
Geography:.....	49
Climate.....	50
Rainfall	50
Rivers and Streams	50
History.....	51
Description of Seven Periods at Mehrgarh.....	51
Districts, Tehsils and UCs of Balochistan.....	54
POPULATION SIZE, GROWTH AND DISTRIBUTION	55
Socio Economic condition	57
INDUSTRY AND TRADE.....	62
Industry.....	62
Mining	63
Communication	63
Roads	63
Railways	64
Air Linkages	65
Radio Transmission/Television.....	65
ECONOMIC CHARACTERISTICS	66
Economically Active Population.....	66
Un-employment.....	67
Employed Population by Occupation	67
Working Population by Industry	67
Employed Population by Employment Status	68

Health sector.....	68
Chapter 4	70
Brief Educational Profile of Balochistan	70
Major Indicators of Shools Eduation	71
Educational Institution by Level/Type:	71
Enrolment by Gender:	72
Teaching Staff by Level and Gender:.....	72
Basic Facilities in the Institutions:.....	73
Major indicators of Pre Primary Education.....	74
Pre-Primary Population and Public Sector (Predominantly Katchi) Enrolments.....	74
Gross enrolment Rates in Public sector by Gender	74
Gender Parity Index.....	75
Dropout Rates in Pre-primary/Katchi.....	75
Deeni Madrassahs or Religious Schools	76
Teachers in ECE	77
Student-Teacher Ratio and Student-Institution Ratios	77
Chapter 5	78
ECE Quality Inputs	78
Teacher Training	78
Provision of Teaching and Learning Materials.....	79
Supervision and Monitoring.....	79
Parent and Community Involvement.....	80
Additional Class Rooms and Basic Facilities	80
Health and Nutrition.....	80
Coordination between Stakeholders.....	81
Private Sector Coordination	81
Child Rights.....	81
Chapter 6	82
Community Mobilization	82
Role of Community.....	82
Role of Parents.....	82
Role of Ayas	82

Role of PTSMCs.....	83
Governance.....	83
Role of Teacher and Head Teacher	83
Role of Learning Coordinators	84
Role of PTSMCs.....	84
Role of Directorate and Education Secretariat	84
Role of BEMIS/PEAC.....	85
Chapter 7	86
Goals and Objectives of ECE Plan.....	86
Implementation Strategy	86
Scenario of Present Efforts	87
Strategies for Immediate interventions:.....	88
Future Strategies	90
Support Structure.....	91
Potential Funding Sources.....	92
Implementation mechanism	93
Summary of Implementation strategy:.....	95
Chapter 8	96
Monitoring and Evaluation.....	96
Monitoring Indicators:.....	96
Who & How it will be monitored.....	96
How it will be evaluated.....	97
Proposed follow up actions	97
Budget	98
References	100

Acronyms

B.Ed	Bachelor Degree in Education
BEMIS	Balochistan Education Management Information System
CBOs	Community Based Organizations
CSO	Civil Society Organization
CT	Certificate of Teaching
DCO	District Coordination Officer
DCR	District Census Report
DFP	District Focal Person
ECE	Early Childhood Education It is operationally defined as both formal/informal and public/private education services for children aged between 4-5 years. (In the context of this Plan, the term “ECE” is being used for education services which are offered in a proper environment i.e., separate classroom, with a separate teacher, and with proper teaching and learning materials).
EDO (E)	Executive District Officer (Education)
EFA	Education for All
ESR (2001-2005)	Education Sector Reforms: Action Plan 2001-2005
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
INGOs	International Non-Government Organizations
Katchi	it is the term used for pre-primary schooling (for children aged 4-5 years) in government schools, offered in regional or national language, Urdu but includes teaching of English alphabets and numbers. (This service is usually offered in multi-grade setting, with a single teacher teaching students of pre-primary, grades I and II in the same classroom without any specified/proper teaching or learning materials).
M.Ed	Masters in Education
MDGs	Millennium Development Goal (MDG)

MICS	Multi-Indicator Cluster Survey
MTDF (2005-10)	Medium Term Development Framework (2005-10)
NEP (2008-10)	National Education Policy (2008-10).
NFBES	Non-formal Basic Education School
NGOs	Non-Government Organisations
NPA	National Plan of Action for Education for All
NER	Net Enrolment Ratio
PCR	Provincial Census Report
PRSP	Poverty Reduction Strategy Paper
PTC	Primary School Teaching Certificate
PEAS	Provincial Education Assessment System
PTSMCs	Parents Teachers School Management Committee
Pre-primary	A stage of education, usually for children aged 4-5 years, before their primary schooling
SNE	Schedule of New Expenditure
ToRs	Terms of Reference
TTP	Teachers Training Programme
UN	United Nations
UNESCO	United Nations Education Science and Cultural organization
UNICEF	United Nations Children Fund
WVECs	Women Village Education Committees

Executive Summary

Pakistan is one of the 155 countries of the world who signed importance to the Education for All agreement during Jometien (Thailand) conference 1990. This conference emphasized on promotion of Early Childhood Education (ECE), Primary Education and Adult Education. It further emphasized that instead of concentrating on literacy the child should be enabled, to express orally, functional normal numeracy and be able to solve his problems, as well as, basic learning contents such as knowledge, skills, values and attitudes. The world education forum, Dakar, 2000 evaluated the progress of implementation of the decision of EFA conference 1990 and decided on a frame work for action and among other things decided that by 2015 ,50 percent children will be admitted to ECE and the signing governments will develop their National Plans of Action focusing on the targets especially ECE.

In pursuance of the Dakar World Education Forum, the Government of Pakistan developed a National Plan of Action 2001-15. This plan aimed at development of education sector as a whole with a special focus on EFA goals. In order to introduce ECE a National curriculum for ECE was developed in the year 2002. Given the important role of ECE and the priority it enjoys among the EFA goals, UNESCO and Government of Balochistan, Education Department jointly supported device a five years plan (2010-15) relating to Early Childhood Education (ECE) for Balochistan and seven focused districts of Awaran, Chagai, Jaffarabad, Pishin, Musa Khail, Sherani and Zhob. The Society for Community Support for Primary Education in Balochistan (SCSPEB) was responsible for the preparation and development of the ECE Provincial Plan with close consultation of the stakeholders.

The main proposed goal of the ECE plan is “Expanding and improving early childhood education” and the main objectives is to improve the school environment through joyful learning and child friendly mode of instruction and enhance awareness and motivation of ECE among Parents and community at the provincial level and to identify, document and share knowledge on the achievements as well as key issues faced in early childhood policy development and implementation in Balochistan.

The ECE plan consists of 8 chapters which explain total concept and strategy of ECE implementation in Balochistan. The chapter 1 entails the background and achievements of EFA in Pakistan and especially in province of Balochistan. Chapter 2 describes the importance of

ECE and comprehensively covers the ECE situation in Balochistan. It also highlights ECE in the context of education policy 2009 and ECE curriculum outlines. It also defines the whole methodology of the development of ECE provincial Plan. The chapter 3 consists of Balochistan profile specifically population, size, growth and economic characteristics of the province. Chapter 4 defines the situation analysis of the province regarding education and ECE. Chapter 5 covers the ECE quality inputs, teachers training and parents and community involvement and coordination strategy. Chapter 6 describes the implementation strategy and implementation mechanism of the ECE plan. Chapter 7 describes community mobilization strategies and role of different stakeholders. Chapter 8 mentions monitoring and evaluation mechanisms of the proposed plan.

The ECE provincial plan proposes following the multi prong strategies to address the ECE age group population in minimal time frame of 5 years i.e. (2011 to 2015). The plan also focuses the long term vision to manage and strengthen the ECE facilities in the province. On the basis of the NIPS formula the projected population of proposed target group is 655,084 (boys 344,560 and girls 310,524).

ECE classes may be introduced, initially, in all such schools where at least three teachers and 3 class rooms are available. One of the class rooms and a teacher may be ear marked for ECE class, exclusively. At present, according to school census 2009-10, there are 2895 schools with more than 2 class rooms and 2 teachers offering primary level education. All these schools will enroll approximately 15.6% of target age group population, if teachers will be trained on ECE strategies.

Presently approximately 850 private schools are working in the province and they geographically are well spread luckily all these schools enroll children of 4-5 year age group and use Montessori Method of teaching. The Government can cater the training needs of their teachers by including them its own teachers training program. These schools will take responsibility of approximately 3 % of the relevant age group population.

About 690 registered Denni Maddaris are taking responsibility of teaching 15000 children of 4+ age group. These institutions can be involved in ECE intervention by registering their cooperation.

The NCHD is running 1350 feeder schools in the province, these schools is a support for the nearby primary school in enhancing enrolment, these schools enroll 37500 children which is 6 % of the total ECE age group children. The teachers of these schools can be imparted training and thus the institution can be converted in to ECE schools without any additional cost.

The Non Formal and literacy centers are being taking care of by the NCHD, NEF and the Social Welfare Department. The teachers engaged are part timers and work generally in the evening. They can be engaged in ECE operation allowing them an equal salary which they are being paid for non formal education. This strategy can take responsibility of 100000 children in 6500 centers which come to 18% of the focused age group.

With the financial support of the World Bank the Balochistan Education Foundation has established 850 Primary schools in the rural areas of Balochistan where the children have no access to education. The teachers of these schools may be imparted trainings in ECE teaching techniques and thus the needs of 20000 children (3%) can be catered.

Establishing more day care centers, where working women leave their children in these centers where they remain for about 6-7 hours. These centers can be used for ECE by imparting training to the staff of these centers.

At present 6460 schools are working with one teacher and 1 room or without any shelter. Obviously these schools will also engaged 4+ children in ECE. The government will have to provide rooms and an additional teacher/aya to make ECE possible in such schools. The biggest cost will be on construction of room and recurrent cost on the salary of the teachers/Ayas.

The government is planning to open 10000 new primary schools in the next 5 years. Almost all the settlements will have the opportunity of primary education in 2015. It is suggested that all these schools may provide for ECE with all its requirements.

All the schools which have only 2 class rooms with two to three teachers (2832 schools) may be provided additional class room to start ECE which will enroll 70,000 children.

These strategies virtually cover the total population of the ECE focused age group (4-5 yrs) of overall province towards the commitments of EFA and National Education Policy 2009. The Cost estimate for the ECE Plan (2011-15) is Rs. 34516.05 millions. The government can request the donors to come forward and support the Government in fulfilling the commitment to universalize ECE in the province.

Chapter 1

Review of Education for All (EFA)

EFA BACKGROUND

At the World Conference on Education for All (Jomtien, Thailand 1990) some 1,500 participants, comprising delegates from 155 governments, policy – makers and Specialists in education and health, social and economic development from around the World, met to discuss major aspects of EFA. The World Declaration on Education for All and the Framework for Action to meet Basic Learning adopted at Jomtien, foresaw the need for an end of decade assessment of progress as a basis for a comprehensive review of policies concerning basic education. A number of meetings, conferences and forums were held in 1990's to assess the achievement/progress and revise the targets, goals and policies in EFA. A brief overview of these meetings/conferences is as follows:

Jomtien Conference 1990:

The Jomtien Conference clearly defined the basic learning needs of the child i.e. learning tools (such as literacy, oral expression, numeracy, and problem solving) as well as basic learning contents (such as knowledge, skills, values and attitudes). The framework for action to meet basic learning needs identified six main areas of action:

1. Expansion of early childhood care and development activities;
2. Universal access to and completion of primary education:
3. Improvement in learning achievements:
4. Reduction of adult illiteracy:
5. Expansion of basic education and skills training for youth and adults.
6. Increased acquisition by individuals and families the knowledge, skills and values for better living.

In addition, following five principles for promoting basic education were endorsed:

1. Universalizing access and promoting equity;
2. Focusing on learning,

3. Broadening the learning environment;
4. Improving the learning environment; and
5. Strengthening partnerships.

Goals and targets agreed upon in the Jomtien conference were:

1. Universal access to and 80% completion of primary education by the year 2000.
2. Reduction of adult illiteracy rate to one half of its 1990 level by the year 2000, with sufficient emphasis on female literacy.
3. Improvement in learning achievement so that an agreed percentage of an appropriate age cohort (e.g. 80 percent of 14 years-old) attains or surpasses a defined level of necessary learning achievements.
4. Expansion of early childhood care and developmental activities, including family and community interventions, especially for poor, disadvantaged and disabled children.

The World Education Forum in Dakar (2000):

Ten years after Jomtien, the countries and development agencies gathered in Dakar and reaffirmed their commitment in providing Education For All (EFA). The World Education Forum, convened by UNESCO, UNDP, UNFPA, UNICEF and the World Bank brought together 1,500 participants from 182 countries, as well as major development agencies. It ended with the adoption of the Dakar Framework for Action, wherein ministers of education and other government representatives, heads of United Nation agencies, the donor community and representatives of NGOs, indeed all participants, committed themselves to achieve the EFA goals and targets by the year 2015.

EFA Goals and Targets:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children;
2. Ensuring that by 2015 all children with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality;

3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programs;
4. Achieve a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults;
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Dakar EFA Strategies:

In order to achieve the above mentioned EFA goals and targets following strategies, applicable to our situation were outlined in Dakar.

1. Mobilize strong National and International political commitment for Education for All, develop national action plans and enhance significantly investments in basic education.
2. Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty alleviation and development strategies.
3. Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development.
4. Develop responsive, participatory and accountable systems of educational governance and management.
5. Implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices.
6. Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning and clearly defined levels of achievement for all.
7. Enhance the status, morale and professionalism of teachers.

8. Harness new information and communication technologies to help achieve EFA goals.
9. Systematically monitor progress towards EFA goals and strategies at the National, Regional and International levels.
10. Build on existing mechanisms to accelerate progress for Education for All.

Post Dakar Actions and Activities:

As a follow up to Dakar, Pakistan completed number of actions/activities for broad based consultations with principal actors of EFA; preparation of provincial and national plans of action and resource mobilization for EFA planning. An overview of these actions/activities is as follows:-

1. Education Advisory Board suggested strategies and recommendations for EFA Policy and Planning.
2. Census of Private Educational Institutions conducted.
3. Primary and Non-formal Education Wing of Ministry of Education restructured and named as Education For All (EFA) Wing.
4. EFA Unit established in EFA Wing
5. National EFA committee constituted.
6. Political commitment for EFA at the highest level i.e. Cabinet, the President of Pakistan and Chief Executive mobilized.
7. Resource Mobilization Campaign for EFA at Provincial, National and International levels initiated.
8. Education Sector Reforms - Focusing on EFA Goals, Sector wide approaches and Poverty linkage were developed through broad-based consultations with the stakeholders.
9. National Conference on Education For All with the objectives to launch EFA Movement, share Dakar Goals and prepare Framework of EFA Plan held in Islamabad. All concerned i.e. UN Agencies, Donor Agencies, NGOs, Private Sector, Media, Government Departments and Ministries participated.

10. Focal points for EFA in the provinces and federating units identified.
11. TORs of National EFA Forum finalized and representative/member organizations/agencies to the Forum identified.
12. Orientation/planning meetings for EFA plan preparation held in the provinces.
13. Provincial EFA Forums and Technical Groups set up.
14. 2-day meetings of Provincial EFA Forum, Technical Group and Coordinators of Federal Ministry of Education held in the provinces to finalize framework of Provincial EFA Plan, collect and analyze data/statistics and initiate the preparation of draft plan.
15. Framework of National Plan of Action (NPA) covering all the three main sectors of EFA i.e. Primary Education, Early Childhood Education and Adult Literacy was prepared and presented to the Director General, UNESCO in Islamabad and South Asia EFA Ministerial Meeting in Kathmandu-Nepal.
16. UNESCO supported regional workshop on Curriculum Planning and Reforms in Learning Achievement held in Islamabad.
17. Draft provincial EFA Plans for all the four provinces i.e. Punjab, Sindh, NWFP and Balochistan as well as federating units, i.e. FATA, FANA, and ICT prepared and constituted building blocks for NPA.
18. National EFA Forum constituted.
19. 2-day workshop for finalization of provincial/federating units EFA plans held on 6-7 August in Islamabad.
20. The Draft National Plan of Action (NPA) developed.
21. NPA was presented in E-9 Ministerial Meeting held in Beijing, China from 21-23 August, 2001.
22. Subsequently, the plan was shared with other countries during International Conference on Education (ICE) held in Geneva, Switzerland and then presented in EFA High Level Group Meeting held in Paris.

23. Later on Federal Education Minister presented the plan in a meeting of UN agencies, Bi-lateral and Multi-lateral agencies. INGOs, NGOs, Private Sector Line Ministries and Provincial Education Departments. The plan was strongly supported by all.

National Plan of Action 2001-15

EFA National Plan of Action (NPA) was developed through broad-based consultations with principal actors of EFA and all stakeholders. Education Sector Reforms (2001-02 - 2005-06) aimed at the development of education sector as a whole with a special focus on EFA goals, served as foundation of the NPA. Allocations of Rs.1.574 Billion with additional Rs. 2.00 Billion in the current financial year for ESR implementation over and above the regular budget, despite economic difficulties, were a clear expression of political will and government commitment to Education For All.

The planning framework of National Plan of Action (NPA) was the six EFA goals as stated in the Dakar Framework For Action. The main objectives of NPA were (I) to reach the disadvantaged population groups in rural and urban areas with emphasis on girls and women, (II) to promote community participation and ownership of basic education programs at the grassroots, and (III) to improve relevance and quality of basic education through enhancing learning achievements of the children, youth and adults. The sector-wide orders of priorities of the plan are Primary Education, Adult Literacy and Early Childhood Education.

Separate plan for each EFA sector/area was developed and integrated into a consolidated plan. Each plan covers three main aspects/components of project cycle i.e. planning, implementation and monitoring/ evaluation. The NPA was developed within a sustainable and well-integrated sector framework clearly linked to poverty alleviation and development strategies. It aimed at forging a link between basic education and skills development.

