

Situational Analysis of Early Childhood Education in Pakistan: Challenges and Solutions

Mahek Arshad*

Shazia Zamir**

Abstract

Present paper is aimed to provide a critical inquiry of Early Childhood Education (ECE) in Pakistan. It particularly encompassed the beginning of ECE in Pakistan and move towards present day challenges in this area. Objectives of the study were to analyze the development of early childhood education in Pakistan, to highlight the challenges faced in development of early childhood education in Pakistan and to recommend practical solutions for the development of early childhood education in Pakistan by emphasizing its importance. The study adopted qualitative research design. Data were collected from the recorded facts in form of documentation available on early childhood education. Document Analysis was conducted which includes reports and studies on ECE in Pakistan. It was concluded that at present status of ECE in Pakistan is not up to mark, Pakistan is struggling to cope with the present challenges of poverty, lack of awareness, weakness of policy makers, untrained teachers and budgetary issues. It is recommended that stakeholders including public institutes, NGO's, private sector, religious scholars and parents may perform their role by collaborating with each other to improve ECE in Pakistan. An independent ECE policy and trained teachers are main ingredients.

Keywords: situational analysis, early childhood education, Pakistan, challenges, solutions

* PhD Scholar at NUML, Islamabad, Email: mehakrshd@gmail.com

** Assistant Professor, NUML, Islamabad, Email: szamir@numl.edu.pk

Introduction

The early childhood is critical phase in a child life. This is a stage that can create a good foundation for an opportunity to live, or may have a lifetime negative impact on children (UNESCO, 2010). Extensive research evidence suggests that early childhood quality education and care can deliver a solid ground for school and future life (Dahlberg & Moss, 2005). Early childhood education delivers opportunities for underprivileged children to get escape from poverty and construct a safer future by maximizing their potential (OECD, 2006). Gordon and Browne (2000) define early childhood education as preschool, kindergarten, Montessori and primary education for children age of two to eight years. Similarly, Essa (2005) defines early childhood education as a term that covers appropriate developmental programs, serving children age starting from birth to 8 years, a field of study that trains students to work effectively with young children. In an educational process, education for early childhood is a stage of vigorous development of personality. The developments during this period served as the framework and foundation for the superstructure of individuality (Sadu, 2004).

It is now widely believed that the child's first eight years may be the most critical factor in determining a person's life experience. In this critical period, long-term attitudes and in-depth thinking have been laid, and setting the grounds for a child's future is a difficult, skillful and responsible task. In recent years, there has been a growing stress on early childhood education, with a focus on literacy and numeracy skills, as well as on formal and adult-led educational methods (Rehman, 2006). Early childhood education is in general considered to be apprehensive with the physical and mental education and care of child from birth to age of 8. Early childhood education provides children with an overall development including physical, social, emotional intelligence, confidence, curiosity, purpose, self-control, communication and collaboration, cognitive and ethical development. Early childhood education not only lays a foundation for effective primary education, but also provides a solid foundation for future life. Centuries ago, when the Holy Prophet (SAW) said that it was to pursue knowledge from the cradle to the grave, this reality was already evident in humans (Asghar, 1994).

It is widely eminent that early childhood education (ECE) has not received the attention of policy makers in Pakistan. In Pakistan, many schools are starting in the name of Montessori, kindergarten, etc., but they do not understand their true spirit. It adds to the problem. However, there are some preschool classes where you can learn from them and

develop more effective courses. These plans have caused an arising in the ECE arena. But there is a deficiency of coordination and cooperation between these programs, institutions, organizations, public and private benefactors. In this context, streamlining early childhood education (ECE) seems to be important for the economy, the proper use of manpower and, where possible, the benefit of the child's target group. At the same time, there is a need to streamline to make the ECE system consistent with Pakistan, which is being carried out on a variety of dangerous lines, without any cooperation between suppliers. Education indicators in Pakistan remain lowly frustrating, although steady development has been noted in the past few decades. Currently in Pakistan around one-third of children of the age of attending primary school are not attending school, and 42% of the total population (over 10 years of age) is unschooled. There are significant differences in education gauges related to regions, locations (urban and rural areas) and gender. According to estimation there are more than 6.7 million children who are out of school from which 62 percent consists of females (Education for All National Review, 2015).

