

Early Childhood Education: The Social And Cultural Consequences

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Abstract

The impact of schooling seems to change the social and cultural attitude of the communities by converting rustic into nationals. In the start of nineteenth century, the importance of primary education started growing in the Pakistan to a significant extent to engage teenagers in positive activities. As a result, early childhood education (ECE) can change the lifestyle, thinking ability, and local as well as global attitude. In the present study, we can address the four key components (i) the role of primary education to sustain modern societies, (ii) the universal orientation of primary education to share social and cultural diversity, (iii) primary education about globalization and basic diverse factor such as living rights, social and cultural solidarity, and global warming, (iv) the reconciliation of ECE about the economic and materialistic mind setup, and mass production. Furthermore, the attitude about the hypothetical world is built during their ECE and they continue their pattern at the end of their life. The key components of this study are investigated with cross-sectional data, analyzed with the help of panel regression models. The statistical findings show that ECE is mainly the function of local and global rationalization, social and cultural mobilization, and economic services. Major functions of developed societies are insignificant; the ECE becomes realistic in nature worldwide.

Keywords: Local and Global Rationalization, Primary Education, Social and Cultural Diversity, Comparative Analysis

I Introduction

During the last few decades, Schooling of children has significantly increased to a greater extent. That could lead to an increase in the population of schooling having diverse social, cultural, and family backgrounds. The focus of present study is investigating the consequences of social and cultural diversity on the line of Baker (2014).

Educational activities are the basic key to educate the individuals, human capital, and

economic growth (Psacharopoulos, 1984) or producing social injustice (Collins, 1979). In Pakistan, most of the schooling activities are politicized by state and non state actors beside their economic significance. The educational structure can be helpful to build the better living and working environment and also incorporate developing nations (Reisner, 1992). In last few decades, the living and working environment can be improved significantly in Pakistan. Schooling of the community can build the consensus and make the single stage for all having diverse language, ethnicity, and culture. The impact of

high literacy level can be seen in terms of organized living structure, massive local and global economic growth, and political reform of society (Anderson, 1991). Moreover, education can facilitate to establish modern social, cultural, and religious interaction (Meyer et al., 1992). Education can improve the capacity and capability of workforce to promote and support industrial support but the economic repercussion are not originally based of education not on their consequences.

At the end of nineteenth century, a significant increase in ECE was observed but the limited infrastructure at basic level created hurdles to continue their schooling. Early childhood schooling (ECS) can change their life pattern, thinking ability, learning attitude, and observational interpretation of things (Kamens, 2012). The effective educational structure can engage youth in positive activities to prolong their social status, and also prevail globalization and mobilization. In the present investigation, we also study their social and cultural consequences. At the start of nineteenth century, ECE did not look important for families because they engage their youth in their family occupation but later on the mind step was changed. Now parents want to keep the thing serious and teach their children for their future. Now, the impact of ECE looks significant in economic stability and growth (Davis and Kim, 2015). Authors can build new institutional theories to promote ECE for local and global organizations. The secondary focus of this study is to explore the impact of ECE over the primary domain of society.

2 Literature Review

In the last few decades, the global campaign has started to focus on ECE and higher education (Barro and Lee, 2015). At the start of the nineteenth century, the parental focus on ECE was very limited, only one of hundred families were interested in educating the child in the

Pakistan due to poor/limited infrastructure facilities and administrative support. But, now the trend of ECE has changed exponentially. ECE is the basic need of the time and communities are interested to educate their children beside their religious, cultural, and geographical diversity. The international standards of ECE are relatively high as compared to the local standards. Most of the countries are still struggling to provide basic facilities in education institutions like clean drinking water, hygienic health conditions, etc. Khan (2018) reported the inside stories of the traditional educational system in the Pakistan (Pakistan). The ECE system is mainly classified into the three basic categories, such as:

2.1 National Education System (NES)

The medium of instruction in these institutions is national and local language to educate the students by following the national curriculum. These ECS are run by the government department to facilitate the middle class and lower middle class families. The schooling scope of ECE is very limited due to outdated curriculum, poor teacher training programs, overcrowded classrooms, and hybrid ECS monitoring system. The alumni of these schools are unable to compete with the demand of the job market (National Crises Group, 2014). The summative assessment policy in NES makes the whole environment more laborious, students make effort for grades not for conceptualization, because high scores mean more intelligence. Coleman (2010) suggested that the focus at ECE in class learning outcomes (CLOs) is very low because instructors spend less time inside class as compared to outside class. Furthermore, the student teacher ratio up to date five is 1:35-40 (Naimatullah et al., 2017), which seems to be not suitable to provide the quality ECE.

2.2 Private Sector Schools

The private sector schooling can be classified into two categories, such as:

- **Non-Elite Schooling**
- **Cambridge/ Elite Schooling**

2.2.1 Non-Elite Private Schooling

In the last few decades, private schooling is an emerging trend in Pakistan and has become a profitable business to fill the gap produced by the public school education system. The medium of education is English and serves the middle/lower middle class family by claiming that they can provide quality education professionally. The instructors in non-elite schools (NESs) have not relevant professional qualification and training (Lynd, 2007). The overall environment inside NESs are significantly equipped and have a better teaching and learning environment. They can offer a grade oriented setup, where students can score high grades but ignore the conceptualization and their holistic need.

The NES are run by an individual/organization to achieve high profit or get other religious/political benefits. UNESCO (2006) shows the concerns about the high student-teacher ratio at ECE, which is not encourageable.