National EFA Plan Goals and Targets

Population projections of the National Institute of Population Studies quoted the population of primary age group (5-9) were 17.9 million. Net participation increase was from the existing 66 % to 100 % by the last year of the plan. UPE target for males would be achieved by the year 2010 and in case of females by 2015. Additional year-wise

enrolment target of 0.4; 0.7; 0.9; 0.9 and 0.7 million for the first 5 years of the plan were fixed. 8250 new primary schools were constructed to accommodate the above additional enrolment. Physical facilities of 100,000 primary schools would be upgraded along with introduction of double shifts (2006-2010) and (2011-2015) in existing primary schools and opening of new primary schools in private sector. During the 2nd and 3rd phase of the plan more schools in public sector might not be needed. However up-gradation of primary schools to middle level was regular feature of the plan.

Population of 10 + age group was likely to increase from the existing 101 million to 146 million by the end of the plan (2015). Literacy rate was planned to increase from existing 49% to 86% in next 15 years. Around 81 million population of 10+ age group would become literate during the plan period (2000-15). The innovative approaches and programs were initiated to meet the targets. Early Childhood Education was the third priority of NPA. The benchmark population of 3-5 year age group was 8.1 million. It might continuously decline due to reduced population growth rate. By the end of the Plan (2015), it might drop to 7.2 million. The plan had to provide ECE to at least half of the said age group population raising the net participation rate from existing 25 % to 50 % by 2015. To accommodate these children, around 2500 ECE centers/classes in the selected primary schools in public sector and 1500 centers in private sector were opened during each year of the Plan (kindly reword this statement as there was no evidence on this in the public sector and anecdotal estimated only in private sector).

Quality improvement and school effectiveness were the key elements of the Plan. The main quality inputs interalia, include reforms in curricula (focusing on basic learning needs of child, youth, adolescent and adult) textbook development and teachers training literacy curriculum. An improved system of examination/assessment i.e. National Education Assessment System (NEAS) was introduced. Besides, pre-primary education (ECE), Programs were initiated as part of efforts to improve achievement of pupils at primary education level.

Sector-wide estimated cost was Rs. 202 Billion for Primary Education, Rs. 180 Billion for Adult Literacy and Rs. 48 Billion for ECE. The total cost worked out was Rs.430 Billion. Out of it Rs. 178 Billion was estimated to be provided through the country's own

resources and the gap of Rs. 252 Billion might be provided by international development partners, bilateral and multilateral agencies as per Dakar commitment.

EFA Planning and Capacity Building:

It was strongly felt that capacity building of provinces and districts is one of the urgent needs for EFA planning, implementation and monitoring/evaluation particularly for district base planning and management under the new system and structure. In order to fulfill this need following measures were taken:

(a) EFA Planning and Capacity Building at Provincial Level:

In order to build the capacity of provinces and prepare provincial EFA plans of action following actions were completed.

1. Orientation/awareness workshops/meetings were held in all the four provinces and federating units in the first instance.
2. EFA communication and media campaign launched for awareness creation and mobilization of resources.
3. A national training/capacity building workshop on Education for All was held in Islamabad with an objective to train master trainers for training of EDO Education, EDO Literacy, Nazims and other concerned. The said workshop was held in Islamabad on July 2003. The participants of the workshop were drawn from the provinces and federating units. Group of master trainers from the respective province / federating unit, by applying the skills and competencies imparted during the workshop prepared draft plan in all the three areas of EFA i.e. Primary Education, Adult Literacy and Early Childhood Education for respective province / area. Finally the participants were given training to write/describe the plan. Through this training the master trainers not only learned theoretical concepts and fundamentals of planning but also prepared draft plans and described / wrote the plans. It was termed as one of the most successful and effective workshop on EFA Planning.
4. Master trainers trained in National Capacity Building Workshop were assigned the task of training/capacity building of provincial and district planners, managers

and other concerned. Furthermore, to improve the provincial/federating unit draft plans prepared in National Workshop in consultation with Province and districts, a series of training workshops were held at provincial headquarters.

5. All the four provinces i.e. Punjab, Sindh, NWFP and Balochistan prepared the EFA plans in consultation with provincial EFA forums, Provincial Education Department and other concerned.

(b) District EFA Plans:

Subsequently training workshops for preparation of district EFA plans were held in the provinces to train the district officials and other concerned in EFA planning, monitoring and evaluation. This program was started in August 2003 and completed in October 2003.

In N.W.F.P province, two such workshops were conducted at Peshawar covering 12 districts in first workshop and remaining 12 districts in the second workshop. In Punjab province, three different workshops were conducted at Lahore, Rawalpindi/Islamabad and Multan covering all the 34 districts. For Sindh province also three workshops were conducted at Hyderabad, Karachi and Sukkur, whereas for Balochistan province only one workshop was conducted at Quetta. The participants/trainees of these workshops were Executive District Officers Education and Executive District Officers Literacy, nazims, NGOs representatives and other concerned. Draft district EFA plans were prepared by the participants of the respective districts under the guidance of training team. The participants were given the task to finalize the plan in consultation with district EFA forums and other concerned.

At present, 20 districts of Punjab, all the 16 districts of Sindh, all the 24 districts of NWFP, all the 5 districts of FANA, all the 7 districts of AJK and 4 districts of Balochistan have prepared the draft EFA plans. These plans may be discussed and approved by the district assembly and district nazim, for full-scale implementation.

(c) Sub-district / Tehsil Level EFA Planning:

Ministry of Education adopted a different approach i.e. “bottom up EFA planning approach” in district Chakwal (Model District). In the said district after giving orientation and training, data/statistics and other related information on EFA were

collected from the households, educational institutions, NGOs and private sector. These statistics pertain to the core indicators of primary education; adult literacy and early childhood education in terms of population, enrolment, out of school children, illiterates, causes and factors of low participation rate and dropout etc. etc. Based on the data/statistics so collected sub-district / tehsil EFA plans of all the three tehsils of district Chakwal i.e. tehsil Chakwal, tehsil Choasaiden Shah and Talagang have been prepared in consultation with tehsil EFA forum, councilors, nazims and other concerned. These plans were discussed and approved by respective tehsil assembly before the same are launched for implementation.

(d) Union Council Level EFA Planning:

As mentioned above successfully completed union council EFA planning exercise, through the bottom up approach. Union council EFA Plans of all the sixty-eight collected from the households and institutions. These union council, tehsil and district Chakwal Model Plans were shared with other districts of the county to be adopted as model district planning approach

(e) EFA Forums and EFA Units Established:

Effective Coordination in EFA planning, implementation and monitoring/evaluation was given vital importance almost at all levels. It emerged from the strong realization that unless and until all principal EFA actors and stakeholders were effectively involved at each stage the achievement of EFA goals and targets might not be possible.

To achieve EFA goals and targets, EFA Forums at national, provincial, district and local levels were established. The EFA Forum was a representative body of the Government, Civil Society, Private Schools, Deeni Madaris, Media, Support Organizations and Communities. The functions of EFA Forum interalia include: Coordination, Awareness Raising, Planning, Collection and Dissemination of Information, Monitoring, Resource Mobilization, Political Support, Capacity Building etc.

Implementation Status:

Primary Education

In EFA Primary Education was assigned top priority. Universalization of Primary Education (UPE) in terms of universal enrolment/access; universal retention/completion and universal achievement latest by 2010 in case of boys and 2015 in case of girls was the avowed goal and target of national, provincial and district EFA plans.

New programs and actions were initiated to achieve the UPE target interalia include; opening of primary schools; both formal and non-formal establishment of community primary schools in FATA, FANA, AJK and ICT; rehabilitation of existing primary schools; provision of missing facilities in existing schools; provision of incentives to deserving children in the form of free text-books, uniform, stipends, food and nutrition etc; enrolment drive launched by provincial education departments, National Commission for Human Development, International Development Partners, NGOs and INGOs; UPE program launched by UNICEF in twenty selected districts focusing on girls enrolment; and enactment and enforcement of Compulsory Primary Education Act in phased manner.

Punjab Education Department under Punjab ESR Program (PESRP) took a major step towards UPE by initiating a 3-year programme for educational development at a total cost of 21.7 billion rupees with current year allocation of 7.2 billion. Major part of this budget spent on primary education for provision of missing facilities, provision of free text-books, stipends to girls, restructuring of Punjab Education Foundation, teachers training, capacity building and activation of school councils, awareness campaign; and strengthening of EMIS.

The target of 73% net participation rate under ESR/EFA plan of action for primary education was set. Achievement in terms of net participation rate could not be assessed due to non-availability of data/statistics. However, gross enrolment at primary level (I-V) was estimated to be 83%.

Declining population growth rate; high intake rate in grade I; increased enrolment in primary classes (I-V); reduced dropout rate (from 50% to 35%); increased allocations for primary education (more than 50% budget of education sector was allocated for primary

education); and adequate infrastructure (around 200,000 institutions including Formal Primary Schools, Masjid Maktab Schools, Primary Sections of Middle and Secondary Schools. Deeni Madaris, Private Sector Schools and Non-formal Basic Education Schools catered the needs of primary age group children) were the achievements and strengths of Primary Education in Pakistan. Whereas, a large number of out of school (more than 6 million) children; gender and area disparities; lack of effective community participation; deteriorating quality of education and shortage of required funds were some of the lacking and weaknesses of the system.

Adult Literacy:

In literacy 10,000 Adult Literacy Centers in public sector and more than 2000 in private sector against the target of 270,000 during the period 2001-3 could be opened. Literacy rate could be enhanced to 51.6% against the target of 56% during this period.

The shortfall was mainly due to non-availability of the required resources by the international Development Partners, Federal, Provincial and District Governments. Secondly, implementation of ESR was delayed for one year and started in the year 2002 instead of 2001. In adult literacy a number of programmes and projects with the main focus on female literacy were initiated both in public and private sectors. These programmes inter alia include; opening of adult literacy centers in public sector; skill development project recently initiated; 10-year United Nations Literacy Decade (UNLD) programme sponsored by UNESCO and JICA; National Commission for Human Development (NCHD) literacy programme launched in the selected districts of the country; literacy campaign started in collaboration with USAID/ESRA; the project on “Addressing Child Labour Through Quality Education for All” sponsored by US department of labour, managed by Save the Children UK and by SUDHAAR/ITA; and programme and projects were implemented by number of other NGOs. Besides that, Punjab literacy and Non-formal Education Department initiated a programme for total literacy in four selected districts of Punjab.

Consequent upon that the targets of adult literacy rate for ESR first phase (up to 2005-06) were revised to 58% (male 69%: female 47%) against 60% previously targeted. The backlog of 264,000 literacy centers were adjusted accordingly during the remaining

period of 1st, 2nd and 3rd phases of EFA Plan of Action spread evenly across the period 2004/5 to 2014.

Early Childhood Education (ECE):

Early Childhood Education was one of the priority areas of education for all. Some of the major Programmes on ECE launched in Pakistan are as follows:

- ✓ In the public sector primary schools, especially in rural areas, children below 5 years of age attend the schools informally, and learn basic concepts of literacy and numeracy.
- ✓ In private sector schools, especially schools run on commercial basis, pre-primary education is well organized, being an essential part of primary education. Almost all such schools arrange pre-primary education in the form of Nursery, Pre-nursery or Kindergarten KG-I, KG-II classes.
- ✓ Day Care Centers and Nurseries have also been opened by the Social Welfare Department, for children of working mothers.
- ✓ The Ministry of Education under ESR has promoted ECE as an innovative program in the provinces. Under this initiative 450 ECE classes were set up with a view that these may be mainstreamed by the respective provinces once their efficacy was established. Support for ECE has been mobilized from donors such as US AID, UNICEF, and the Asian Development Bank (ADB).
- ✓ Child friendly School Project has been launched by Federal Directorate of Education in Islamabad, Chakwal and six other districts in Punjab covering 200 schools in collaboration with UNICEF.
- ✓ The Aga Khan Foundation Pakistan with the support from US-AID has initiated a pilot programme of early childhood education (ECE) in the province of Sindh and Balochistan. ECE programme entitled “Releasing Confidence and Creativity: Building Sound Foundations for Early Learning in Pakistan” is being implemented in many government schools in Sindh and Balochistan.
- ✓ Children Resource International (CRI) is also implementing ECE in another 100 schools across public sector and non-elite private sector.

- ✓ The Teachers Resource Center (TRC) which has developed the national ECE curriculum has been engaged to provide support to all partners in various areas especially in teachers' training and classroom material development and dissemination of 'taleemi bastas' of learning kits for ECE and early primary years.

Chapter 2

Importance of Early Childhood Education

There is a need to understand first, some terms related to Early Childhood Education for a better understanding of importance of ECE.

ECE: Early Childhood Education: In Pakistan, it is operationally defined as both formal/informal and public/private education services for children aged between 4-5 years. (In the context of this Study, the term “ECE” is being used for education services which are offered in a proper environment i.e., separate classroom, with a separate teacher, and with proper teaching and learning materials).

Katchi: In Pakistan, it is the term used for pre-primary schooling (for children aged 4-5 years) in government schools, offered in regional or national language, Urdu but includes teaching of English alphabets and numbers. (This service is usually offered in multi-grade setting, with a single teacher teaching students of pre-primary, grades I and II in the same classroom without any specified/proper teaching or learning materials).

“Improved katchi”: In some public sector schools in Pakistan, the traditional katchi has been improved i.e., classes are held in separate classroom, with a separate teacher and with proper teaching and learning materials. This type of teaching and learning environment represents the general standards of “ECE”.

Pre-primary: A stage of education, usually for children aged 4-5 years, before their primary schooling begins. Typically, it encompasses all types of education services for that age group: informal/formal; public/ private; “katchi” as in Pakistan’s public sector schools or “ECE”

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 cooperativeness.

Intervening in the earliest years helps to reduce the social and economic disparities and race and gender inequalities that divide our society. It is the poor children of our rural and urban communities who are most likely to benefit from investments in early childhood development. It is in this manner that inter-generational cycles of poverty, disease, violence and discrimination could be ended for a girl born in poverty is more likely to marry early and have a child while still an adolescent; a malnourished girl becomes a malnourished mother who gives birth to an underweight baby; and, like their parents, poor children are likely to transmit their poverty to the next generation. Increased productivity over a lifetime and a better standard of living when a child becomes an adult, later cost-savings in remedial education and health care and rehabilitation services, and higher earnings for parents, especially women are some of the compelling economic arguments in favor of early childhood care and development. In this regard, it is widely acknowledged that by freeing women, even somewhat, from the chores of early childhood development will result in raised incomes for women and families, especially for families living in poverty. These, in turn, can precipitate dramatic social and economic development in local communities, regions and the nation. Other benefits that are difficult to cost and quantify include, for example, community mobilization, an improvement in siblings' health status and in family relations. The early years have also been recognized as the ideal phase for the transmission of the values that are essential for a peaceful, prosperous and democratic society. These values include respect for human rights," appreciation of diversity, tolerance, and justice.

It is, therefore, the early years of a child that are also critical for the acquisition of the concepts, skills and attitudes that lay the foundation for lifelong learning. These include the acquisition of language, perception-motor skills required for learning to read and write, basic numeracy concepts and skills, problem-solving skills and a love of learning. With quality early childhood education, educational efficiency would improve, as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing their

chances of failure. The system would also be freed of under-age and under-prepared learners, who have proven to be the most at risk in terms of school failure and dropout.

Modern research in child psychology has also revealed that the initial five years of a child's life are exceedingly important in shaping his/her personality and had a critical impact on child development and subsequent primary school performance, which serves as a building block for the child's future development. As such experts believe that the process of formal education and schooling should, therefore, begin well before the fifth year in a child's life. It is due to this enormous positive impact of ECE on the future social and education life of a child that pre-schools have received immense importance in developed countries.

Background of ECE

Early Childhood Education (ECE) began to regain prominence among policy-makers in developing countries after the commitment to early childhood care and development activities as one of the six goals of EFA at the World Education Conference (1990).

The World Conference on Education for All, held in Jomtien in March 1990, adopted a Framework for Action to Meet Basic Learning Needs which included six EFA “target dimensions”, of which one was related to early childhood care and development:

“Expansion of early childhood care and development activities, including family and community interventions, especially for poor, disadvantaged and disabled children”.

Keeping in view the catalytic role of early childhood care and education, the commitment was renewed, a decade later, at the World Education Forum, held in Dakar, in April, 2000. It is now identified as one of the important goals of the Dakar Framework for Action for Education for All (EFA) and the international community has committed itself to the attainment of the following early childhood development goal:

“Expanding and improving comprehensively early childhood care and education, especially for the most vulnerable and disadvantaged children.”

The Dakar Framework for Action formulated at the World Education Forum in April, 2000, renewed the call for the expansion and improvement of early childhood care and education.

In Pakistan, pre-primary (katchi) education, although present in the public school system till the 1970s was never a formalized programme. It existed in most primary schools, especially in rural areas, allowing younger siblings of primary students to sit in a separate section to prepare and familiarize them with the school environment prior to enrolling in class I. Usually, there was no separate room allocated for this group nor a proper teacher; at times, these children even sat in the open air. However, this practice was almost discontinued during the 1980s.

There was a virtual absence of public policy, commitment and investment in early childhood education till the late 1990s. No investments were made in the recruitment or training of ECE teachers; in curriculum development; or in the formulation of any other

ECE learning materials. After the commitment to early childhood care and development activities as one of the six “target dimensions” of EFA at the World Education Conference (1990), this dimension began to regain prominence among policy-makers in Pakistan. The present initiative to support early childhood learning followed from the National Education Policy (1998-2010), which called for a reintroduction of katchi/pre-primary class as a formal class in primary schools, extending primary education to a six-year program:

“Katchi class at primary level shall be introduced as a part of the effort to improve achievements of pupils” and

“Katchi class shall be institutionalized in the primary cycle gradually and progressively.”

This policy measure failed to generate any serious commitment from the government or bring about any substantive allocation of financial resources. Although the implementation of this policy could not begin promptly due to financial constraints in almost all public sector primary schools, especially in rural areas, children below 5 years of age, continue to attend schools informally as in the past. In the private schools, however, well-equipped playgroup, Montessori or kindergarten sections are run regularly on a commercial basis, but this is limited mostly to urban areas.

More recently, early childhood learning received a further impetus from the Dakar Framework for Action formulated at the World Education Forum in April, 2000, which renewed the call for the expansion and improvement of early childhood care and education. In response to the Forum commitments, Pakistan developed a comprehensive National Plan of Action (NPA) for Education for All, recently formulated as a long-term framework (2001-15), to be implemented in three five-year phases, with early childhood education as one of its three areas of focus; the other two being universal primary education and adult literacy.