Objectives of the Study

- i. To analyze the development of early childhood education in Pakistan.
- ii. To highlight the challenges faced in development of early childhood education in Pakistan.
- iii. To recommend practical solutions for the development of early childhood education in Pakistan.

Methodology

Present study was qualitative in nature. Document Analysis was conducted which includes reports and studies on Early Childhood Education in Pakistan. Data were collected from the recorded facts in form of documentation available on early childhood education.

Document Review and Analysis

Olmstedt and Weikart (1989) considered the history of education of children in fourteen countries, from Nigeria to China and Germany. Modern theme of ECE was revealed after the Second World War.

Though, in most countries, the present state of ECE has changed over the years. In the United States, as Weikart (2000) pointed out, the real change occurred in the 1950s, and people became more aware of what they needed to do for younger children with educational needs. The initial emphasis was on children's with disabilities, but it soon expanded and includes children in it. In China, the new age of ECE started in the People's Republic of China. In the 1950s, pre-school playgroup became a place for child care and education in accordance with the educational principles of new democracy (Shi, 1989).

At present all over the world day by day children's at early age are getting enrolled in informal and formal early childhood institutes. Up to 50% of four-year-old children be present at educational centers in Europe, in other countries like Belgium, France and Italy, more than 90% of three-year-olds have entrance to education (Fleer, 2001). The number of Australian children receiving early childhood services has also grown rapidly. In 2004-05, 83.4% of four-year-old children and 11.2% of three-year-old children participated in educational programs (Steering Committee for the Review of Commonwealth/State Service Provision, 2006).

Early Childhood Education in Pakistan

Since independence from the subcontinent in 1947, the Pakistani government has been emphasizing its determination to achieve 100% of school-age children entering primary and secondary schools. The National Action Plan (Government of Pakistan, 2003) recognized ECE as one of the most important area to be focused on. It aims to improve the access and retention of children in early education and provide them with chances to survive and succeed in future life. ECE was properly organized in Pakistan in the 1970s. Government primary schools regularly organize Katchi courses for children between the ages of 3 and 6, even though this practice was officially postponed in the 1980s. The Katchi course was officially recognized in the 1992 National Education Policy. As a result, adequate educational facilities and services were not provided and no appropriate learning materials and resources were developed in addition to textbooks. Therefore, no more than 10% of children between the ages of 3 and 5 participate in any organized educational program (Pakistan Government, 1999). In 2000, the population of three to five age groups was estimated at 8.61 million. It reflects the enormous demand for ECE, which has been formally approved at the national policy level (Government of Pakistan, 2003).

The ECE budget is insignificant and the allocation of capitals to ECE underneath the reform of the education sector is too small to come across the requirements of 8 million children of all age groups. Although the current national education policy has recognized that pre-school education is part of a formal system for spreading basic education from Katchi to the eighth grade, in addition to the ECE curriculum, minimal measures have been taken to enforce the policy. There are no separate classrooms or teachers, at least no other basic facilities. The provinces, regions, communities and schools lack the ability to plan, implement and supervise ECE programmes, and there are few training facilities for teachers and managers. Most of the children in the growing age are unhealthy, malnourished, no proper sanitation and have no access of drinking water and this is because of poverty and lack of access to basic social services. Poverty is the biggest obstacle and limiting factor in meeting the requirements of children and protecting and promoting children's rights, including education (Ahmad, 2011).

According to the 2003 National Action Plan, ECE was systematized and formalized in primary schools in the 1970s. Lack of concern and attention - especially in the public sector - led to the cessation of ECE practices in the 1980s. In contrast, primary school teachers continue to formally educate young children, for example, they teach children on the blackboard without considering age-related methods or appropriate ECE courses (Juma, 2004). In the private sector, the ECE regulations mainly use the Montessori Method to meet the needs of the elite and the middle class (Hunzai, 2007). Pakistan is a signatory to various internationally ratified agreements and declarations to ensure that ECE, as approved by the United Nations Convention on the Rights of the Child (UNCRC) in 1990, was approved by the Education for All in 2000 (International Bureau of Education 2006) but these set targeted were never achieved.

