



Parwaan News

'Parwaan E9 (Pakistan, Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico and Nigeria) National Center of Excellence established by Children's Global Network Pakistan in collaboration with Ministry of Federal Education and Professional Training and Academy for Educational Planning and Management'



Building Partnership For Promotion of Early Years Education in Pakistan

Parwaan and Allama Iqbal Open University (AIOU) signed an agreement aimed at promoting ECED in the country. Parwaan will provide technical assistance to develop a post-graduate diploma course on Early Childhood Education (ECE) for future teachers. With greater geographic outreach of the University (1.3 million students annually) the course will cater to the demands of wider audience who wish to polish and enhance their knowledge and expertise in Early Childhood Education.



Under the MOU Parwaan will collaborate with AIOU in development of ECE course contents, training of faculty staff and establishment of an ECED Resource Center there. The diploma course of 30 credit hours will equip the practicing teachers with the essential professional skills and competencies for early childhood education and also enhance their pedagogical skills. The course, which is of one-year duration will fill an important gap of the high demand amongst students wishing to acquire Early Childhood Education and will equip them with the requisite expertise to implement this in their professional life.

At this historic moment were present Minister of State for Federal Education and Professional Training Engr. Muhammad Baligh-ur-Rehman, Vice Chancellor AIOU Prof. Dr. Shahid Siddiqui, Chairman Department of Early Childhood & Elementary Teachers Education and Deans and Faculty

members of the University. The Minister in his address said, "The formative years of a child's life today are being commercialized. Parents are being forced to think that if they do not send their children to school at two years of age their child will not succeed in life. Our National Policy and our centers of excellence based on scientific research should tell what is the best age the children should be sent to school and that what they should be taught without overburdening their minds" he added. This course will make excellent ECE teachers who will give the best to early years children all over Pakistan.



Professor Dr. Shahid Siddiqui Vice Chancellor commended AIOU's many initiatives, which included bringing out of school children to educational institutions and free of cost educational programs for jail inmates. President Parwaan Ms. Mehnaz Aziz in her comments said that partnership between Parwaan and AIOU caters to the vast demand for expertise in Early Childhood Education.

Launching of 'Magnifying The Gaps -Situation Analysis of Early Childhood Education and Development in Khyber Pakhtunkhwa and Sindh'

Parwaan launched its report, 'Magnifying The Gaps -Situation Analysis of Early Childhood Education and Development in Khyber Pakhtunkhwa & Sindh' in August. The research study was undertaken in collaboration with Sustainable Policy



Boost for Early Childhood Care and Education Teacher Training in Nigeria

A group of five Early Childhood experts, led by Dr. Tunde Owolabi of the Department of Early Childhood Education in the Faculty of Education at Lagos State University, received a research grant to train and retrain pre-school teachers in Lagos State. The grant was from the Lagos State Government Research and Development Council (LDRC). The experts held a two-day training for caregivers and teachers in Early Childhood Care and Education (ECCD) and Ministry officials designed to help them adopt the Montessori approach to teaching. The Ministry of Education in Nigeria is currently refocusing on ECCD, recognizing its value as an important level of education.

Additionally, the Ministry of Education, in partnership with UK sponsors, has set up training centers for teachers. The "Teacher Development Program", which is funded by the U.K. Department for International Development (DFID), has been implemented in Jigawa, Katsina, Kano, Kaduna, Zamfara, and Niger with the aim to improve the quality of teaching and learning in basic education. The Program will train 62,000 school teachers, 4,000 student teachers and 816 teacher educators. The Executive Secretary of the National Commission for Colleges of Education, Professor Muhammed Junaid, said that their ultimate goal is to "engender a paradigm shift in the way teachers teach from a traditional model to constructivist gender sensitive pedagogy." This is a welcome development for all stakeholders.



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Development Institute (SDPI) with funding support from Open Society Foundations. The ceremony was held at Academy of Education Planning and Management. The ceremony was attended by the Minister of State for Federal Education and Professional Training Engr. Muhammad Baligh-ur-Rehman, Ms. Natasaha de Mackern Director Education Office USAID, Director General Academy for Educational Planning and Management Mr. Muhammad Khan Khichi, Ch. Munir Ahmed former Secretary and convener of Advisory Committee Ministry of Federal Education and Professional Training, Ms. Nargis Sultana Senior Education Officer Open Society Foundations, senior government officials' representatives from the civil society organizations, teachers and media persons.

Dr. Shehryar Toru the author of the report gave the presentation on the report. Dr. Toru Senior Research Fellow SDPI while presenting the report discussed the different connotations of the concept of early childhood education, the limitations in the public sector education institutions concerning the promotion of child-centered activities at the pre-primary level and the situation of early childhood education in provinces of KPK and Sindh.

The research study is carried out in selective districts of Khyber Pakhtun Khawa (Malakand, Mardan & Abbottabad) and Sindh (Khairpur, Benazirabad & Tando Allah Yar districts) Provinces. According to him, under Article 25-A children between ages 3-5 are deprived of their right to education. This right is further undermined when children below the age of five exit from public schools to private schools and it is this phenomena that is being analytically explored. Early childhood environment and personalized engagement of teachers with children below the age of 5 have a

significant impact on a child's development and well-being. Crafting of public policy on early childhood care is the ultimate necessity in the present times.

Majority stakeholders according to the study (teachers and parents) were of the opinion that unless schools provide a favorable environment, early childhood education would remain a wishful agenda. With regard to ECE in government schools the parents repeatedly made reference to untrained teachers. Health provisions and practices in children between the age of 0-3 years in both provinces was also measured through a set of indicators such as skilled and unskilled birth attendant, child immunization and breast feeding.

According to the report much of the demands for low-cost private schools originate from parents who are not satisfied with the government schools. The report says that there is noticeable increase in parental willingness to pay for better learning opportunities for their children. This is evident, in the growth of low cost private schools enrollment amongst lower socio-economic segments of society. Parents prefer private schools due to quality education, learning environment and teaching material. Inadequate teacher strength, insufficient dedicated space for children of age group 3-4 years, over crowding and high teacher absenteeism in rural Sindh.

The report recommends that the state clearly must devise a policy on Early Childhood development. The report further recommends that the state must provide incentives to students of poor families. These incentives can be in form of healthy meals, Early Childhood Education (ECE) classroom should be established in existing schools. The report also emphasized that there should be a dedicated female teacher for the students of the age of below 5. Early Childhood interventions by the government must be supported by the active support of community. The school providing ECE to poor communities (Rural areas) require more funds.



Parwaan National E9-ECED Centre of Excellence

Academy of Education Planning and Management (AEPAM)
Taleemi Chowk, G-8/1, Islamabad
Parwaan.eced@gmail.com
www.facebook.com/parwaaneced

Contact :
Seema Zia Program Manager ECED
seema@cgnpk.org