According to the NPA (2001-2015), the goal outlined for early childhood education is as follows:

“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”

The NPA identifies a set of key issues faced by ECE in Pakistan which include: (i) the lack of realization and awareness about the benefits of ECE; (ii) absence of well-defined policy for ECE; (iii) negligible financial allocations; (iv) lack of coordination among various government departments as well as poor networking among various service providers such as public managers, private schools; and NGOs; and (v) the lack of capacity in provincial and district communities to plan, implement and monitor ECE programs.

The strategic activities outlined in the NPA to achieve the target of participation rate of 50% by 2015 include:

- a) Policy makers, planners, managers/administrators, teachers and parents will be sensitized about the importance and significance of early childhood care and education;
- b) Katchi class, already functional in primary schools, will be recognized and strengthened and this program will be expanded and opening of katchi classes in the public sector primary schools will be a major program for improving the access in ECE under NPA;
- c) Adequate financial allocations for ECE will be ensured to provide the inputs proposed such as additional classroom, one teacher, audio-visual aids, teaching, learning and instructional materials;
- d) Efforts will be made to improve coordination among the various stakeholders involved in ECE programs. District and provincial EFA Forums will be established and strengthened for the purpose;
- e) The services of Teachers Resource Centre (TRC) Karachi will be utilized as a resource institution for providing policy and professional backup for ECE at the national, provincial and district levels;
- f) Statistical data and other related information on core ECE indicators would be regularly collected through EMIS, PIHS and other sources for analysis and dissemination;
- g) Full-time teachers for kachi classes will be recruited and trained;
- h) Instructional material, teaching kit and audio-visual aids for ECE will be developed and provided the ECE curriculum has already been developed by the Curriculum Wing of

the Ministry of Education with collaboration from the Teachers' Resource Centre (TRC).

According to the National Plan of Action, over 40,000 ECE centers were to be established during 2001-15, and over 3,000 ECE teachers were to be trained and recruited annually in the public sector – a total of 51,000 teachers during the period 2001-15. Teachers' training was to be imparted in the existing Teacher Training institutions by trained ECE master trainers. The total financial requirement to meet these targets was estimated to be Rs 47.7 billion during the 15-year period.

Unfortunately, there has been no implementation of this action plan. Apart from the funds released by the federal government to the provinces for ECE under the Education Sector Reforms (ESR) in 2001/02-2002/03, no specific allocations have been made in the provincial budgets for this area.

There is no doubt that early childhood education has received a major boost from the private sector investment. In most private schools, especially in the urban centers of the country, there are well-equipped playgroup sections, Montessori or kindergarten classes, taught by qualified and well-trained teachers, run regularly on a commercial basis; however, this phenomenon is limited mostly to urban areas. In addition, in both urban and rural areas of the country, madrassah/maktab education based on religious teaching for children of ages 3-5 years has also been a traditional contribution to the private sector pre-primary services.

Recent statistics indicate that, access levels to pre-primary appear satisfactory; there is a need for improved quality of ECE. For this, a higher policy commitment and adequate and regular budgetary allocations are required, especially of more trained teachers, separate classrooms, proper school facilities and teaching and learning materials of good quality.

Poverty Reduction Strategy Paper (PRSP)

The PRSP recognizes the challenges faced by the education service delivery i.e. lack of infrastructure, severe shortage of trained teachers, less investment in quality education, lack of accountability, shortage of financial resources, and standardized data collection and dissemination

It states that the main responsibility and role of improving social services lies with the provincial and district governments. In pursuance of the goals for Education for All, the government aims at improving the access and quality of primary education. The priorities under EFA Plan of Action include: (i) universal primary education and quality education for all; (ii) adult literacy rate of 86 percent for both males and females; (iii) reducing illiteracy by 50 percent with focus on reducing the gender gap; and (iv) quality education and technical and skill development programs. The governance of education is viewed as extremely important as meager resources call for more effective and efficient management, and delegation of authority to the grass roots level.

The governance reforms in education in the provinces will focus on: (i) transparent criteria for teachers recruitment; (ii) decentralizing the management of local schools to school management committees or school councils which has already been initiated in some of the provinces and reaffirmation of their role in school management and in monitoring and curbing teachers' absenteeism; and (iii) developing transparent approach to targeting districts and students for scholarships for girls or boys; and formal contract between the provincial and district governments for transfer of additional resources for education.

The provincial governments will need to rationalize spending allocation within the suggested increase by enhancing non-salary expenditures for primary and secondary schools improvements; provision of missing facilities in existing infrastructure; provision of quality service such as teachers' training; increasing resources for new infrastructure on need basis; girls incentive programs and demand side interventions such as free textbooks, uniforms, transport, scholarships, and in-kind payments to the families.

18th Constitutional Amendment: Implications for Education Sector

After the 18th Amendment, Article 25 (A) Right to Education (New Insertion) now states that “the state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law”. After 18th Amendment the federal government now will manage external affairs, education regarding Pakistani students in foreign countries and foreign students in Pakistan, education standards, and inter-provincial matters and co-ordination. Curriculum,

Syllabus, Planning, Policy, Centers of Excellence, Education Standards and Islamic Education are now provincial subjects. The various challenges that the provinces face include expertise, institutional and capacity issues, forging national cohesion, uniform standards for textbook development, and quality assurance. There is an agreement on institutionalization of Inter-Provincial Education Ministers (IPEM) Forum and a willingness to develop provincial/area education sector plans in line with National Education Policy 2009

Education Policy 2009 in context of ECE

The national Education Policy 2009 has a separate chapter of Early Childhood Education (ECE) in the context of broadening the Base and achieving access, the salient features were mentioned as:

Historically, however, ECE has not been formally recognized by the public sector in Pakistan. The traditional ‘katchi’ class in some public sector schools has predominantly remained a familiarization stage towards formal schooling for un-admitted, young students. A limited part of the Grade I National Curriculum is taught to this group.

Against this background, for the first time in Pakistan’s history, ECE was included as a component in the Education Sector Reforms programme 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.

Progress has been achieved over the last few years, but further action is required in three areas to improve provision of ECE across the country: (i) wider participation; (ii) better quality; and (iii) improved governance.

The Policy Actions regarding ECE were mentioned as:

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.

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.
3. Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.
4. For ECE teachers, a two-year specialized training in dealing with young children shall be a necessary requirement.
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.

ECE Curriculum

The government under the recent reforms in the education have formalized katchi class and made it an integral part of the new scheme of studies. ECE curriculum has been revised. According to the new curriculum there is no textual material for this grade only instructional material for the teachers. This instructional material would be prepared by relevant organizations and will be introduced through text book boards and with the approval of Ministry of Education. According to the present national ECE curriculum 2007 the age for ECE has also been revised and is now 4-5 years. The policy to develop learning material has also been revised.

The Key elements of National Curriculum for ECE and support for implementation revolve under the supportive school environment, caring competent teacher, supportive policy environment and parental involvement.

The National ECE Curriculum aims to:

- a) Provide for the holistic development of child, which includes physical, social, emotional, cognitive and moral development.
- b) Develop critical thinking skills.
- c) Nurture tolerance and respect for diversity.
- d) Nurture in children, a sense of identity and pride in being Pakistani.

- e) Develop an understanding and respect for beliefs of all other religion and provide knowledge of Islam.
- f) Foster a sense of independence, self reliance and positive self image.
- g) Equip child with lifelong learning skills
- h) Provide opportunities for active learning and decision making.

ECE situation in Balochistan

Pre-primary education services in Baluchistan can be discussed with reference to the two basic types of services:

Public sector Pre-Primary Services; and Private sector ECE services.

Public Sector Pre-Primary Services

Based on quality differential, pre-primary education in Government Schools is offered either in the traditional style “katchi” or as “Improved katchi” (which represents ECE). While “katchi” lacks in quality (no separate classroom, no trained teacher, inadequate teaching and learning materials, the “Improved katchi” extends good quality early childhood education. Either type of service is provided at nominal fee/free in public schools in both urban and rural areas for children aged 4-5 years. As such, within the public sector, there are two distinct types of ECE services:

- ✓ Traditional style or “Katchi”: offered as part of multi-grade teaching by the primary school teacher who teaches Class I and Class II as well but devotes a portion of his/her total teaching time to pre-primary students, who often share the classroom with students of Classes I and II;
- ✓ Improved “Katchi”/ECE: recently initiated with trained teachers and proper physical and teaching facilities in a separate classroom for ECE students. This type of ECE is being provided in a limited number (less than 5% of all public primary) schools – ECE (in the name of RCC project) 100 schools in 7 districts through SCSPEB with financial support from AKF/RNE as well as through UNICEF in 300 schools of 8 districts, moreover under BEP 105 schools (SC-UK+SCSPEB+IDO) in three districts are being functionalized.

Private Sector ECE Services

Nursery, kindergarten or Montessori style education, offered in profit-making private schools, usually operating in urban localities; and enrolling children aged 2-5 years taught in proper classrooms by well-trained teachers using proper ECE materials.

Besides these, there are religious schools called “deeni madrassahs” which also train pre-primary aged children in the basic value system in accordance with religious beliefs and social customs. These, however, cannot be strictly termed as “ECE”.

The following table clearly demonstrates the distinction between the various ECE services offered in Balochistan.

Table: Provision of Pre-Primary “Katchi” and Early childhood Education Services

Sector	Name of Service	Type/Features of ECE Services	Setting	Tech-Hours (daily)	Responsible Agency
Public Sector Age served(4-5years)	“Katchi” or pre-primary education	Traditional style: part of multi grade teaching with no separate class rooms, teacher or materials/facilities.	In Public schools both urban and rural	3-4 hours daily but share of actual katchi teaching in 30 minutes to one hour daily	Ministry of Education and provincial departments of education are administratively and financially responsible for the service.
		Improved Katchi/ECE: With proper ECE classroom trained teacher and facilities	Recently initiated in selected number of public schools		a) ECE in (in the name of RCC project) 100 schools in 7 districts through SCSPEB with financial support from

					AKF/RNE b)UNICEF ECE Classes in 300 schools in 8 districts c) Under BEP 105 schools (SC- UK+SCSPEB+IDO) in three districts
Private Sector Age served(2- 5years	Nursery Kindergarten and Montessori section	Proper ECE classroom, trained teacher and teaching materials	Mostly in private school in urban areas	2-5 hours	Private ownership and NGOs functioning on commercial basis.
	Madrasah Education	The religious instructor imparts training in values system (based on religious customs) to pre primary aged (3-5) yeas old children	Most offer education from pre primary to tertiary levels.	1-2 hours	Most madrassas are privately owned.

Quality of ECE Services

Just enrolling younger children in school is not Early Childhood Education; rather, it is the overall development of the child. Physical, mental, social, emotional and spiritual growth is crucial in a child's overall development. ECE provides a holistic education, starting from what the child knows and building his self esteem and confidence. Over 20 years of international research shows that high-quality Early Childhood Education must be holistic, nurturing, consistent, hands-on, stimulating, exploratory, and integrate interactive learning across the curriculum. The most important component in quality Early Childhood Education is a caring classroom with a trained teacher and age appropriate learning material.

The effects of quality early intervention are many these include higher intelligence scores, higher and timelier school enrollment, less grade repetition and lower drop out rates, higher school completion rates, higher levels of academic achievement (ECE graduates are better developed), improved nutrition and health status, improved social and emotional behavior and improved parent child relationship. Quality early childhood education helps build confidence, competence and skills in a child.

For the five decades after independence, public policy, commitment and investment in Early Childhood Education in Pakistan has virtually remained non-existent. There have been no attempts to improve the quality of the traditional informal pre-primary sections in public sector school system. No investment was made in the past in recruitment or training of Early Child in the formulation of any other ECE learning material hood Education teachers; in curriculum development, or in the formulation of any other ECE learning material.

After the commitment to Early Childhood Care and Development activities as one of the six target dimensions of EFA at the World Education Conference (1990), ECE regained prominence among policy makers in Pakistan. Besides other initiatives aimed at qualitative improvements, a national curriculum was designed for Early Childhood Education age group (3-5) in 2002 by the Curriculum Wing of the Ministry of Education. Despite all these efforts the quality of Early Childhood Education could not be improved and it remained confined to traditional methods due to following reasons:

1. No mechanism to ensure dissemination and implementation of ECE curriculum
2. Lack of involvement of parents and community
3. Absence of learning material
4. Absence of trained teachers

Curriculum, Textbooks, and Teaching-Learning Aids

Urban and rural public school teachers have not seen the National ECE Curriculum 2007. Mechanism to disseminate national curriculum to school teachers and heads that are actually responsible for implementation is lacking. The province has the Kachi class where the children of five years or more are enrolled. The Kachi class textbooks are not age appropriate. Teachers cannot engage children in activity-based learning without proper materials. Although private sector schools are better equipped than public schools, they too lack teaching kits, teaching guides number of Black Board, Charts, Teaching Textbooks Teaching Audiovisual Institutes Kits Guides equip and audiovisual equipment. A multi-grade system is in place in the majority of public schools in Balochistan. Recently BOC has developed the multi Teaching aids for ECE.

Training of Teachers in Child Centered Practices

There has been no consistent setup for teacher training or in-service professional assistance by the government for ECE teachers, but recently PITE has developed ECE teaching modules and training programs for the government teachers.

Role of the Private Sector in ECE

Early Childhood Education is very well systematized in the private sector. ECE is an indispensable part of primary education in private schools. In the private sector, ECE comprised of Prep, Nursery, Kindergarten, Playgroup or Montessori style of education taking care of the holistic development of the children. The prep class enrollment age in all of the schools is 3-5 years. Private sector schools can be categorized into four types: rural area private schools, urban area private schools, private school systems and non-government schools (i.e. schools under an autonomous body).

a) Rural Area Private Schools

The situation of ECE in rural area private schools is not as satisfactory because the schools are not aware of the content of the National ECE Curriculum. As such, their ECE courses are not age appropriate. The fee in these schools varies from 100 to 300 rupees per month, which is affordable to only 5% of the total population present in rural areas. ECE material (i.e. blocks, colors, pictures books, beads and buttons, charts etc.) is not provided in the classroom because purchasing such materials for each classroom would not be economical for the owners of the schools since village school fees are relatively low. Teachers are not trained in activity based learning and are not well knowledgeable on the learning needs of young children. Teachers' salaries are very low, which undoubtedly adds to the difficulty in improving the standard of education in these schools. Another area of concern in these schools is the misplaced focus on institutional and infrastructure improvements. The focus on physical improvements not only creates competition between schools in terms of physical facilities but also detracts from a focus on professional development of teachers and other meaningful indicators of a quality school. The façade of a high quality school is especially a dilemma in rural areas since parents are not likely to be knowledgeable on the learning needs of their children.

There are certainly positive points to these schools as well. For one, there are separate classrooms and teachers. The schools also provide a clean and friendly environment for children, helping to attract them towards the classroom and increase enrollment.

b) *Urban Area Private Schools*

The urban area private schools are comparatively better than rural area private schools because their teachers are more professionally qualified. However, like rural area teachers, they have no idea about the National ECE Curriculum and their courses are not age appropriate. The teachers follow the market syllabus book of some private publishers. Most of the teachers have not received specific ECE training but they understand the concept of activity based learning. ECE material is provided in the classrooms. School fees, ranging from 500 to 1000 rupees depending upon the location of the school, are high compared to rural area private schools. Urban private schools attract children and their parents through a friendly environment, clean classroom, colorful learning material and appropriate physical facilities. In some urban area private

schools a separate 'Aya' is also provided to fulfill the requirements of the child's essential daily needs but not trained

c) *Private School Systems*

Some private school systems (i.e. The City School, Beacon House School System, The Educators, and Grammar Schools) play a very positive role in fostering quality education in Balochistan in general, and quality ECE in particular. The pre-primary enrollment age in these schools is 2-5 years. The objective of these schools systems is to establish a foundation for academic excellence and character building, and to develop a sense of independence in children from an early age. Students are encouraged to be active participants in their education and to develop creativity and self expression in writing, art, speech, music etc. Students are kept busy through numerous activities such as indoor and outdoor social and creative play; and organized and directed individual and group learning experiences. These schools system provide children the opportunity to feel challenged, happy and secure, and to develop a positive attitude towards themselves, their environment and the learning process.

The schools' academic sections are aware of the National ECE Curriculum. The nursery/ECE course content in these schools is divided into the following areas: listening/speaking/writing skills, numeracy, life skills and creative development. Parent involvement is a central component; the school administrations believe that parent cooperation and involvement plays a vital role in enhancing and improving the learning achievement of the children. Their teachers are highly qualified and able to meet the needs of the children. The schools also have a thorough monitoring mechanism in place and a precise setup for grade-specific teacher training. Trainings are based on the concept of activity based learning and hands-on experience. Some school systems have a specific teacher certification course to enhance the professional capacity of teachers. Learning material is also provided according to the child's age and learning needs.

These private school systems clearly provide quality and comprehensive ECE to their students. However, private school systems fees are highly unaffordable for the common man. The fees range from 2000 to 4000 rupees. Approximately majority of the

population lives in rural areas and cannot afford to pay such high fees. High quality ECE is thus inaccessible to the majority of the population of Balochistan.

Role of Deeni Madaris, the Religious Schools

Deeni Madaris are also playing an important role in the inception and promotion of basic education and in the academic coaching of Islamic education, including the teaching of moral values, Qirrat and Sunnah. However, the role of the Madaris in early childhood education is almost negligible because the average enrolment age in Madaris is 5 - 8 years.

Need of Provincial Plan

For Balochistan, it can easily be said that majority of children are not ready for school. When entering Kachi Class at age 5, they face novel learning experiences: a language many do not know “Urdu” non-familiar media (print material), an alphabet they have never seen and for some Children it is first contact they have had with peers and authority figures of their families.

It is also true for many schools, if not the all that they are not ready for the children. Most Schools are characterized by a kachi curriculum focused on literacy not readiness, a school Culture which values discipline, obedience and passivity, rather than the activity based and joyful learning, crowded dark classrooms, a teacher who may be inexperienced or untrained and a paucity of hands-on learning material. Kachi is not understood as a preparation for school. It is regarded an extension of first grade. Teaching of Kachi is undervalued, Kachi teacher get little response in multigrade schools and Kachi children are largely ignored. In crowded schools they are assigned the weakest teacher and relegated to the corridors.