According to the National Education Policy Review (2006), 19 million children aged 5-9 years are in Pakistan, of which 6 million are not registered in any school. In addition, 45% of schools children drop out of school without completing primary study, while another 30% drop out of school at the secondary level. Syed, Asif and Yousaf (2011) conducted a SWOT analysis to highlight the present situation of early childhood education in Pakistan and suggest improving the ECE curriculum by interwoven with basic education, training and development of ECE human resources and a paradigm shift from education for literacy to education for self-reliance. Ahmad, Anjum and Rehman (2015) compare public and private sector providing early childhood education in Pakistan, they found that in public sector schools

there is no attention to the physical needs of students, but the situation in private schools is slightly better by having focus on providing better classrooms, drinking water and infrastructure facilities. There are no trained teachers in both the public and private sectors, public sector agencies do not pursue parents to make them aware of the importance of ECE and did not arrange refresher courses for them, but the situation in private schools was slightly better because ECE students in private schools receive individual attention, their classes are well decorated.

In early childhood education classes, children should be provided with a safe, nourishing and stimulating environment. Due to various gaps in the implementation of policy provisions, such as providing security, fostering and stimulating the environment, creating opportunities, lack of resources, and especially lack of understanding of the importance of the Kachi curriculum, our traditional Kachi courses are not eligible to be considered as high quality early childhood education (Government of Pakistan 2009). A study was conducted on ECE teachers of nine districts of Punjab, it was found that most ECE teachers play an important role in early childhood teaching, they teach children by keeping in mind their educational needs, use a variety of teaching methods and regularly organize the learning materials for each instructional course (Ghumman & Khalid, 2016).

In Pakistan, like many other developing, fragile and post-conflict countries, ECE has a long way to go to fully integrate its planning and operational systems across the sector. The financial and non-financial resources required to create an enabling environment for ECE remain extremely limited. Improved planning and ECE policy-making capacity can serve as a starting point for ensuring that education investments are in line with policy commitments. The challenge has always existed, but Pakistan has made significant institutional progress over the past decade. ECE is now one of the three main priorities of Pakistan's National Education Action Plan, which has become an important part of the national education policy of 2009. A further major achievement was the introduction of a national ECE curriculum focusing on teacher education courses within ECE and teacher preparation levels in certain provinces. Raise awareness of the importance of the affected donor activities of ECE (Mahmud, 2014). In order to improve the quality standards for teachers to enter services, the National Education Policy in 2009 adjusted the preconditions for becoming primary school teachers. With the support of USAID, a two-year Associate Degree in Education (ADE) and a four-year Bachelor of Education were introduced. With the first batch of 625 students graduating in 2012, this new initiative strongly recommends that donors support a paradigm shift from a lecture-based approach to active learning (USAID, 2012).

The 1998-2010 National Education Policy considered ECE to be essential for reducing the dropout rate of primary school students and for eradicating poverty in the long run. The then government introduced another program called the National Plan of Action (NPA) to support its agenda that emphasizes education reform and modernization. The new idea (ECE) has not yet reached the implementation level for early education, plan and its proposed strategy are of course theoretically smart, but it has not been properly implemented at the actual level.

Education for All

The Ministry of Education has prepared an NPA (2001-2015) for Education for All. The NPA reflects Pakistan's commitment to promoting the goals, strategies, plans and actions of literacy including basic education. There are six major goals of Education for All, the first is to commit to expanding pre-school and early childhood care and education facilities. According to the meaning of Education for All, after adjustment by the Ministry of Education, the European Board of Education prepares students for formal education by making learning a happy experience, enabling students to acquire elementary skills and attitudes and promote post-school education (Ministry of Education, 2003). The Ministry of Education expressed its commitment to carry out pre-school classes, expand ECE facilities, provide well-trained teachers for each kindergarten class and provide suitable learning materials. Latest statistics indicate that these commitments have not yet been achieved. According to the annual education status report (ASER, 2013) - co-authored by the South Asian Forum for Education Development and Idara-e-Taleem-o-Agahi 59% of children in Pakistan had no pre-school experience before they started school. Shami, Ahmad and Khyzer (2014) conducted situational analysis of ECE in Punjab province with respect to Education for All, study concluded that Gross Enrolment Ratio in Punjab has increased beyond the national level, but it does not reach the satisfaction of reaching the EFA goal by 2015, Enrolment rates and schools in the private sector have increased and lack of networking and poor coordination between the public and private sectors are affecting ECCE.