The results are alarming repetition and dropout rate for kachi class is about 48%, and only 4 out of 10 children reach grade 2. Participation rate is 58% that is not satisfactory, and almost 70% schools are single room and nearly 70% primary schools are single teacher. As well as quality of ECE is concerned, the situation is very dismal.

It is therefore a special focus should be given to the age group 4&5, which is ignored so far, through Early Childhood Education which prepare the children for school and

develop their contact with the learning material. This will help to reduce the high dropout at primary level and to increase the level of achievements.

In such a grim situation, there arises the need to develop a Provincial as well as district ECE Plan to provide access and to raise the standard and quality of education in the province, in general and the focused district in specific. There exists strong and reliable success stories in the district whereas; access and quality issues are addressed with success. A significant step of ECE has been made in 100 schools of seven districts of Balochistan through SCSPEB during the last decade.

Here arrives the concept of the ‘ECE Provincial Plan’, a policy guideline for the policy makers and implementers at the public sector, as well as private development partners to promote and develop ECE education sector in Province. The plan envisages improved governance, expanding access and ensuring quality education. The plan also highlights the issues and challenges, encountered in different scenarios and provides proposed remedial actions to overcome them. The importance of Plan is evident from the fact that it is the plan that encompasses the grass root issues that confront the ECE in provincial and district levels and also presents the possible solution, through multi-prong strategy.

Methodology of development of ECE Provincial Plan

UNESCO, through their interventions, has rendered their valuable services for the promotion and development of education in Balochistan. Currently, UNESCO is facilitating and assisting Government of Balochistan, in improving ECE education. The development of EFA ECE Provincial Plan is one of the initiatives of UNESCO, signed with the Education Department, Government of Balochistan.

To undertake the activity, UNESCO has outsourced the services to Society for Community Support Balochistan (SCSPEB).

The methodology of development of ECE Plan was designed in consultation and through active participation of key stakeholders like PPIU, Directorate school, BOC, PITE etc, to ensure vital ownership of the plan. The methodology of developing the ECE Plan is as follows:

- Coordination with provincial and focused district authorities to seek their support, inputs and develop ownership;
- Collection, review and analysis of secondary data;
- Design and sharing of the ECE Plan framework
- Identification and selection of Focal persons; and
- Organizing stakeholder workshop at focused districts level.
- Formation of Women Village Education Committees (WVECs).
- Issuance of Notification for the formation of WVECs.

Details of the process are described under the following heads:

Coordination with provincial and district authorities to seek their support and develop ownership:

PPIU in collaboration with Education Department, Govt of Balochistan notified Provincial Focal Person and working group for development of Provincial ECE Plan and collaboration with SCSPEB conducted introductory meetings with provincial authorities, including the provincial Secretary Education, GoB, Additional Secretary Education, Director Education (Schools), Director PITE ,Director BOC for sharing and undertaking the activity of ECE Plan . The methodology of developing the plan was also shared with the officials and their valuable inputs in conducting the activity and identification and notification of 4 Resource persons were incorporated. The orientation was given about the activity, its importance, methodology and their role.

Collection, Review and Analysis of Secondary Data:

For development of the ECE Plan, the availability, review and analysis of the secondary data is imperative. Data about the policy context is taken from various national level documents i.e. Vision 2030, Mid Term Development Framework (MTDF 2005-10), Education for All (EFA) Plan of Action, Education Sector Reform (ESR 2001-06). For situation analysis, data was taken from District Census Report (DCR) and District Education Management Information System (BEMIS) report for 2009-10, which is an available official source of educational information in the district.

Certain data was projected based on past trends to analyse the state of population and education from both policy and implementation perspectives. This review was meant to provide a context for a stronger situational understanding of educational issues in the area and provide stakeholders with a view of current scenario so as to seek optimal inputs from participants.

Through the analysis of secondary data, a comprehensive summary, encompassing educational opportunities, enrolment, completion and achievement; the policy context; gender and geographical disparity in educational opportunities and services of the existing scenario of education at all levels was developed.

Design and sharing of the methodological frame:

A Plan framework for a stakeholder dialogue was developed by SCSPEB. The framework provided the details of the chapters of plan and the templet was developed, which outlined the thematic areas of the plan and guidelines for a participatory, mutually responsive and learning-centred process. This may ensure that relevant and spontaneous inputs may come from stakeholders in order to enrich the plan's development and generate ownership for it. A two days advisory council and Resource Person's workshop was organized at SCSPEB office in such a way that experts may share their understanding on educational issues as well as their causes, consequences, and possible solutions regarding ECE in Balochistan.

Organizing Stakeholders Workshop at District Level:

In consultation with the District authorities, Focal persons were identified and it was planned to organize the Stakeholders' Workshop at focused districts headquarter.

In the Stakeholder Workshop representatives of the government sector, particularly from the Education Department and Local Government, NGOs and CBOs, and the private, academic and media sectors were invited to the stakeholder's dialogues.

The workshop had two main sessions. First the presentation session in which the importance, objectives, background of the workshop, policy context, situation analysis and framework of the ECE Plan was shared. The second important session of the workshop was the group work. The participants were thoughtful about the plight of ECE

in their district when the situation analysis was presented. They pro-actively shared their views, connected issues, and identified underlying reasons. Many important issues were raised, both general and specific and recommendations to overcome issues were also analysed.

At the end, two days provincial workshop conducted for group presentations and finalization of the draft plans having their ownership and the authorship of the plan.

Chapter 3

Balochistan Profile

Map of Balochistan



Geography:

Balochistan, the largest of the four provinces of Pakistan, spreads over an area of 347,190 Sq, Kms., forming 43.6 per cent of the total land mass of Pakistan. It has clustered population and is smallest in proportion as compared to that of other provinces. Its population, according to 1998 census, is 20 million, having a low density per square kilometer. Physically, Balochistan is an extensive plateau of rough terrain divided into basins by ranges of sufficient heights and ruggedness. Broadly, Balochistan geographic area can be divided into four distinct zones: Upper high lands, lower high lands, plains, and deserts.

The upper highlands, known locally as Khorasan, rise as high as 3,700 meters, with valley floors about 1,500 meters above sea levels.

The highlands include Makran, Kharan and Chaghi ranges in the West and Sulaiman, Pab, Kirther in the east. The Upper High Lands fall mainly in districts Zhob, Killa Saifullah, Pishin, Quetta, Ziarat and Kalat. It comprises a number of ranges such as Sulaiman, TobakKakari, Murdar, Zarghoon, Takatu, and Chiltan ranges. The Lower High Lands have an altitude ranging from 1970 to 3940 ft (600 to 1200 M). They are located in the south-eastern Balochistan, except eastern part of Kachi, the southern end of Dera Bugti and Nasirabad districts. Some are extension of lower high lands that exist at boundaries of Gwadar, Turbat, Panjgur, Kharan and Chaghi districts.

Balochistan has relatively small area of plains as compared to its total land area. They include the Kachi plain, situated to the south of Sibi and extending into Nasirabad Division, the southern part of Dera Bugti district, and narrow plain area along the Mekran coast stretching from Kachi to the Iranian border. The plains of Kachi, Las Bela and that of river Dasht cover sizable area. Mountains dominate the terrain, and valley floors, and piedmont plain make up only 15% of the landscape.

The western part of the province, mostly in Kharan and Chaghi districts, consists of vast plains covered with black gravel surface and broad expanses of sand dunes.

The coastal-line is about 760 Kilometers long, with a number of peninsulas and promontories. The coastal area is not effectively connected with the interior; the steep hills rise abruptly beyond the narrow coastal plain. Ports, such as Somiani, Pasni and

Gwadar are unsheltered. Federal and provincial governments have comprehensive development plans that feature a deep sea port at Gwadar and a coastal highway.

Climate

The climate of the upper highlands is characterized by very cold winters and warm summers. Winters of the lower highlands vary from extremely cold in the northern districts to mild conditions closer to the Makran coast. Summers are hot and dry. The arid zones of Chaghi and Kharan districts are extremely hot in summer. The plain areas are also very hot in summer with temperatures rising as high as 120 degrees F (50 degrees C). Winters are mild on the plains with the temperature, never falling below the freezing point. The desert climate is characterized by hot and very arid conditions. Occasionally strong windstorms make these areas very inhospitable.

Rainfall

Average annual precipitation in Balochistan varies from 2 to 20 inches (50 to 500 mm). Maximum precipitation falls in the northeastern areas with annual average rain fall ranging from 8 to 20 inches (200 to 500 mm). It decreases in the south and the eastern parts and is minimum in Naukundi. Kharan and Dalbandin area, rainfall ranges between 1 to 2 inches (25 to 50mm). Evaporation rates are higher than the precipitation and generally vary from 72 to 76 inches (1830 1930 mm) per annum.

Rivers and Streams

All rivers and streams are part of three major drainage systems. Coastal drainage system is characterized by small, ephemeral streams and hill torrents. Rivers and streams that do not possess any significant perennial flow constitute Inland system that dominates the central and northwestern area of the province. Nari, Kaha and Gaj rivers are part of Indus drainage system located in the northeastern margins of the province. The flow in rivers is typified by spring runoff and occasional flash floods. The rivers beds are dry and look like small streams. Stream gradients are high and the rate of runoff is very rapid. The Zhob River Basin drains towards the northeast into the Gomal River which ultimately joins the Indus River. Streams along the border of Punjab and Sindh provinces flow toward the east and southeast into the Indus River. Central and western Balochistan drains towards the south and the southwest into the Arabian Sea. Some areas located in

districts Chaghi, Kharan, and Panjgur drain into playa lakes, locally called “Hamun” such as Humun-e-Lora and Hamun-e-Mashkel etc.

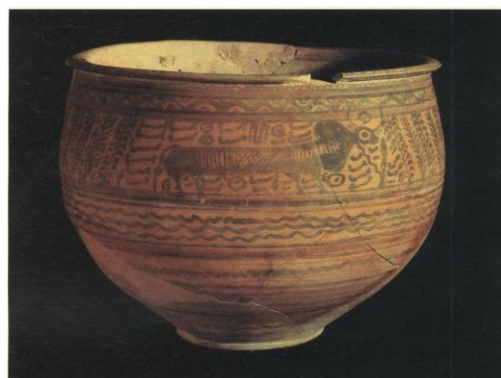
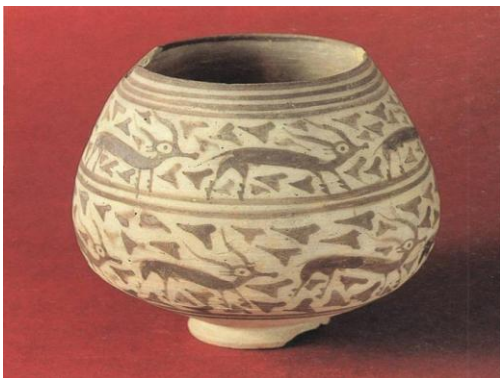
The important rivers in Balochistan are Zhob, Nari, Bolan, Pishin, Lora, Mula, Hub, Porali, Hingol, Rakshan and Dasht.

History

Balochistan has an eventful history dating back to the Stone Age. Recent research and archaeological excavations at Mehrgarh have revealed 9000 years old civilization. Human settlement pattern at Mehrgarh was unparalleled and unique, inaugurating the distinct shift from a hunting gathering to a settled life for the first time in human history. Domestication of animals, cultivation of plants, and perfume export were modern features of Mehrgarh civilization.

Description of Seven Periods at Mehrgarh

Period I dates to the 6th and 5th millennia BC and Area MR3. It represents an aceramic (no pottery) Neolithic settlement (more below). Period IIA encompasses the end of the 5th millennium BC (Area MR4) and the first occurrence of potsherds in a very limited number. Period IIA represents the beginning of the 4th millennium BC (Area MR4, upper layers) with wheel-turned ware painted with geometric motifs and straw-tempered handmade ware. Period III correlates with the first half of the 4th millennium (3999-3500 BC) with wheel-turned ware painted with caprids (goat-antelopes), birds and geometric motifs. streets clean from polluted water, for the first time seen in the world. (4)



Period V corresponds to the third quarter of the 4th millennium (3500-3250 BC) at Area MR1 (main mound) with white pigment, monochrome pottery with geometric motifs, human figurines, and the first gray ware at the end of the period. Period VI (end of 4th millennium BC and beginning of the 3rd millennium BC (Area MR1, main mound) revealed black on gray ware, Quetta ware, Nal polychrome, red ware with painted pipal leaves, human figurines, compartmented stamp seals, and lapis lazuli. Period VII (middle of the 3rd millennium BC) was represented by black on gray ware (late Quetta style), mass production of female and male figurines [!], and a monumental platform whose function is not known. In the upper layers the French team also found some so-called Zhob figurines and a few Kot Dijian style sherds. (6)

Mr. Hasan Dani, a renowned archeologist and historian writes

The first settled life began in the eighth millennium B.C. when the first village was found at Mehargarh [*sic*] in the Sibi districts of Balochistan comparable with the earliest villages of Jericho in Palestine (bolding added) and Jarmo in Iraq. Here their mud houses have been excavated and agricultural land known for the cultivation of maize and wheat. Man began to live together in settled social life and used polished stone tools, made pots and pans, beads and other ornaments. His taste for decoration developed and he began to paint his vessels, jars, bowls, drinking glasses, dishes and plates. It was now that he discovered the advantage of using metals for his tools and other objects of daily use. For the first time in seventh millennium B.C. he learnt to use bronze. From the first revolution in his social, cultural and economic life. He established trade relation with the people of Turkmenistan, Uzbekistan, Iran and other Arab world. [*sic*]

He not only specialized in painting different designs on pottery, made varieties of pots and used cotton and wool but also made terracotta figurines and imported precious stones from Afghanistan and Central Asia. This early Bronze Age culture spread out in the country side of Sindh, Balochistan, Punjab and North West Frontier Province.

And this early beginning led to the concentration of population into small towns. Such as Kot-Diji in Sindh and Rehman Dheri in Dera Ismail Khan District. It is this social and Cultural change that led to the rise of the famous cities of Mohenjodaro and Harappa, the largest concentration of population including artisans, craftsman, businessmen and rulers.

This culminated in the peak of the Indus Civilization, which was primarily based on intensive irrigated land agriculture and overseas trade and contact with Iran, Gulf States, Mesopotamia and Egypt. Dams were built for storing river water, land was cultivated by means of bullock-harnessed plough - a system that still prevails in Pakistan, granaries for food storage were built, furnaces were used for controlling temperature for making red pottery and various kinds of ornaments, beads of carnelian, agate and terracotta were pierced through, and above all they traded their finished goods with Central Asia and Arab world. So Balochistan can be described a pioneer land that taught education and civilization to the present world.

Alexander the Great passed through Balochistan in 325 B. C. After his death Balochistan came under the rule of Seleucus Nicator whose descendants lost power to the Graeco-Bactrians. The province has also witnessed the march of a number of great conquerors and warriors such as Macedonians, Arabs, Ghaznavids, Mongols and Mughals in the past. The Muslim rule began in 712 A.D. The parts of Balochistan which were ruled by the Arabs were called by them Turan (Jhallawan area) having capital at Khuzdar and Nudha or Buddha (Kachhi). In the 11th century, Balochistan fell into the hands of Nasir-ud-din Subuktigin marking the beginning of Ghaznavid dynasty. Ghorids succeeded the Ghaznavids. In 1219, it was annexed to the dominion of Sultan Mohammad Khan of Khwarizm (Khiva). The year 1223 saw the danger of the Yellow Peril, the Mongols, in the south of Mekran. In 1595 it became a part of the Mughal Empire and later Nadir Shah of Persia captured it. Ahmed Shah Durrani of Afghanistan was successful to establish his rule in 1747. The Khanate of Kalat emerged in 1758 when Nasir Khan-I revolted against the Afghans.

The Muslim rule was followed by the British rule in 1839. Two Afghan wars between 1839 and 1879 helped the British to consolidate their power in Balochistan. Sir Robert Sandeman, who later became the Chief Commissioner of Balochistan, was the architect of British strategy in the region and he negotiated a number of treaties with the Khan of Kalat during 1854 to 1901. Through these treaties the British Government gained control over the leased territory of Chaghi, Bolan Pass, Quetta and other areas. The princely states of Mekran, Kharan, Lasbela and a little later Kalat state acceded to Pakistan after it came into being in 1947. In 1955, Balochistan was merged into one unit of West

Pakistan. After the dissolution of one-Unit, Balochistan emerged as one of the four new provinces of Pakistan.

Districts, Tehsils and UCs of Balochistan

The Province is divided in 30 districts, 78 tehsils and 580 UCs.

Districts of Balochistan (Pakistan)

S.No.	District	Area(km ²)	Population (1998)	Density (people/km ²)
1	Awaran	29,510	118,173	4
2	Barkhan	3,514	103,545	29
3	Bolan	7,499	288,056	38
4	Chagai^[3]	50,545	202,564	4
5	Dera Bugti	10,160	181,310	18
6	Gwadar	12,637	185,498	15
7	Harnai^[4]	4,096	140,000	19
8	Jafarabad	2,445	432,817	177
9	Jhal Magsi	3,615	109,941	30
10	Kalat	6,622	237,834	36
11	Kech (Turbat)	22,539	413,204	18
12	Kharan^[5]	8958	1,32,500	4
13	Kohlu	7,610	99,846	13
14	Khuzdar	35,380	417,466	12
15	Killa Abdullah	3,293	370,269	112
16	Killa Saifullah	6,831	193,553	28
17	Lasbela	15,153	312,695	21
18	Loralai	9,830	295,555	30
19	Mastung	5,896	179,784	30
20	Musakhel	5,728	134,056	23
21	Nasirabad	3,387	245,894	73
22	Nushki^[3]	4332	98030	33
23	Panjgur	16,891	234,051	14

24	Pishin	7,819	367,183	47
25	Quetta	2,653	744,802	281
26	Sherani^[6]	3222	81684	22
27	Sibi^[4]	7,796	180,398	23
28	Washuk^[5]	2213	62412	21
29	Zhub^[6]	20,297	275,142	14
30	Ziarat	1,489	33,340	22

POPULATION SIZE, GROWTH AND DISTRIBUTION

a) Population Size and Growth

The projected population of Balochistan in 2010 is 8684007, in which the males are 4637684 and females are 4046317. When as the ECE (4-5 years) projected Population in 2010 is 655084 in which boys are 344560 and girls are 310524. (Source: NIPS)

The population of Baluchistan province was 6566.89 thousand in 1998 recording an Increase of 51.55 percent over the last 17 years i.e. 1981-98. If we go back further the intercensal increase was 78.38. 79.44 and 15.96 percent during 1972-81. 1961-72 and 1951-61 respectively. Overall the population of the province has increased more than five and a half times since the first Census of Pakistan in 1951.

The average annual growth rate of population has declined to 2.47 percent from 7.09 percent during intercensal period 1972-81. This rate was 5.14 and 1.51 percent during 1961-72 and 1951-61 respectively.

Among the districts, Quetta is on top with 11.57 percent of the total population of the province followed by 6.59 percent in Jaffarabad, 6.36 percent in Khuzdar, 6.29 percent in Kech, 5.64 percent in Killa Abdullah and 5.59 percent in Pishin district. The population Percentages of 9 districts, Lasbela, Bolan, Zhob, Loralai, Nasirabad, Chagai, Kalat, Khara and Panjgur is between 3 to 5 while the remaining 11 districts have the smallest population percentages between zeros to 3 of the total population of the province.

Population density i.e. persons per square kilometre- is 18.9 for the Baluchistan province as a whole which has increased From 12.5 in 1981. Amongst districts. Quetta has the highest density at 286.4 persons followed by Jaffarabad 177 persons. Killa Abdullah 112.

Nasirabad 72.6 and Pishin 47 persons. The lowest density 4.0 persons per square kilometre are for Chagai and Awaran districts. The second lowest density is for Kharan district at 4.3 persons.

b) Household Size

The average household size for the province as a whole is 6.7 persons which has come down from 7.3 persons in 1981. The Quetta, Killa Abdullah, Zhob and Mastung districts have the highest household size swings between 7.9 and 8.5 persons. The household size of Ziarat, Barkhan, Musakhel, Jaffarabad, Bolan, Killa Saifullah and Loralai is between 7.0 and 7.4 persons followed by Sibi, Dera Bugti, Kohlu, Nasirabad, Chagai, Lasbela, Kalat, Jhal Magsi, Panjgur and Pishin between 6.2 and 6.9 persons. The remaining five districts have smallest average household size ranging between 5.1 to 5.8 persons.

c) Rural/Urban Distribution

The rural population of Baluchistan province in 1998 was 4997.10 thousand, which is 76.11 percent of its total population. The average annual growth rate during 1981-98 is 1.85 percent which has declined as compared to -81 at 7.21 percent.

The urban population of the province was 1568.78 thousand which is 23.89 percent of its total population. It has increased from 15.62 percent reported in 1981. The average annual growth rate of urban population has, however, decreased from 6.4 percent during 1972-81 to 5.07 during 1981-98.

d) Sex Ratio

The sex ratio (number of males per hundred females) is an important demographic variable. It is primarily affected by this ratio at birth and later by sex differentials in mortality and migration beside under or over enumeration. The sex ratio in turn affects fertility, mortality, migration, labour force composition, etc.

The preponderance of males over females has been usual feature of Pakistan and its areas. The sex ratio of Balochistan remained 114.61 which has slightly increased a surprising trend from 111.51 in 1981. The sex ratio of rural and urban areas varies at 113.54 in rural and 118.09 in urban areas. The sex ratio

also varies with different age groups. It is 101.93 between ages 0 - 4, rises upto ages 10 - 14 where it is 139.19 and then decline to 100.51 between ages 20 - 24 from where it again increases with an irregular jump upto 146.83 the highest for ages 70-74.

Socio Economic condition

a) Agriculture

Agriculture and livestock are the most important economic sectors for the people in Balochistan. Agriculture has a major share in the economy of the province. At present only 4.6 percent of the total land area of Balochistan is cultivated. The limited rainfall and availability of water drastically restricts the cultivated area.

In the last decade the cultivated area in the province has increased due to increased availability of irrigation water and development of cultivable waste land.

Balochistan is blessed with wide range of climate starting from the coastal belt to high plateaus of Toba Kakari. In different ecological zones of Balochistan, crops of all the three major climatic regions i.e tropical, sub-tropical and temperate are grown very successfully. The availability and sources of irrigation water and the climate determine the cropping pattern, cropping intensity, and the choice of crops. Physical and chemical properties of soils also affect the production of crops, but the soils of Balochistan (with few exceptions) are suitable for growing crops. The following agricultural production systems are prevalent in the province. These systems however, vary from area to area and in the same area different systems are simultaneously practiced depending upon the sources of irrigation water.

b) Irrigated Agriculture

Main sources of irrigation are canal, tube wells, open surface wells, karezes and natural spring:

Sub soil water is also widely used for agriculture. The sub soil water was traditionally tapped from natural springs or through karez. However, these days tube wells have become more common. Tube wells are mostly used -for raising fruits and vegetables and to supplement other sources of irrigation. Mostly deciduous fruits are grown in areas

extending from Kalat to Quetta, Pishin, Killa Saifullah. Loralai. The orchards of deciduous fruits are inter-cropped during winter with wheat, barley and Lucerne.

Karezes and natural spring are also used to grow fruits, vegetables. and fodder during kharif season. In recent years, a number of small dams have been constructed for irrigation. The prominent reservoirs are Bund Khush dil Khan in Pishin district. Hanna lake in Quetta and few reservoirs in Mekran. Due to increase in numbers of tube wells, most of the karezes have dried and are out of service especially in Kalat, Mastung. Pishin, Quetta. Qilla Saifullah. in certain areas of Zhob, Barkhan where the water table is not deep, open surface wells runs by diesel engines are used for irrigating orchards and vegetables.

c) Dry land Agriculture

Approximately 60 percent of total cultivated area is under dry land agriculture production system. The two prevailing system in Balochistan are '*Khushkaba*' (rainfed) and '*Sailaba*' the flood irrigated.

In *Khushkaba* or rainfed system, agriculture depends on the precipitation or by harvesting surface run off from uncultivated areas. The system is predominantly practiced in northern part of the province especially in Tabina plateau of Chaman, Dasht in Mastung and in Zhob, at an altitude ranging from 4900 feet and 7800 feet and an annual rainfall from 250 millimeters to 350 millimeters mostly in winter. This area also receives snow in December-January and wheat is major rabi crop followed by cumin.

In *sailabi* or flood irrigated system, the flood water is diverted into big bends about 0.5 to 3.0 meter high. This system is found all over the province where terrain permits, but main areas are Zhob, Sibi, Kalat and Nasirabad divisions. Wheat is the most important rabi crop in this system.

Balochistan can be divided into four agro-ecological zones. Brief description is given as under:-

d) Uplands of Balochistan

The areas included in this zone are: Quetta division (excluding Chagai

district), Kalat division (excluding Lasbela and Kharan districts), Zhob division, Sibi division (including Ziarat, Harnai and Kohlu districts). The irrigated agriculture is based on karezes and springs and is practiced since ancient times.

The off season vegetables are grown in kharif season and this is an advantage for this zone. The vegetables exported to other parts of the country from mid-August to late October are: tomato, potato, onion, cauliflower, chilli, and cantaloupe. The growers near Quetta, Loralai and Mastung also grow vegetables in rabi season for local marketing. These vegetables are turnip, peas, radish, and some carrot. Other vegetables grown in kharif for domestic markets are okra, eggplant, squashes, cucumber etc.

Wheat is predominantly major rabi crop in this zone under irrigation because in winter orchards are not irrigated. Also with very few exceptions, winter vegetables are not grown. Other crops of importance in this zone are barley mainly used for fodder, and cumin in Quetta, Dasht. Panjpai tehsils and Mastung district. Another crop of economic importance is tobacco which is grown in kharif season and its cultivation is confined to Pishin, Bostan on soils that have excessive salts and where other crops are not grown. Lucerne is an important fodder crop grown in kharif.

e) Plains

The areas included in this zone are Nasirabad division, Sibi division (excluding Ziarat, Kohlu districts and Harnai sub division). This zone is famous for producing grains, oil seeds and fodder crops. All of the canal irrigated areas are located in this zone. In some areas, tube-wells are used to supplement canal irrigation.

The cropping pattern is characterized by a well-marked rabi and kharif seasons. Wheat is the major rabi crop in this zone followed by rapeseed and mustard in Nasirabad division and fodder like oats and barley in Sibi and Bolan districts. Rice occupies major area under kharif crops particularly in Jaffarabad and Nasirabad districts of this zone. Other crops of minor importance grown in this zones are millet, maize, pulses like moong and mash, coriander, etc.

The vegetables are important cash crops in this zone especially in Sibi sub-division, Dhadar, Nasirabad and Jaffarabad districts. The vegetables in this zone are ripen early and have an advantage of capturing the markets of Quetta and other towns.

f) Coastal Zone

The area in this zone includes Mekran division and Lasbela district and has a potential to grow tropical fruits. Besides canals, other sources of irrigation in this zone are karez springs, wells and tubewells. The climate along the coast is moderate while in the interior away from coast it becomes hot and dry.

Among the crops, wheat is predominantly the major rabi crop of the area. Fodder in Rabi season especially lucerne, occupy major area. In Lasbela district, after wheat vegetables are grown extensively. Rice is grown to some extent in Mekran in kharif followed by kharif fodder and vegetables for domestic use.

g) Desert Zone

It comprises Chagai, Kharan and Panjgur districts. The irrigation for agriculture is limited to only some isolated pockets where karez, spring, and tube well water is available. This area is not important for agriculture but has a potential for livestock. Besides, scarcity of water, the soils are sandy and sand dunes are spread all over the area.

Cantaloupe and onion are the vegetables grown in this zone during Kharif. During rabi season, wheat is extensively grown followed by cumin.

h) Horticulture

Presently, fruit productions in Balochistan are in the range of over one million tons per year catering mainly to the needs of inland market. Fruits such as apple, grape, apricot, plum and cherry are produced in large quantities.

However, enormous potential exists for boosting fruit production manifold by, introducing such measures as economical and better water usage, farmer education through extension services etc. Moreover marketing opportunities

abroad have yet to be realized which could be done by producing varieties consistent with the taste and demand of foreign markets, (grading and certainty of delivery etc. This would ensure that Balochistan farmers and horticulturists are incorporated in the international trading system with long term attendant benefits together with the foreign exchange inflows.

The area under fruit is extensively grown in Balochistan in the highlands due to the growth of tube wells and this has changed the life style and standard of living of the people. The dry temperate climate is ideal for growing deciduous fruits in the uplands of Balochistan. The main districts included in this zone are Quetta, Pishin, Qilla Saifullah, Qilla Abdullah, Zhob, Loralai, Ziarat, Kalat and Mastung. The common fruits grown in this zone are apple, almond, apricot, plum, pomegranate, grapes, peach, cherry and pear. Apple pomegranate, grapes from Ziarat valley are famous for their Red delicious and Golden varieties. Fig is also grown in isolated pockets but due to its perishable nature it is not considered an economic crop. Pistachio is also grown in Pishin, Qilla Saifullah, Mastung but has not become a cash crop. In Zhob, grapes are also grown in abundance on the foothills of the mountains. In the coastal zone (Mekran division and Lasbela district) Mekran boasts of many varieties of dates. Throughout Mekran the staple food is dates. Great attention is paid to the cultivation and care of the date-tree and the dates of Panjgur are declared by Arabs to excel those of Basra. Dates are distinguished locally into more than a hundred kinds according to the weight, size and quality of the fruit. Among the former the best varieties are mozati, ap-e-dandan, haleni, begam jangi and sabzo. Fresh trees are raised from offsets and they produce fruit after three to eight years and continue to do so for three generations. Also sub-tropical fruits like mango, banana, guava, chiku are important fruits in Lasbela district. Similarly in the desert zone dates occupy greater area among the fruits followed by pomegranate.

Melon is also cultivated in Balochistan. Both water-melon and sweet melon are grown. Sweet melon is of two varieties: *garma* or summer melon; and *sard*, or autumn melon: *Garnic*, melon is of several kinds, spotted, streaked, or

white and are eaten fresh. It is a peculiarity of *surda* melon that they can be kept for several months. Those grown from imported Kabul seed are considered the best.

i) Livestock

The herdsmen of Balochistan are among the best breeders of sheep. Goat, Cattle, horse and camel in Pakistan. The Hirzai horse of Sarawan, the horse of Sibi, the Bhagnarri cattle of Nari and the sheep of the murri Bugti area are the best of their kind.

Animal husbandry is the main stay of Baluchistan's rural economy. It not only engages and provides sustenance to a large rural population in the province but also contributes substantially to the national economy in the form of export earnings from finished leather and leather goods. Baluchistan has over 31 percent small ruminant population of the country with sheep flocks constituting a majority. Sheep-skin is valued both for its texture and suppleness and is in great demand in overseas markets. However there is threat looming on the horizon which can wreck the finally balanced intricate network that sustains such a large and small ruminant populations.

The threat is constituted by the rapid degradation of the rangelands which can be ascribed to a number of causes. Foremost among these is over grazing. Then there is the uncertain pattern of rainfall. The drought occurring recent years has dealt a crippling blow both to the livestock numbers as also to the fragile rangeland ecology and it could have damaging consequence in the future.

The present crises highlight the need for better rangeland management in view of the vital role that they play in the provincial economy.

INDUSTRY AND TRADE

Industry

Four major industrial estates at Hub, Winder, Uthal and Quetta, have been designed with a view to providing infrastructure facilities to the would-be industrialists. About 250 - units are functioning on these estates.

Output from these industrial units not only meets the demands of the inland market is

also exported. Cottage industry dominated by two major enterprises namely carpet weaving and embroidery/handicrafts. A large number of families are associated with these crafts particularly with embroidery work which is highly valued both in the local and overseas markets.

Mining

Balochistan has a rich and variegated minerals profile with potential for both metallic and non metallic minerals. There are also sizeable reserves of coal. However, this potential has not been fully exploited, contributing only about 3 percent to the GDP. The total value in rupee terms of minerals is Rs. 3.4 billion out of which 3.1 billion rupees come from natural gas alone. Other important minerals are marble, barite, chromite and fluorite. A major project for copper and gold extraction at Saindak, Chagai district is awaiting production for want of funds.

Large deposits of iron ore with reserves exceeding 200 million tons have recently been discovered at Dilband near Kalat. Pakistan Steel Mills at Karachi have tested and found the ore suitable for the production of pig iron. This development has opened the way for import substitution of local iron ore for imported ore from Australia either partially or fully, with the possibility of achieving major savings on the US \$ 500 million annual expenditure on iron ore imports. It would also create substantial employment opportunities, together with generating related economic activity in such sectors as transport etc.

Communication

Roads

The huge size and dimensions of Balochistan (occupying more than 43 percent of Pakistan's land mass) communication particularly road communication acquires vital importance. However relative to its needs the communication sector presents a very poor picture. Generally Balochistan lacks in roads. Against the average road density of 0.21 for the country, Balochistan's 0.9 is indeed very low. Also in the category of high type roads Balochistan is lowest with 20 percent compared against the average of 52 percent for Pakistan.

This gross imbalance between requirements and actual state of affairs can be put down as one of the causes of under development of the province. Balochistan has enormous geopolitical importance. It provides Pakistan with strategic depth, an opening to the sea and two international land borders which make it imperative that communication network in the province should be in consonance with its status. The international RCD highway linking Pakistan with Iran although having witnessed major reconstruction and revamping work in recent years still has portions and patches which are in an abysmal condition. Similarly the other international highway linking Pakistan with Afghanistan. The Quetta-Chaman road link is plagued with countless problems.

Although road linkages to the Sindh province are relatively good, those to Punjab and NWFP are in a distressingly shoddy condition. The Loralai-Dera Ghazi Khan link road meanders through river beds that get deluged during the rainy season and bring all traffic to a halt. Similarly the Zhob-Wana road linking Balochistan with NWFP which is nothing more than a gravelly track and is exposed all the way to the vagaries of hill torrents.

Within the province the picture is much more hopeless. Mekran division as a whole and parts of Kalat division does not even have the modicum of road linkages that northern Balochistan has. Buses and traffic ply on bumpy dirt tracks that make travel an ordeal. While the economy of Mekran division is stagnating for lack of transportation facilities.

Railways

Railway network was introduced in Balochistan during 1885-95. An extensive and expansive array of tunnels and bridges was put in place including the famous Sheela Bagh tunnel 3.91 kilometers long for making rail travel possible. Balochistan is connected with both Sindh, and Punjab by rail. Rail links to Iranian and Afghan borders exists via Quetta-Taftan and Quetta-Chaman branch lines, however both these tracks are under utilized as far as their revenue generation and transportation potential is concerned. However, since the inception of Pakistan precious little has been done for the uplift of existing facilities. Rather in some cases major reversals have been witnessed, for example the narrow gauge Quetta-Zhob rail link was abandoned and its infrastructure was allowed

to be mercilessly pillaged and pulled down by the railway authorities. Similarly the Sibi-Harnai rail link established in 1897 has the notoriety of being the slowest in world. A distance of 52 miles is covered in seven to twelve hours. All this speaks volumes for the neglect and apathy of the railway authorities.

Air Linkages

Although air linkages to and from the province present a comparatively better picture, yet here too, the flight schedules of PIA seems to be lop-sided and distorted. Although the volume of passenger traffic and cargo on Quetta Islamabad, Quetta Lahore and Quetta Karachi routes is as high as any other inland route, yet the national carrier has chosen to operate on only 4 days a week to Lahore and 5 days a week to Islamabad. The Islamabad-bound travelers who are mostly government officials heading for meetings and conferences in the Federal Ministers are greatly inconvenienced as for two to three hours of meeting time they are constrained to stay for two-three days at Islamabad. Flight to and from Karachi is on daily basis.