National Education Policy 2009

The National Education Policy (NEP), released by the Ministry of Education in August 2009, considers quality ECE to be “the most important strategic education policy priority.” It also admits that it has

not been officially recognized by the Pakistani public sector in. The NEP recommends the following policy actions in the ECE field:

- i. ECE will provide incentives based on the overall development of children; interactive environments, including games, and discouraged rote learning and testing.
- ii. ECE age groups should be identified as 3 5 years. The State shall provide at least one year of pre-school education and ensure universal access to ECE.
- iii. Primary schools shall be accompanied by ECE and provide additional budget, teachers and assistants for this purpose.
- iv. For ECE teachers, there must be a two-year professional training programme.
- v. This training should be based on a national curriculum revised by ECE. ECE curriculum and supporting materials should take into account cultural diversity in specific areas (MoE 2009).

Role of Private Sector and NGOs

In addition to public involvements, NGO's like Plan International, Save the Children and other UNICEF and UNESCO-supported NGOs, continue to work in ECE in Pakistan. These ECE programmes are organized to mobilize and train organized community groups, with a focus on community awareness regarding three to five age groups of children. The objective is to promote the transition of early childhood to early education and support the establishment of durable community support mechanisms. These NGO involvements are operational at the grass-roots level but it is important to link them with public sector to make a strong influence on further policy development in the ECE, and with this public sector may also learn from these private sector NGO's and there collaboration may take things to the next level (Zada, 2014).

ECE Teachers

The lack of trained teachers has historically influenced the quality of ECE in Pakistan. ECE has low attention and limited investment; therefore, the least qualified or least experienced teachers are assigned to educate young children (Hunzai, 2009). Currently, primary school teachers are responsible for preschool children in most public elementary schools. In the private sector, there are qualification issues because the data shows that more than 50% of teachers in the department lack professional qualifications (Lynd 2007). According to the National

Education Census, of the total workforce of 1.35 million teachers, only 3,860 were employed in pre-school education and 399,517 (29%) were primary school teachers. Given the number of children in this age group (70.9%, 25.3 million), the proportion of pre-school teachers and primary school teachers is very low (GoP, 2005).

Challenges

Following major challenges has been drawn after the analysis of available material:

1. Lack of access to education
2. Poor quality of education
3. Budgetary constraints
4. Weak governance
5. Poverty
6. Law and order situation
7. Natural disasters
8. Untrained teachers
9. Lack of awareness
10. Lack of facilities

Conclusion and Discussion

Children need a good learning environment in their early years. ECE is not enjoying its status in Pakistan as we are facing many challenges which need urgent attention and solution. Despite the various initiatives and policies put forward by different governments in the past, there is no serious struggle to ensure their execution. Early childhood phase is the most important and sensitive phase of a human life which has a long term effect, early childhood education role is of back bone in any education system. Pakistan as a developing country is facing major challenge of early childhood education. Through documents analysis and literature, it is clear that development of early childhood education in Pakistan is facing a lot of hurdles and issues from day first, in policies and plans ECE is mentioned but attention is not properly given to the development and implementation of early childhood education. The National Action Plan identified ECE as one of the priority areas to be considered (Government of Pakistan, 2003). According to the 2003 National Action Plan, ECE was organized and formalized in primary schools in the 1970s but lack of interest and attention led to the end of ECE practices in the 1980s. Pakistan is a signatory to various

internationally ratified agreements and declarations including Education for All in 2000 but these set targets were never achieved (International Bureau of Education 2006).

Pakistan is facing many challenges in expansion of early childhood education in Pakistan. Katchi course was officially recognized in the 1992 National Education Policy. As a result, adequate educational facilities and services were not provided and no appropriate learning materials and resources were developed (Government of Pakistan, 1999). In Pakistan poverty is the biggest obstacle in meeting the needs of children and promoting children's rights including early childhood education (Ahmad, 2011). In public sector schools there is no attention to the physical needs of students, no trained teachers of ECE are available, public sector agencies do not pursue parents to make them aware of the importance of ECE (Ahmad, Anjum & Rehman, 2015).

Through the document analysis it was clearly found that Pakistan is facing issues like low enrollment, out of school children's, untrained teachers in the field of early childhood education, lack of awareness among the masses related with the importance of early childhood education, lack of facilities and proper attention by government. Emphasizing and introducing the concept of pre-school education can create a long term and positive impact towards the improvement of the status of ECE in Pakistan. The recommendations given in present paper may help to improve the standards of practice of ECE. In order to prepare for future challenges by refining the whole level of education, serious and positive measures and actions may be taken to raise the ECE standards in Pakistan. Designing policy is not a remedy in itself unless it is efficiently executed. It's time to make decision and take action seriously regarding the proper execution of early childhood education by understanding its importance. There is a need to have a specially constructed ECE course with appropriate resources for children's by keeping in mind individual differences, age, culture, language and interests.