Apart from Hajj flights and once a week flight to Sharjah, (which place Quetta in the "international airport" category): weekly or biweekly flight schedules of Fokker planes exists for the following stations, Peshawar, Zhob, Dalbandin (Chagai district). Turbat, Gwadar and Pasni. The last two are classified as "international airports" because once a week flight to Muscat and Oman originates from these airports. Airports or air strips are available in Quetta. Khuzdar. Sibi, Zhob, Loralai, Turbat, Sui (Dera Bugti), Gwadar, Pasni. Jiwani and Dalbandin.

Radio Transmission/Television

A network of mostly, local medium wave radio stations, are operating in the following places: Quetta, Khuzdar, Loralai and Turbat. These stations bring programmes in regional languages and also via the national hook-up to a scattered and linguistically diverse audience.

Pakistan Television Quetta together with STN (Channel 3) are operating from Quetta. Programmes from these stations are available in Quetta and its Surroundings. The PTV Quetta station program can be watched in other areas of the province Subject to availability of booster stations. However the use of dish antennas and cable T. V is

widespread and is exponentially increasing.

ECONOMIC CHARACTERISTICS

Economically Active Population

Economically active population comprises the persons of either sex who are engaged in some work for pay or profit including unpaid family helpers. Persons not working but looking for work as well as those laid off, during the reference period.

No economic development planning can be considered complete without incorporating man power planning. Beside availability of data from sources, the population censuses provide bench-mark data for this purpose. However, its scope is limited compared to labour force and manpower surveys because of the constraint of the number of question since a variety of topics is to be covered in the population census. the scope of the manpower data in the 1998 Census is defined as economically active population which Comprises the persons of either sex who are engaged in some work for pay or profit including unpaid family helpers. persons not working but looking for work as well as those laid off during the reference period along with data on their economic activities or industries, occupations and employments status.

According to the Provincial Census report 1998, The economically active population of Balochistan province among the population aged 10 years and above to the total population was 24.05 percent which is 1579.22 thousand souls with 97.38 Percent male and 2.62 percent female. The remaining 75.95 percent economically inactive population consists of 34.01 percent children below 10 years, 30.15 Percent domestic workers including 63.16 percent female amongst the total females and 1.36, and percent male workers amongst total males. The students share was 6-45 percent while all other categories constitute 5.33 percent in the total economically inactive population of the province.

The labour force participation rate as percentage of total labour force to the population aged 10 years and above was computed at 36.45 percent for the province. There a significant difference in the participation rates between male and female labour force as 65.88 rate was affected by level of industrialization, agricultural development, educational attainment, socio-economic norms etc, but in case of Baluchistan the

participation rate is primarily off set by the low level of female participation.

The labour force participation rate was higher i.e. 37.23 percent in rural areas as compared to 34.13 percent in the urban areas.

Un-employment

The un-employment rate (33.48 percent) was the percentage of persons un employed (those not working but looking for work and temporary laid off) to total economically active population reflects a high degree of un employment in the province. According to 1998 census,the un-employment rate was 34.14 percent for males and 8.67 for females. It was 35.26 percent for rural and 27.67 for Urban areas.

Employed Population by Occupation

About 47 percent of the total labor force was in major Group-6 "skilled. Agricultural and fishery workers' followed by Major Group-9 "elementary occupations" reported at 27.63 percent. The third Major Group-5 "service workers and shop and market sales workers" is reported at 9.85 percent in the province. The percentage distribution of labour force by occupation groups.

The pattern of occupation groups varies significantly in rural and urban areas. In rural areas most of the labour force, i.e.58.8 I percent is engaged in Major Group- 6 “skilled agricultural and fishery workers”, followed by Major Group-9 "elementary occupations" at 24.28 percent. In urban areas most of the labor force, i.e 37.47 percent is engaged in major Group-9 “elementary occupations" followed by,, Major Group-5 "service workers and shop and market sales workers" at 17.72 percent.

Working Population by Industry

Slightly more than forty five and a half percent of the working population was engaged in Major Division-1 "agriculture, forestry, hunting and Fishing”. The next Major Division-9 “community, Social and personal services” was reported at 22.43 percent which was followed by Major Division-5 "construction" reported at 12.19 percent in the province.

In rural areas the most of the employed population was engaged in Major Division-1, agriculture, forestry, hunting and fishing" which accounts for 56.81 percent followed by Major Division-9 "community, social and personal services" at 15.56 percent and Major

Division-5 "construction" sharing 10.81 percent. In urban areas most of the employed population i.e. 42.48 percent was engaged in Major Division-9 "community, social and personal services" followed by Major Division-5 "construction" at 16.24 percent, Major Division-6 "whole sale and retail trade, restaurants and hotels" sharing 13.41 percent and Major Division-1 "agriculture, forestry, hunting and fishing" at 12.63 percent.

Employed Population by Employment Status

Among the employed population in the province 62.32 percent was self-employed higher at 71.03 percent in rural areas as compared to 36.86 percent in urban areas. It is worth to mention that most of self employed are males. The next important percentage is employee (Govt.) at 17.21 with almost the similar percentage at 17.02 for males as compared to 22.43 for females. If we compare rural/urban variations, the proportion of self employed is higher in rural - areas while that of employee (Govt.) is higher in urban areas. The percentage of employee (Private) were reported at 11.63 higher at 11.85 percent for males as compared to 5.54 percent for females. The percentage of unpaid family helper was reported at 5.56 in the province, more than five times females at 26.21,percent as compared to 4.79 percent males. The percentage of employee (Auto) and employer were reported quite negligible.

Health sector

Deprivation, vulnerability and insecurity define poverty . The cycle of poverty is exacerbated by ill health. This is perpetuated by a lack of awareness of the importance of rights associated with health, in particular to Women and adolescents.

The low levels of knowledge about health issues and availability of health services are illustrated in the high maternal mortality rates (MMR), 350-400 deaths per 100,000 live births nationally while in Balochistan it is 530-800 and Infant Mortality Rate (IMR) 90 deaths per 1000 live births nationally while the figure is abysmally 105 in Balochistan. Studies conducted confirm serious disparities in demand and supply of the RH services specifically in the areas of Emergency Obstetric Care (EmOC), Family Planning (FP), HIV/AIDS, Sexually Transmitted Infections (STIs), and Sexual and Gender-based Violence (GBV).

In Balochistan, generally the health services have been provided through static health facilities like BHUs, RHCs and DHQs offering basic primary health care (PHC) services and to some extent basic and comprehensive EmOC services. However, there is still an enormous gap in the provision of broadened Reproductive Health Care (RHC), family planning (FP), HIV/AIDS and Sexually Transmitted Infections (STIs), and Gender-based Violence (GBV). The shift of focus from primary health care to RH, the lack of financial, technical and community resources undoubtedly are impacting the communities living in Balochistan with low literacy levels, rigid tribal setups, and poor road infrastructure. Furthermore, key health indicators for Balochistan are poorer in comparison to national estimates, reflecting low levels of awareness, gender disparities, poor capacity of service delivery system.

According to the PCR, in 1998 there were 73 Hospitals, 61 RHCc, 442 BHUs and 685 Dispensaries in Balochistan.

Chapter 4

Brief Educational Profile of Balochistan

Major indicators of literacy and GER

Indicators	Male	Female	Total
Literacy Rates (10 Yrs & Above)	62	23	45
GOVT Enrolment-Primary (% Total Enrolment)	91	92	91
Primary GER (Class 1-5 & Age 5-9)	93	54	75
Primary NER (Class 1-5 & Age 5-9)	51	36	44
Middle GER (Class 6-8 & Age 10-12)	46	23	36
Middle NER (Class 6-8 & Age 10-12)	14	8	11
Matric GER (Class 9-10 & Age 13-14)	44	20	34
Matric NER (Class 9-10 & Age 13-14)	5	3	5

Pakistan Social & Living Standards Measurement Survey (PSLM 2010) provides the latest information of some major educational indicators of Balochistan.

The Gross Enrolment Rate (GER) for primary schools (Age 5-9) is 75 percent The Net Enrolment Rate (NER) is 44 percent, substantially lower than the Gross Enrolment Rate because of the enrolment of overage children in primary school; The PSLM collects information on enrolment in all types of schools i.e. public and private. The PSLM round shows increase in the share of primary enrolments that are in government schools.

The GER (Age 10-12) for middle level is 36 percent where as the NER has also increased from 10 percent to 11 percent. There remains a significant difference between urban and rural areas in middle level enrolment rates.

The Matric Level (Age 13-14) GER is 34 and NER has increased from 4 percent to 5 percent.

The comparison of different GERs and NERs above has been carried out using official age group brackets at Primary, Middle and Matric Levels, which according to analysts are not realistic. Keeping this in view tables for GERs and NERs have also been worked out using different age brackets recommended by the Technical Committee formed by the government few years back. NER with the revised age brackets show improvements over the official age groups.

There has been an increase in the proportion of persons (10 years & above) who report that they are literate. This has risen from 40 percent in 2006-07 to 45 percent in the 2009-10.

Major Indicators of Schools Education

Major Indicators and findings of the Balochistan school education are as under:

Educational Institution by Level/Type:

The segregation of institutions by level/type depicts that in Balochistan Primary institutions are 87% of total institutions. This indicates the priority of Government Policy on Universal Primary Education (UPE).

The distribution of institutions by type shows that 11440 institutions are primary, 702 are Middle, 755 are High/Higher secondary schools and 683 are Deeni Madaris.

The data reveal that in Balochistan 89% institutions are public sector.

Table No.1: Number of Private and Public Educational Institutions

By Level - Balochistan

Level of Institutions	Total	Public	Private
Total	13751	12184	1553
Primary	11440	10637	464
Middle	702	953	245
Secondary	755	594	161
Madrassa	697	14	683

(Source: BEMIS 2009-10 AND NEC 2005)

Out of 11440 Primary institutions 10637 are in public sector where as 464 are in private sector. 245 Middle schools are in private sector as compared to 953 in public sector. Similarly among the Secondary level schools 161 are in private sector and 594 in public sector.

Moreover there are 850 BEF Schools, 1500 NCHD Feeder Schools and 5000 Non Formal and Literacy centers in the province.

Enrolment by Gender:

It is revealed that out of 33,379,578 enrolment, the province of Punjab share 18,298,608 (54.8 percent); Sindh 6,552,795 (19.6 percent), NWFP 5206,932 (15.6 percent); Balochistan 1,110,162 (3.3 percent). Four regions i.e., ICT, FATA, FANA and AJK share 2211081 (6.6 percent). Source: (NEC 2005)

Data shows that in Balochistan 554444 students are enrolled in Primary Schools whereas 118304 and 5527 are enrolled in middle and secondary schools respectively. 68,597 students are enrolled in Deeni Madaris, and private sector enrolment is 243158.

Table No. 2: Enrolment by level and Gender - Balochistan

Level of Institutions	Total	Girls	Boys
Pre-Primary/Katchi	301476	117611	183865
Primary	554444	227420	327024
Middle	118304	42023	76281
Secondary	55237	18935	36302
Madrassa	70671	-	-
Private	187932	-	-

Teaching Staff by Level and Gender:

The data indicates that in public sector there are 45620 teachers in Primary, Middle and Secondary Schools. The distribution of teachers within the Primary, Middle and Secondary schools is 41%, 26% and 33% respectively.

In Balochistan there are 45620 total teachers³, in which 31208 male teachers and 14412 females' teachers are in public sector.

Table No. 3: Teaching Staff by level and Male/Female- Balochistan

Level of Institutions	Total	Male	Female
Primary	18602	12955	5647
Middle	11884	7489	4395
Secondary	15134	10764	4370
Deeni Madaris	2,857	-	-
Private	7381	-	-

Basic Facilities in the Institutions:

The data indicates that in Balochistan 65% educational institutions are without boundary walls, 53% are without latrine, 35% schools are without drinking water and, 83% are without electricity.

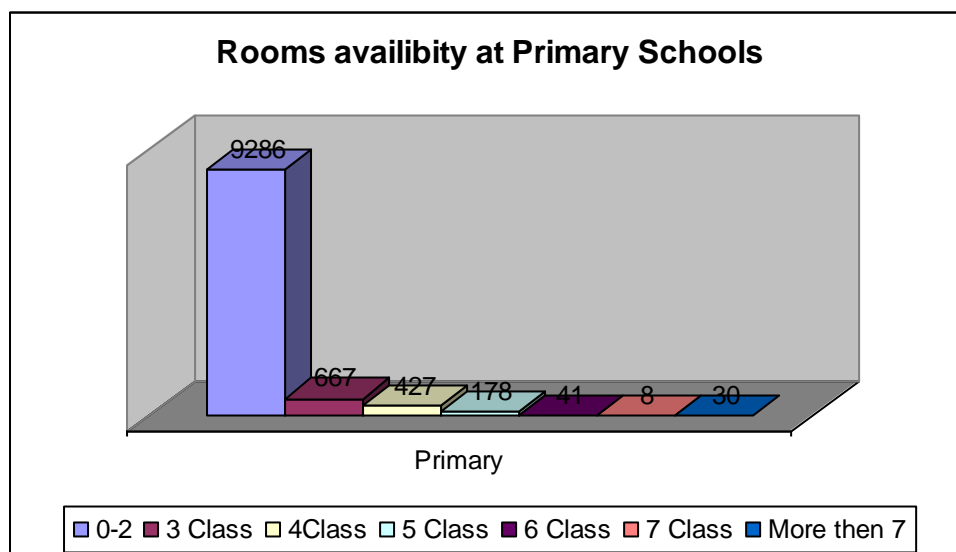
Table No. 4: Number of Schools Public without Basic Facilities

Area	Educational Institutions			
	Without Boundary Walls	Without Drinking Water	Without Electricity	Without Latrine
Balochistan	65%	35%	83%	53%

Table No: 5 Class room Availability status by level

Total Schools	More than 2 Rooms (3-10)	2 Rooms	Single Room Schools
12185	2893	2832	6460

Public Sector Institutions predominantly (88.6%) follow Urdu as medium of Instruction and 7.5% follow Pashto as medium of instruction. In Private Sector 33.9% follow Urdu as medium of instruction and 25.4% institutions follow English as medium of instruction.



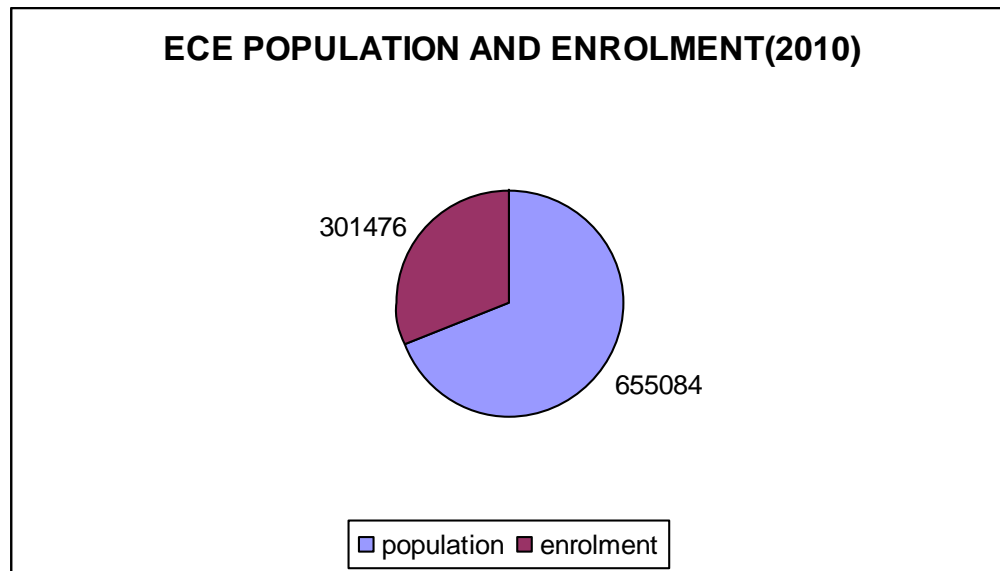
In public sector institutions of Balochistan there are 92 students per institution against 157 in Private Sector. Similarly there are 22 students per teacher and 4 teachers per institution in public sector as compared to 20 students per teacher and 8 teachers per

institution in Private sector. Male vs Female student ratio indicates that 175 male in public sector and 198 male students in private sector are studying against 100 Female students.

Major indicators of Pre Primary Education

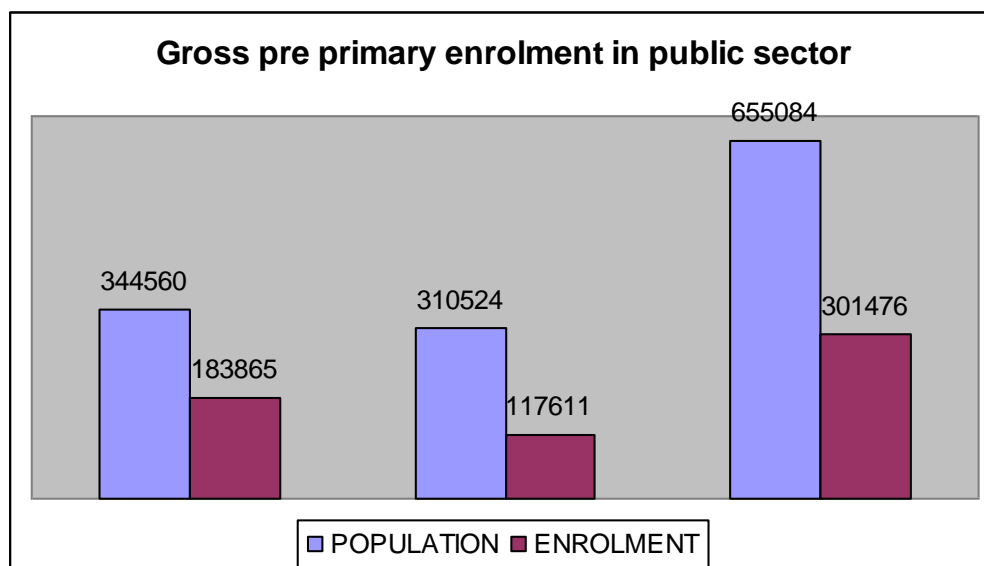
Pre-Primary Population and Public Sector (Predominantly Katchi) Enrolments

The total projected pre-primary-aged population (ages 4 & 5 years) in 2009-10 is 655084, in which males are 344560 and females are 310524, recording an average growth rate of 2.6 per annum during this period. Pre-primary (predominantly katchi) enrolments in 2009-10 in public sector is 301476, in which boys are 183865 and girls are 117611.



Gross enrolment Rates in Public sector by Gender

The Gross Pre Primary enrolment rate in public sector is 46%, in which male portion is 53% and female 38%.



Gender Parity Index

The Gender Parity index for the Pre Primary enrolment ratio is 0.80.

Table 1: Provincial Pre Primary Public Sector Gross Enrolment Rates (%) in 2009-10

Features	Total	Male	Female
Number of enrolment	301476	183865	117611
Official age-group population (4-5 years)	655084	344560	310524
(GER Gross enrolment ratio)	46%	53%	38%
Gender Parity Index (GER)	0.802443		

Dropout Rates in Pre-primary/Katchi

Data reveals that 35% (36% boys and 35% girls) of students who are enrolled in Katchi class dropout (leave school) before enrolling in Class One (Table 2). The key factors responsible for this high dropout rate included lack of parental interest, poverty, shift of residence, school distance, and lack of teachers' attention and competency to teach katchi class children.

Table: 2 Enrolment and Dropout Rate (Katchi)

Sex	Classes	Figures
Boys	Katchi	157784
	Pakki	100576
	Dropout%	36.25716169
Girls	Katchi	110468
	Pakki	71766
	Dropout%	35.03458015
Total	katchi	268252
	Pakki	172342
	Dropout%	35.75369429

Deeni Madrassahs or Religious Schools

There are 683 Deeni Madrassahs in the province, of which (97%) are in the private sector and only (3%) are in the public sector. The total enrolment in these madrassahs 68597 of which (97%) is in private sector and only (3%) is in the public sector. The madrassahs have 2891 teachers, of which are 1736 (77%) males and 1155 (23%) are females.

These institutions cater to the educational needs, primarily the religious education needs, of the children aged 3 to 18 years. Pre-primary aged children are taught basic reading and numeracy skills while some madrassahs also teach writing skills. Besides these, these institutions also play active and effective role in inculcating moral values, character building and purification of soul from the very early years i.e., age 3 years upwards.

In rural areas where madrassah is not present, the local mosque provides pre-primary education, imparting reading skills to enable the students to read the Holy Quran. Quranic Literacy is greatly helpful in teaching of Urdu and Sindhi languages (as these languages also follow the Arabic script). It is estimated that each village has at least one or two mosques where pre-primary age group children are taught reading skills. This provides a vast network of training facilities for pre-primary aged children in the province.

Teachers in ECE

There are 10637 Primary schools in public sector, in which total teachers are 18602, in which male teachers are 12955 and female teachers are 5647.

Student-Teacher Ratio and Student-Institution Ratios

Student-teacher ratios are higher in public institutions than private institutions in Balochistan that is 31 and Student institution ratio is 54.

Table 3: Student-Teacher Ratio and Student –Institution Ratio in Primary School of Public Sector

Student-Teacher Ratio	1:31.31
Student-Institute Ratio	1:54.76
Teacher-Institute Ratio	1:1.75

Chapter 5

ECE Quality Inputs

Teacher Training

The role of teachers remains central to the success of any effort made to improve the quality of Education. The teacher Education is mainly undertaken in Government colleges of teachers Education. Presently 11 such institutions are working in the province and they offer PTC and CT courses of nine months duration. The PTC is meant for primary school teachers and it is a pre service program for metric pass candidates. The curriculum of PTC was devised during early 1980s. This curriculum didn't cater the needs of elementary Education. It is highly theoretical in nature. The staffs engaged for Education of primary school teachers have little experience of teaching at primary level and are naive of requirements of ECE. The in service training of the teachers is subjected to the provisions in various projects where donors dictate the program. The Bureau of Curriculum and extension center which is responsible for teachers in service training has never assessed the teachers training needs. Therefore the programs don't fulfill the teacher's professional needs.

The federal Government has recently and for the first time published National Teachers Professional Standards for Teachers. These describe what a teacher should know, be like and be able to do. These standards will be used by all the teachers Education institutions. However to achieve the objective the competence of these institutions needs enhancement.

Since ECE is going to be introduced in all the schools at primary level, through a phased program, therefore the teachers need intensive training in ECE techniques. For this purpose the Government needs to launch a well thought of, needs oriented and effective training program which may ensure capacitating the ECE teachers at the earliest. It means that some ten thousand primary school teachers will need training in ECE teaching techniques.

Provision of Teaching and Learning Materials

Teaching and learning material is a hub of the game in the teaching learning process. It is much more needed at early childhood Education level because the children at this level drop if they find the environment alien to their nature. They are playing stuff therefore they need a lot of activities involving variety of Educational toys. The children learn playing with these toys and they come to school for playing and the teacher capitalizes on the nature children. In case the teacher doesn't get the Educational toys he/she resort to rote memorization which is very difficult of the child and this also leads the teacher to corporal punishment which result in children's drop out from school. Therefore the Educational program in the province must provide teaching and learning material in the school and it should not be a onetime supply but the broken and lost items must be replenished and more added every year. The National Education Policy and the ECE curriculum have aptly stated that there will be no text book for the children at ECE level it further enhances the need of teaching learning materials

It also commendable that the teachers may be imparted training in preparing and using the indigenous material for children's use.

Supervision and Monitoring

Supervision and monitoring are crucial to sustenance and implementation of teachers' performances. Monitoring mechanism to evaluate teachers' performance is a very important source of feedback administrators and teachers Educators. They can build upon the feed back to improve their own performance. Presently the Learning Coordinators and the Assistant District Officers are responsible for monitoring and supervision. They are very small in number (ADEO 65, Learning Coordinators 305) this small number of the supervisors and monitors is not capable of taking care of ten thousand teachers. Further they are trained for the job. Instead of supporting teachers simply collect data.

Therefore monitoring and supervision system needs revisiting and reorganization. The Learning Coordinators and ADEOs need training in their task. Their bossy attitude also needs to be transformed in to a mentor. The effective and proper monitoring and supervision system will help teachers improving their performance.

Parent and Community Involvement

The experiment of PTSMC has proved that involvement of parents and communities in the Education system produce good results. It not only reduces the burden of the Government but also makes the system efficient. The PTSMCs where used skillfully have helped increasing enrollment reducing dropout and improving the quality of Education in the school. The introduction of ECE demands a lot of motivation of parents and mobilization of communities to convince the parents to enroll their young children in the school and pursue them ensure their punctuality and regularity. If the communities accept the ECE concept there is possibility of greater success. Therefore it is felt necessary that communities may closely involved and capacitated to manage their schools. This will be possible if the PTSMc are properly formed imparted training and are empowered to manage their schools.

Additional Class Rooms and Basic Facilities

Presently more than five thousand primary schools are functioning in single or two class rooms. Multi grade teaching is in practice. The ECE needs a separate class room and a teacher. The young children also need toilet and clean drinking water therefore the Government will have to provide a separate class room and teacher in the school where ECE is introduced. The Class rooms will need specially prepared furniture for the children and the building should also be build in a manner that it doesn't pose any unsafe for the children.

Health and Nutrition

Nutrition is extremely important for children and is directly related to their performance in the school. The ECE environment caters to the nutritional needs of a child and monitors his/her growth unfortunately our children are pray to the mal nutrition. They are deficient of iodine, vitamin A and iron. This is due to the food deficiency generally because the children don't get balanced food. Therefore the Government may think of providing lunch the children in the school and educating the parents to provide the children balanced diet. The mortality rate among the children up to year's age is very high about 73 per 1000 infant live births. Disease like mal nutrition, polio, low ammonization rates, diarrhea, pneumonia and respiratory are common to the children.

Obviously a child with poor health cannot do better in the school. Therefore there should be a close liaison between the health department parents and the school for these purpose committees may be constituted which may run Campaign against child diseases and parents awareness

Coordination between Stakeholders

ECE is cannot be made a successful intervention unless all the stake holders (parents, health department, local government, Education, Social welfare department...etc) join hands. The child is in the heart of all the stake holders who should realize their responsibilities the child and make joint efforts for the cause of the children. It may include sitting together for thinking generating required resources, creating awareness among the communities, monitoring and supervision to sustain the ECE.

Private Sector Coordination

The Government cannot alone take the responsibility of ECE intervention. The private sector has to come forth to help the Government in the introduction of ECE. All the private schools will be expected to introduce ECE class in their system, build the capacity of the teachers to create child friendly atmosphere in the class and ensure that dropout is minimized. The philanthropy the commercial enterprise all are expected to pool their resources to full fill the requirements of ECE class

Child Rights

The children are the most venerable as for rights are concern. The gender disparities have made the situation even worse. The constitution of Pakistan and in spite of being signatory of various International declarations on child rights, little have been done to save guard the children right. The daughters are discriminated against sons, the children are beaten up both at home and schools they are ill clad deprived of balanced food and no care is paid to their Education the children have very low liberty to play, ask questions and use their will. The ECE intervention will propagate child rights and will run a campaign for their safe guard.

Chapter 6

Community Mobilization

Role of Community

The Government cannot introduce, successfully early childhood Education in the schools independent of community involvement. In tribal society where Education particularly female Education doesn't enjoy priority in the life importance of ECE is not appreciated fully. Therefore it is essential that communities may be mobilized through group discussion, debates on Education use of electronic media and provision of incentives. Awareness campaigns can help convincing the communities to play their role in the introduction of ECE enrolling the children of relevant age and keeping vigilance on regularity and punctuality of children in the school.

Role of Parents

The parents have a pivotal role in the intervention. The mother has to play an important role. Unless she is convinced that her child should go to school, it is very hard to bring the tender child to school. The mothers should have confidence in the school environment. She should be confident that her child will not undergo any adverse experience at school. She should know that the child learns attitudes and skills in the school in a pleasant environment. This is possible if the school and the parents work in close collaboration and cooperation and both enjoy mutual confidence. Once parents are involved the objective can be easily achieved. Therefore the school may demonstrate a sympathetic and democratic attitude and treat the parents not only as their customers but also as their helpers.

Role of Ayas

It is quite difficult for teachers to take care of the children's needs at school. They need going toilet and washing. They get very bored and need care. The teacher cannot do all this single handedly. Therefore there is a need of care givers. The Government may employ elderly women who may help the teachers in taking care of the needy children. Some elderly women can also volunteer their services in taking care of the children at school. In some communities such experiences and practices have proved very useful.

Role of PTSMCs

The Government has established PTSMCs in about 4000 schools. The prime objective of these committees to help school in management they are supposed to collect and maintain data of the school aged children, convince the parents to send their children to school, ensure regularity and punctuality of enrolled children and thus help in reducing drop out and improving completion rate. The services of these committees have not been adequately utilized so far. However where ever the PTSMCs have been empowered they have demonstrated their capacity and competence to reduce absenteeism among the teachers and children improving school environment and serving as bridge between school and the district educational management. These committees can play an important and effective role in making the ECE intervention in the school, a success.

Governance

Good governance is hub of intervention made in social and developmental sector. Good governing practices result in success. The role of some key players in the introduction and success of ECE is very significant:

Role of Teacher and Head Teacher

The teacher has a direct and important role in the ECE his/her attitude towards children and her skills to facilitate the child in school she can attract the children through her sympathetic, democratic and child friendly attitude. Simultaneously she can create a hatred for school in the child through her wrong behavior. Therefore the teachers should be properly trained in handling the young children. They may be provided an environment where they can learn how to be patient towards the child. The head teacher's role is equally important. He should be well versed in the ECE techniques and should know how to monitor the work of teacher and mentor when the teacher need. The head teacher should demonstrate a democratic and facilitative role in his relations with the teacher, parents and the children. He should be a visionary and conceive the innovative techniques for physical, social psychological and cognitive needs of the children.

Role of Learning Coordinators

The learning coordinators are very important player in the ECE intervention. They are appointed on seniority bases and have a long experience of teaching at a primary level. They are supposed to be cognizant of all the teachers and children needs. They can provide monitoring and mentoring services to the teacher and can thus facilitate the young children who have come for learning. Practically the learning coordinators have rarely been exposed to training ECE techniques. They generally represent the orthodox disciplinarian. Who doesn't tolerate any noise or movement of children in the classroom, Therefore in the present form they are least helpful. There is a need to create an awareness regarding the psychology of the children and training them properly so they can play the role expected from them.

Role of PTSMCs

As mentioned above the PTSMCs can play very significant role in the implementation of early childhood education. Since they are parents of the school going children and cherish the confidence of the community therefore they can help managing the school properly. The government has very clearly defined the responsibilities of PTSMCs and they have demonstrated their worth where ever empowered the government should reconstitute PTSMCs their capacity to manage, value their opinion and develop school improvement plan with their coordination. This role of the PTSMC will help improving the governance in the school resulting in success of ECE.

Role of Directorate and Education Secretariat

All the leadership and policies emerge at Directorate and Education Secretariat level. They develop and decide on future plans. The district Education Officer, Head teachers and PTSMCs are the implementers of the decisions taken and policies formulated by the director and secretary Education. Therefore it's but imperative that these quarters prepare policies and develop plans very carefully on the basis of data collected in consultation with the actors at implementation level. They should provide all kinds of resources required for introduction of ECE or take appropriate measure to register the cooperation

of the stake holders in implementation of their policies and program. Efficiency efficacy and vision is very important at this level.

Role of BEMIS/PEAC

The importance of data in any planning exercises need not be over emphasized. Any appropriate healthy and need based planning depend on the availability of appropriate and dependable credible data. The Balochistan Educational management information system (BEMIS) has very important role in helping the planner developing good planning. Therefore the BEMIS is expected to show their capacity to collect reliable and need oriented data and timely update it. The BEMIS should translate the crude data in to information which the planners may use for their guidance. The BEMIS should conduct the census of all the school age children including kachi/ECE class and the children who are expected to join ECE in the next two years. It may have document all information on physical facilities so that the government may be able to decide and plan the future needs

The Provincial Education Assessment Center is also very important because it asses the learning achievements of the children against the curriculum objectives. The peace must conduct the tests in a manner that the planers may use them as basses for management of learning at school level. The results of test will help in assessing the teachers training needs, improvement in the teaching techniques and text books and creating a link between the classroom teaching and the learning assessment mechanism.

Chapter 7

Goals and Objectives of ECE Plan

The goal of the ECE plan is proposed:

“Expand and Improve comprehensive Early Childhood Education”.

The following objectives are set to achieve the goal:

- ✓ To improve the school environment through joyful learning and child friendly mode of instruction
- ✓ To strengthen the base for primary education
- ✓ To enhance the awareness and motivation of ECE among parents and community.
- ✓ To reduce gender disparity
- ✓ To improve the teacher performance
- ✓ To reduce drop out and improve completion rate at primary level

Implementation Strategy

The ECE provincial plan proposed the following multi prongs strategies to address the ECE age group population in minimal time frame of 5 years i.e. (2011 to 2015). The plan will also focus the long term vision to manage and strengthen the ECE facilities in the province.

<u>Population as per census 1998:</u>			
<u>age group 4-5</u>			
	Boys	Girls	Total
4 years age	134112	125354	259466
5 years age	126406	111845	238251
Total	260518	237199	497717

Projections:						
	2010	2011	2012	2013	2014	2015
Boys	344560	351563	358566	365570	372573	379577
Girls	310524	316635	322745	328855	334966	341076
Total	655084	668198	681311	694425	707539	720653

On the basis of the projections of year 2010 as per the NIPS formula (2.68 gr) the projected population of proposed target group (4-5 years) @ 8% is 655,084 (boys 344,560 and girls 310,524) of total projected population of the province of 86, 84,007.

Scenario of Present Efforts

a) SCSPEB Initiative:

In collaboration with the USAID and subsequently EKN, the SCSPEB has introduced ECE classes in 100 Government Schools of 7 districts of the province where an additional teacher has been appointed. The salary of 100 teachers is being paid out of the funds provided by the donors. This is a pioneer intervention demonstrating a good model for replication.

b) UNICEF Support

Capitalizing on the experience of SCSPEB, the UNICEF has introduced ECE class in 300 schools. The teachers have been imparted training in the teaching techniques and necessary material; the salaries are being paid by the UNICEF. These schools enroll (25*300) 75000 children.

c) Save the Children UK intervention:

With financial support of EKN the SC-UK is focusing 105 schools of Quetta, Killah Abdullah and Mastung districts for introduction of ECE in March-2011. It will be a complete package of construction of additional class room, appointment of teachers with the salary, training of the teachers and supply of materials. These schools will enroll (25*105) 2625 children.

Since all the above three efforts are project oriented therefore in order to sustain them the Government may regularize the services of 505 teachers engaged in ECE classes.

Strategies for Immediate interventions:

Whereas the introduction of ECE needs some time yet there are quite a few opportunities which can be capitalized on immediately for introduction of ECE they are as under:

a) ECE in existing public schools:

ECE classes may be introduced, initially, in all such schools where at least three teachers and 3 class rooms are available. One of the class rooms and a teacher may be earmarked for ECE class, exclusively. At present, according to BEMIS school census 2009-10, there are 2893 schools with more than 2 class rooms and 2 teachers offering primary level education out of which 1367 are primary schools, 949 middle schools, while 579 are high schools. Presently 505 schools are already offering ECE. They are focused by SCSPEB, UNICEF & SC-UK. All these schools should be marked for the establishment of ECE as an opportunity. All these schools will enroll approximately 15.6% of target age group population, if teachers will be trained on ECE strategies.