Recommendations

The ECE teacher training programme should be reorganized and improved in the light of recent needs of society and children's. Teachers must be trained to provide a learning environment that is relevant to young people and are according to today's demands. In addition, teachers teaching at pre-primary and primary level may get on-the-job training which specifically focuses on ECE. Providing smart incentives (bonus,

vacations, awards, certificates) for ECE teachers will increase their morale, motivate them and attract talented people into the teaching profession. Awareness-raising campaigns should be organized by government, NGO's and private sector educational institutes to inform the public about the significance of ECE in Pakistan. All stakeholders including policy makers, educationist's teachers, parents and other concerned parties should be aware of the need and importance of Early Childhood Education in Pakistan today. All likely models and tools which may include seminars, conferences, forums and mass media should be used to raise consciousness related with ECE that need to be promoted. Members of Parliament or members of the legislature have key position to implementing an action plan for early childhood care and development, and their success will require them to raise awareness, embrace the essential legislation, promote and appropriately finance the financial resources required in this matter, and monitor their active utilization. Implementing policy requires both short-term plans and long-term action plans to be established at national, provincial, federal and regional level. The central focus would be on actual implementation of the plan and its operative monitoring, with the active contribution of civil society and local societies. Special provisions may provide for the training of ECE teachers, including both pre-service trainings and in-service trainings. All institutes of early childhood education in Pakistan may launch the ECE teacher training programme. Likewise, inquiries and studies on all features of ECE can be carried out and courses, training, assessment and evaluation programmes can be supported based on the results of the study. An appropriate oversight and answerability organism is required to monitor and maintain a learning setting favorable to high quality ECE so a monitoring cell may be established to keep track of implementation of ECE in Pakistan and monitor it. Recognition, facilities and significance of ECE to promote pre-school education, especially in the public sector. In particular, it needs the approval of ECE in rural areas and in the public sector. ECE must improve coordination between the network, the public and private sectors.

References

- Ahmad, M. (2011). Early childhood education in Pakistan: An international slogan waiting for national attention. *Contemporary Issues in Early Childhood*, 12(1), 86-93.
- Ahmad, N. R., Anjum, S., & Rehman, S. (2015). Early childhood education in Pakistan: Issues and challenges. *International Journal of Science and Research*, 4(3), 413-415.
- Asghar, M. (1994). Contribution of co-curricular activities towards the academic performance of student at secondary level in Tehsil Kahuta. (Unpublished M.Ed. Thesis). Punjab University Lahore.
- Dahlberg, G., & P. Moss. (2005). *Ethics and Politics in Early Childhood Education*. London: Routledge Falmer.
- Education For All (2015). *National Review Report Pakistan*. Available at <http://unesdoc.unesco.org/images/0022/002297/229718E.pdf>. Retrieved on 25-08-2018.
- Essa, L. E. (2005). *Introduction to Early Childhood Education*. New York: Delmar learning.
- Fleer, M. (2001). An early childhood research agenda: Voices from the field. Canberra: Commonwealth of Australia. Available at http://www.dest.gov.au/archive/research/fellowship/docs/Marilyn_Fleer/MarilynFleer_report.pdf retrieved on 20-08-2018.
- Gordon, A. M., & Browne, K. W. (2000). *Beginning and Beyond*. Canada: Delmar Thomson Learning.
- Government of Pakistan. (1999). *Education for All: the year 2000 assessment. Pakistan Country Report*. Available at <http://www2.unesco.org/wef/countryreports/pakistan/contents.html> Retrieved on 21-08-2018.
- Government of Pakistan. (2003). *National Plan of Action for Education for All, 2001-2015*. Islamabad: Ministry of Education in collaboration with UNESCO.

- Government of Pakistan. (2005). *National Education Census 2005 Pakistan*. Available at <http://www.statpak.gov.pk/fbs/content/national-education-census-2005-pakistan>. Retrieved on 24-08-2018.
- Govt. of Punjab. (2010). *Basic Foundation Module-11 (BFM-11.2010)*. Early childhood plan. DSD: Punjab Lahore.
- Ghumman, S. M., & Khalid, I. M. (2016). Effectiveness of teaching practices for student's competencies development at early childhood education (ECE) level in Pakistan. *Journal of Research and Reflections in Education*, 10(1), 93-103.
- Hunzai, Z. N. (2007). Early years education in Pakistan: Trends, issues and strategies. *International Journal of Early Years Education*, 15, 297-309.
- Hunzai, Z. N. (2009). Teacher education in Pakistan: Analysis of planning issues in early childhood education. *Journal of Early Childhood Teacher Education* 30, 285-297.
- International Bureau of Education. (2006). *Pakistan: Early Childhood Care and Education (ECCE) Programmes* (IBE/2006/EFA/GMR/CP/64). Available at http://unesdoc.unesco.org/Ulis/cgi-bin/ulis.pl?catno=147222&set=52D374FF_3_310&g=0&lin=1&ll=f. Retrieved on 24-08-2018.
- Juma, A. (2004). Improving practices in early childhood classrooms in Pakistan: Issues and challenges from the field. *Contemporary Issues in Early Childhood* 5, 402-407.
- Lynd, D. (2007). *The Education System in Pakistan: Assessment of National Education Census*. Islamabad: UNESCO.
- Mahmud, M. (2014). Teacher training in support of early childhood education in Pakistan: A case study of the teachers resource centre. *UNESCO Early Childhood Care and Education Working Paper Series*, 1-15.
- Ministry of Education. (2003). *National Plan of Action on Education for All (2001–2015) Pakistan*. Islamabad: Government of Pakistan.

- Ministry of Education. (2009). *National Education Policy 2009*. Available at: <http://www.teachereducation.net.pk/files/National%20Education%20Policy.pdf>. Retrieved on 24-08-2018.
- National Education Policy Review (2006). Green paper. Available at www.moe.gov.pk/nepr/Green%20Papers.pdf retrieved on 19-08-2018
- OECD. (2006). *Starting strong II: Early childhood education and care*. Paris: Organization for Economic Co-operation and Development.
- Olmstedt, P.P., & Weikart, D. P. (Eds) (1989). *How Nations Serve Young Children: Profiles of child-care and education in 14 countries*. Ypsilanti, MI: HighScope.
- Rehman, A. (2006). A comparative study of development tasks of 3 years old children in Ad Private School of the City. Unpublished M.A.Thesis, IER, Lahore: Punjab University.
- Sadu, B. (2004). *Pre-school Education and an Integrated Preschool Curriculum*. New Delhi: Dominant Publishers and Distributors.
- Shami, A. P., Ahmad, M. & Khyzer, A. (2014). Management of early childhood care and education in Punjab, Pakistan. *Journal of Managerial Sciences*, 8(2), 238-249.
- Shi, H.Z. (1989). *Young Children's Care and Education in the People's Republic of China*. In P. P. Olmstedt & D. P. Weikart (Eds) *How Nations Serve Young Children: profiles of child-care and education in 14 countries*, pp. 241-254. Ypsilanti, MI: HighScope.
- South Asian Forum for Education Development (SAFED) and Idara-e-Taleem-o-Agahi (ITA). (2014). *Annual Status of Education Report ASER-Pakistan 2013*. Available at http://www.aserpakistan.org/document/aser/2013/reports/national/ASER_National_Report_2013.pdf. Retrieved on 24-08-2018.
- Steering Committee for the Review of Commonwealth/State Service Provision (2006). *Report on Government Services*. Canberra: Productivity Commission, Australian Government.

- Syed, S. Z., Asif, M., & Yousaf, A. (2011). Rethinking ECE in Pakistan. *Journal of Elementary Education*, 21(2), 65-76.
- UNESCO. (2010). *EFA Global Monitoring Report: Reaching the Marginalized*. Paris:UNESCO.
- USAID Teacher Education Project. (2012). *Fact sheet: Preparing Teachers who inform, instruct and inspire*. Retrieved from http://www.pakteachers.org/USAID_Introduction.
- Weikart, D. P. (2000). *Early Childhood Education: need and opportunity*. Paris: UNESCO.
- Zada, K. (2014). early childhood teacher education in Pakistan: Time for action. *International Journal of Early Years Education*, 22(3), 263-270.

Citation of this Article:

Arshad, M. & Zamir, S. (2018). A situational analysis of early childhood education in Pakistan: Challenges and solutions. *Journal of Early Childhood Care and Education*, 2, 135–149.