Introduction of ECE in the above schools will require the initiatives

- a. Nomination of ECE teachers by the concerned EDEO
- b. Deployment of Ayas
- c. Training of 2895 teachers
- d. Provision of ECE material

The training of teachers is primary requirement because unless the teachers are oriented in the ECE techniques, it will not be possible to gain the results of the intervention. The PITE & Staff of the colleges of elementary education and the BOC can be assigned the responsibility of the training of the teachers. However in view of huge task the government will not be able to impart training to 2893 teachers in time. Therefore it will be appropriate if the experienced & competent private sector is also involved in the training of the teachers

b) Private schools

Presently approximately 850 private schools are working in the province and they are well spread incidentally all these schools enrolled children of 3-5 year age group and use Montessori method of teaching these children, which is very close to ECE teaching techniques. However since the teachers have never been exposed to latest teaching techniques therefore they work in a quack fashion, the teachers of these

schools may be imparted training and all these schools may be bound to introduce ECE in their system. The Government can cater the training needs of teachers by including them its own teachers training program. These schools will take responsibility of approximately 20000 (3%) children.

c) *Denni Maddaras*

About 690 registered Denni Maddaris are taking responsibility of teaching 17000 (2%) children of 4+ age group. These institutions can be involved in ECE intervention by registering their cooperation. Presently they use very crude methods of teaching because the teachers have never been imparted any training in teaching. The government may train their teachers for ECE.

d) *Feeder Schools by NCHD*

The NCHD is running 1350 feeder schools in the province, these schools is a support for the nearby primary school in enhancing enrolment, these schools enroll 37500 children which is 5 % of the total ECE age group children. The teachers of these schools can be imparted training and thus the institution can be converted in to ECE schools without any additional cost. The expenditure on teachers training may be borne by the NCHD.

e) *Non formal/ Literacy Centers*

The 5000 Non formal and literacy centers are being taking care of by the NEF , Social Welfare Department and NCHD.. The teachers engaged are part timers and work generally in the evening. They can be engaged in ECE operation allowing them an equal salary which they are being paid for non formal education. This strategy can take responsibility of 130000 children which comes to 18% of the focused age group.

f) *BEF schools:*

With the financial support of the World Bank the Balochistan Education Foundation has established 850 Primary schools in the rural areas of Balochistan where the children have no access to education. The teachers of these schools may be imparted trainings in ECE teaching techniques and thus the needs of 20000 (3%) children can be catered. The expenditure may be the responsibility of the BEF.

g) Day Care Centers:

Day Care centers delivers important role in societies. The working women leave their children in these centers where they remain for about 6-7 hours. These centers may be used for ECE by imparting training to the staff of these centers, assuming 300 for next five years, and thus at least (5000) children may be imparted ECE curriculum. It will cover approximately (1%) of the ECE age group children.

Future Strategies

a) Addition of facility in deficit schools:

At present 6460 schools are working with one teacher and 1 room or with out any shelter. Obviously these schools will also engaged 4+ children in ECE. The government will have to provide rooms and an additional teacher/aya to make ECE possible in such schools.

b) Opening of New schools

The government is planning g to open 10000 new primary schools in education in 2015. It is suggested that all these schools may provide for ECE with all its requirements. Estimated this intervention will enroll (25*10000) 250,000 children in ECE up to 2015.

c) Provision of Additional facilities in the existing Government Schools:

All the schools which has only 1 or 2 class rooms and teachers may be provided additional teacher/aya and class room to start ECE in 2832 schools which will enroll 70,000(10%).

d) Engaging corporate Sector:

The corporate sector is deeply involved in the mining, agriculture, industries and banking. This sector is raising exuberant benefits out of their ventures but so far they have made little contribution to benefit the social sector including education. This sector may be assigned to introduce ECE class in 500 deprived schools and bear all the cost on teachers' salaries, training and supply of material plus construction of rooms.

Support Structure

a) Government training institutes:

Teachers are seen as the primary catalyst for delivering quality education. They are large work force in Balochistan, numbering at 18602 primary school teachers. Teacher training is the crucial element in the achievement of the International commitments of “Education for All” and “Millennium Development Goals”.

The colleges of elementary education, PITE and BOC are responsible for pre-service and in service training of teachers. The colleges of elementary education have a capacity to train 1200 teachers per annum. Simultaneously they can be assigned in service teachers training in ECE teaching techniques. The Government has decided to replace the existing PTC and CT training by 2 years Associate degree in education in a phase way. Obviously it will reduce the turn out by 50%. The resultantly the existing system of the Government will not suffice the training requirements. Therefore it is suggested that the assistance of private sector may also be taped. The NGOs like SCSPEB who have experience in ECE may be engaged in training of the teachers.

b) Training of managers and supervisors

Since ECE is a new concept and meets expertise in supervising and supporting the teachers therefore it is essential that all the education officers and heads of institutions may be oriented in ECE teaching techniques and support mechanism.

In this kind of training besides government system the support of private sector / NGOs will be required so that the stake holders may be capacitated well before the ECE is introduced.

c) Material Development and Supply:

The ECE material will be required on mass scale. Presently material development activity in Balochistan is negligent. Therefore while it is a challenge simultaneously it provides an opportunity for the local market to explore this sector. The supply of material from centrally located places to destination will give boost to transport

business in the province. And all this will generate economic activity and job opportunities in the province. However publicity and advocacy will be required.

d) ***Construction:***

Construction of additional rooms for ECE will require the expertise of architects who may design rooms in the context of weather, soil structure, culture of the area and cost effectiveness. Presently quite a few firms are engaged in such activities and they can be selected on competitive basis for developing multiple designs.

The construction will also need bricks, cement, sand, crush stone beside masons and labor force. Some of these components are locally available while others will be acquired from outside the province. It will also generate economic activity in the province.

Potential Funding Sources

Since the Government is the biggest provider of Education in Balochistan therefore it will be expected that the Government will develop a phased program of implementation of ECE class in the schools. In order to achieve the objective the Government will be expected to allocate sufficient funds for implementation of the program. The funds can be raised through involving various donors supporting Balochistan in promotion of Education and other social service sectors. Though there is very small number of industries in the province still they can be associated in the intervention. The labor department, social welfare department and the mining departments collect levy in their spheres of work a part of which can be ear marked for introduction of ECE in the schools where they work.

a) **Responsibilities actors of Implementation (DE Office, PITE, BOC, Health**

The Director of Education will devise a plan of implementation of the ECE program in the school and will carry it out through Divisional Directors of Schools and the Districts Education Officers. He will also monitor the implementation of the program and will hold meetings of the implementers regularly and will take measures to do away with the gaps identified.

The Bureau of curriculum and PITE will help in training of teachers in the ECE teaching techniques. They will keep a close liaison with the Directors of Education, Divisional Directors and the District Officers Education to strategise the Training activities.

Since the health of children is very important therefore cooperation and coordination of health department will be required. The basic health units can play a vital role in this respect. They can examine the children and suggest measures of improvement of their health and orientate the parents on the means and ways through which child health is improved. They can also orientate the teachers with regard to the eye sight and hearing capacity of the children.

b) Deptt, Social Welfare Department, , Community participation, PTSMCs and Private/NGO sector)

The social welfare department can also play a vital role. They can include their plans, awareness of the parents on importance of ECE and motivating them to send their children to school and keep them regular and punctual. They can also give awareness regarding the rights of children and obligation of parents towards their children.

The communities are always at the heart of all the intervention made in education sector. The PTSMCs who are the representative group of communities working for the school can be involved in school improvement planning, motivating the parents to send their children to ECE class, keep them regular and punctual. They can develop a strong bridge between the school and the Government. They can also register the cooperation of various organization/ departments working for the welfare of the community

The Government cannot achieve the objective all alone. It needs the help o private sector and NGOs. The private sector working in the education can help by introducing of ECE in their system and deputing the teachers for training on ECE teaching techniques. The NGOs can also join hands with the Government by advocating the cause of ECE while working on their own interventions.

Implementation mechanism

The ECE needs a very strong and implementation mechanism. Which is suggested as under?

- ✓ A phased program initially for five years and a long term program up to 2020 may be devised.
- ✓ Initially the ECE classes may be introduced in all such schools where at least more than two teachers and class rooms are available. 1 teacher and 1 class room may be allocated to ECE
- ✓ The teachers may be imparted training in the ECE teaching techniques before embarking on the program.
- ✓ A strong monitoring and support system may be devised to ensure that ECE is implemented effectively and the required outcomes are achieved.
- ✓ All the stake holders including DE, DEO, SDEO, ADEO,LCs and Head teachers may be given orientation on the concepts and requirements of ECE.
- ✓ The single or double teacher school with one or two class rooms may be included in the program after 2014 when the requirement has been met out.

Summary of Implementation strategy:

S. No	Proposed Actions	Numbers	Children Coverage	Coverage (%)	2011	2012	2013	2014	2015	Total
		Total Schools 12185	(25 per School)	(720653 ECE Population till 2015)						
				720653						
1	ECE in Existing Public Schools (having more than two rooms/teachers)	2893	72325	10%	579	579	579	579	579	2895
2	Re appropriation of teachers in ext Schools(having 2 rooms/2-3teachers)	2832	70800	10%	566	566	566	566	566	2830
3	Addition of ECE in Single Teacher/Room School	6460	161500	22%	1292	1292	1292	1292	1292	6460
4	Regularization of 505 SCSPEB, UNICEF & SC-UK Ext Teachers	505			101	101	101	101	101	505
5	Private Schools	850	21250	3%	170	300	300	300	300	1370
6	BEF Schools	850	12750	2%	170	170	170	170	170	850
7	Deeni Madaris	690	17250	2%	138	138	138	138	138	690
8	Day Care Centers	300	4500		60	60	60	60	60	300
9	Feeder Schools (NCHD)	1350	33750	5%	270	300	300	300	300	1470
10	Introduction of ECE in Non Formal & literacy centers (NEF, SWD, NCHD)	5000	75000	10%	1000	1300	1300	1300	1300	6200
11	New Schools expected	10000	250000	35%	2000	2000	2000	2000	2000	10000
	Total ECE Centers	33325	719125	100%	6665	6665	6665	6665	6665	33325
12	ECE data of Private as well as Public sector shall be mapped and incorporated in BEMIS through School Census.	All Interventions			Incorporation of data	Incorporation of data	Incorporation of data	Incorporation of data	Incorporation of data	Incorporation of data
13	Provision of Medical care linkages with Schools for ECE Children	73 Hospitals, 442 BHUs and 685 Dispensaries			BHUs and School linkage	BHUs and School linkage	BHUs and School linkage	BHUs and School linkage	BHUs and School linkage	BHUs and School linkage
14	22185 PTSMCs formation and strengthening in all schools/two days training	22185	4437		4437 PTSMCs	4437 PTSMCs	4437 PTSMCs	4437 PTSMCs	4437 PTSMCs	22185 PTSMCs
15	22185 ECE Awareness campaigns at school level to sensitize communities about their role	22185			Advocacy and sensitization of 4437 communities	Advocacy and sensitization of 4437 communities	Advocacy and sensitization of 4437 communities	Advocacy and sensitization of 4437 communities	Advocacy and sensitization of 4437 communities	Advocacy and sensitization of 22185 communities

Chapter 8

Monitoring and Evaluation

Monitoring Indicators:

Monitoring and Evaluation plays a very important role in keeping the programs in proper directions and achieving the objectives and targets. The implementation of ECE will also require very strong monitoring & Evaluation system in place, so that the objectives area achieved to the maximum and in time. The following indicators will be used for monitoring and evaluation of the program

- 1) Number of schools where ECE has been introduced
- 2) Separate class rooms for ECE provided
- 3) Separate teacher for the class appointed
- 4) Number of teachers of ECE schools imparted training in ECE teaching techniques
- 5) Reading writing materials provided in the class rooms
- 6) Teachers support system provided
- 7) Awareness among the parents created
- 8) Orientation on monitoring and evaluation of ECE given to the education officers
- 9) Level of Learning achievement of the children
- 10) Coordination between health and education department

Who & How it will be monitored

The monitoring of ECE will rest at 4 levels

- 1) Head teacher of the school who will carry out day to day monitoring of the ECE class and will help the teacher where ever required
- 2) Learning coordinator will visit the class off and on and will discuss the issues with the teacher and see that he / she is proceeding with the class room in accordance with the training techniques imparted during training. He /she will also share with the teacher any good practices used by other teacher to improve the pace of learning of the children.

- 3) Assistant District Officer Education will monitor the level of learning of the children and will give feed back to the district Education Officer and will suggest the measures for improvement.
- 4) The PTSMCs will also monitor that the ECE age level children have been admitted in the school, they will help in keeping the children regular and punctual and will conduct meeting with the parents to motivate them to take care of their children education.

All the above stake holders will be imparted training in monitoring and evaluation of the ECE class and strategies for monitoring and evaluation will be devised, whereby the real picture of ECE will come forth.

How it will be evaluated

The implementation of ECE will be evaluated with the help of information collected through the indicators and monitoring reports. The evaluation will be shared with the education department at provincial & district levels.

Proposed follow up actions

The following action may be taken for improvement of the ECE program.

- 1) Development of strategy to meet the deficiencies
- 2) Provision of funds where lacking
- 3) Teachers capacity building measures
- 4) Sharing the best practices with the teachers
- 5) Provision of incentives for the teachers demonstrating best performance
- 6) Encouraging the PTSMCs to involve themselves in the school affairs

Budget

Provincial Plan of ECE										
Cost Estimates										
For the period 2011 to 2015										
S.No	ECE Budget	Total Units	Unit Cost	Per year units	2011	2012	2013	2014	2015	Total Cost
			Pak Rs.		Cost in Pak Rs. in Million					
A	ECE in Existing Public Schools (having more than two rooms)	2895		579						
a.1	Teachers Training		20000		11.58	11.58	11.58	11.58	11.58	57.90
a.2	Learning Material		50000		28.95	28.95	28.95	28.95	28.95	144.75
a.3	Aya Salary		84000		48.64	102.14	160.99	225.72	296.93	834.40
	Sub Total A				89.17	142.67	201.52	266.25	337.46	1037.05
B	Re appropriation of teachers on rationale basis in existing Schools(2 rooms/teachers)	2830		566						
b.1	Room Construction		700000		396.20	396.20	396.20	396.20	396.20	1,981.00
b.2	Learning Material		50000		28.30	28.30	28.30	28.30	28.30	141.50
b.3	Aya Salary		84000		47.54	99.84	157.37	220.65	290.26	815.67
b.4	Teachers Training		20000		11.32	11.32	11.32	11.32	11.32	56.60
	Sub Total B				483.36	535.66	593.19	656.47	726.08	2994.77
C	Addition of ECE in Deficit Schools (Single Room Primary School)	6460		1292						
c.1	Construction of Room		700000		904.40	904.40	904.40	904.40	904.40	4,522.00
c.2	Teacher Salary		120000		155.04	325.58	513.18	719.54	946.53	2,659.88
c.3	Aya Salary		84000		108.53	227.91	359.23	503.68	662.57	1,861.92
c.4	Learning Material		50000		64.60	64.60	64.60	64.60	64.60	323.00
c.5	Teachers Training		20000		25.84	25.84	25.84	25.84	25.84	129.20
	Sub Total C				1258.41	1548.33	1867.25	2218.06	2603.95	9496.00
D	Community Participation through PTSMCs	22185		4437						
d.1	Formation/Strengthening of PTSMCs and Community awareness raising		22000		97.61	97.61	97.61	97.61	97.61	488.07
	Sub Total D				97.61	97.61	97.61	97.61	97.61	488.07
E	Regularization of 100 SCSPEB ECE Teachers	100		20						
e.1	Teacher Salary		120000		2.40	5.04	7.94	11.14	14.65	41.17
F	Existing Private Schools/Madrassas	1550		310						
f.1	Teachers Training		20000		6.20	6.20	6.20	6.20	6.20	31.00
G	BEF Schools	850		170						
g.1	Teachers Training		20000		3.40	3.40	3.40	3.40	3.40	17.00
H	NCHD Feeder Schools	1350		270						
h.1	Teachers Training		20000		5.40	5.40	5.40	5.40	5.40	27.00
I	New Expected Schools	10000		2000						
i.1	Construction of rooms		700000		1400	1400	1400	1400	1400	7000
i.2	Teacher Salary		120000		240.00	504.00	794.40	1,113.84	1,465.22	4,117.46
i.3	Aya Salary		84000		168.00	352.80	556.08	779.69	1,025.66	2,882.22
i.4	Learning Material		50000		100.00	100.00	100.00	100.00	100.00	500.00
i.5	Teachers Training		20000		40.00	40.00	40.00	40.00	40.00	200.00
	Sub Total I				1948.00	2396.80	2890.48	3433.53	4030.88	14699.69
J	LCs Monitoring Support	887		177						
j.1	LCs Salary/POL		300000		53.24	58.57	64.43	70.87	77.95	325.06
	Sub Total J				53.24	58.57	64.43	70.87	77.95	325.06
	Grand Total (Rs in million)				3929.80	4779.64	5714.48	6742.79	7873.94	29040.64

Cost Estimates (2011-15)

	2011	2012	2013	2014	2015	Total Cost
Recurring Cost	823.39	1675.88	2613.62	3645.12	4779.79	13537.80
Development Cost	3123.80	3123.80	3123.80	3123.80	3123.80	15619.02
10% acc at Dev Cost	3436.18	3779.80	4157.78	4573.56	5030.92	20978.25
Total Budget	4259.58	5455.68	6771.40	8218.69	9810.70	34516.05

The year-wise and total budget for the ECE interventions during 2011-15 is summarized in this section

The Annual Budget for each ECE Center is worked out on the following basis:

- Learning Material Rs. 50,000
- Room Construction (16*22) Rs. 7,000,00
- Teacher Salary Rs. 1,20,000 per annum
- Teacher Training (10 Days Training) Rs. 20,000
- Aya Salary Rs. 84,000 per annum
- LC Salary and POL Rs. 3,000,00 per annum

The total estimated budget for providing ECE coverage in Balochistan comes out to Rs. 34516.05 Million during 2010-2015.

References:

1. Policy Context

- National Education Policy 2009
- The EFA National Plan of Action (2001–2015)
- Devolution Plan/ Local Government Ordinance 2001
- Education Sector Reform (ESR) 2001 -06
- Mid-Term Development Framework (MTDF) 2005- 10
- Millennium Development Goals
- Economic Survey 2010
- Poverty Reduction Strategy Paper II

2. Situation Analysis

- BEMIS 2009-10
- Provincial Census Report/Districts Census Report 1998
- Multiple Indicators Cluster Survey 2004
- Election Commission of Pakistan
- National Institute of Population Studies. Islamabad
- EFA Global Monitoring Report 2009,
- PIHS /PSLM 2010, etc



**Provincial
Early Childhood Education (ECE) Plan
2011 - 2015**