2.2.2 Cambridge/ Elite Schooling

The elite schooling (ES) is the most common phenomenon in Pakistan and that starts during the era of the British Empire (BE). The ES follows the Cambridge curriculum and other international standards. The learning environment and facilities in ES are world class, so, the ESE cost per student is very high. All the instructors are well trained and professionally capable to observe the latest development in curriculum. The student-teacher ratio in ES is 1:15-20, which is favorable. The program learning outcomes (PLOs) and class learning

outcomes (CLOs) are relatively high as compared to NES and public sector education systems. The alumni of these schools can compete in the job market and get highly paid jobs e.g. armed forces, bureaucracy, etc.

2.3 Religious Education Schools

In Pakistan, the history of religious education schools (RES) is very long. These institutions can provide religious education to the children relevant to their religious affiliation. There is a very limited concept of ESE, most of RES teach the course of religious curriculum and mostly offer those courses which are helpful to promote their religion. These institutions are run by individual/NGOs/political parties and charge nothing against their services. RES is the most acceptable system in Pakistan to engage and teach the community. The students can learn basic living techniques/standards from these institutions and perform for the betterment of the society.

3 Overview/Theorizing the Consequences of Early Childhood Education

As literature suggests, the ECE is developed by effective schooling, significant school performance to achieve later lifelong goals and future endeavors (Morgan, 2011). The age of early childhood is the key point to develop positive/negative thoughts about the various phenomena. In Pakistan, ECE is at a developing stage, most of the public sector institutions are still struggling to provide basic facilities and standards at primary level. The education system is not fully recognized and confined with unofficial classes (Katchi class/playgroup) before Grade 1. In public sector institutions, there is multi-grade/class set up to engage several classes in the same classroom. The availability of smart classrooms and teachers, respectively, for young learners in ECE. For ECE, there is no age restriction to secure

admission and can attend the class at the age of three to five (Coleman, 2010).

Most of the national educational system is based on the summative assessment approach to evaluate the performance of the students. The public sector can evaluate the student to reproduce the content from their textbook, the whole system is single routed to score high grades at any cost. In the eyes of society, intelligent persons are those who can score high grades either he/she have a weak/poor conceptual background.

Most of the countries of Pakistan are trying to provide basic education to all with the collaborative programs of the United Nation and UNESCO. They can revise their ECE, their curriculum and initiate teacher training programs to promote an effective learning environment for young learners.

3.1 Overview of National Educational Policies

The national education policy (NEP) of Pakistan, a series of official documents from 1959 to 2009 (Dildar et al., 2016), rationalized the elementary to higher education to compete with local and global challenges. The first commission of National Education was constructed in December, 1958 to provide a framework to overcome social and cultural diversity at all and provide the methodology to fulfill the technological needs of the country. The main objective of the commission is the primary education of individuals to make families literate in all aspects, especially to provide the technical knowledge about industry. Government of Pakistan (GoP) accepted all the suggestions and recommendations of the National Education Commission (NEC) in 1960 but most of the suggestions were not implemented due to public protest. The first NEP was prepared in 1970 and the GoP failed to implement due to political

instability. Due to the 1971 war, the country was divided and the new state administration rejected the NEP and the second NEP was followed in March, 1972, eight year educational policy (1972-1980). The second NEP served with lack of fieldwork and based on political discussion (Dildar, 2016). The second NEP was dissolved in 1977 by a state dictator, the new NEP were regulated in October, 1978 by recruiting new professional teachers and a new curriculum. All the educational institutes were under the umbrella of NES and equalized to promote free elementary education for all. This NEP is far from the ground reality because of poor economic feasibility. The major factor about the failure of third NEP is that state actors announce educational policies without planning and understanding the needs of the society. The fourth ten years NEP was introduced in December, 1992 to provide basic education to all per international standards. But, again this policy was dissolved in 1998 and the new NEP was launched by the Prime Minister during the National Convention of Education in February, 1998 by enlightening the salient features of policy. The revision of NEP (1998-2010) was started in 2005. The first official document White Paper was launched in March, 2007 to overview of NEP in terms of design and development of policy. The policy faced a huge delay of four years due to political instability and the process of consultation. There are twice reasons to overlook the NEP (1998-2010), (i) the said NEP were not achieve local and global educational goals, quality and equality of educational opportunities (ii) Our National commitment to achieve Millennium Development Goals (MDGs) and Dakar Framework of Action for Education for All (EFA). In 2009, revised versions of NEP (1998-2010) were issued with an objective that to provide quality and equality of education to realize them for the potential contribution for the betterment of the society and country.

The 2015 targeted UN's MDGs with EFA is a challenging task to complete the deadline and many of them are remained un-mute. The latest targeted 2030 agenda of UN's is sustainable Development Goals (SDG's) having seventeen objectives to be cover within due time. The major objective of this agenda is to provide quality education to the students and teacher training.

- The primary target is that at 2030, all children (girls and boys) have access to quality ECE.
- By the 2030, the frequency of trained teachers has been increase substantially with the collaboration with international collaboration.

In most of Asian country are still struggling to incorporate the said program by government and private organizations but are unable to prepare a regulatory program to initiate MDGs and EFA (Gupta, 2022). To engage the said programs, the local organization and departments are working to provide quality ECE standards with easy access to young learners. The deficiencies of ECE curriculum and ECE teacher training is efficiently fulfilled with the collaboration with the private sector. Now the educational structure of the private sector is very fast growing but has questionable and non-realistic standards. Universal access to ECE is the focal point of MDG's, now the SDG-2030 focused on a quality and inclusive education.

For working of ECE and teacher training, major contribution and up gradation is required in the national curriculum as per the international standards. The structure of policy making itself a struggling mechanism because consensus of all stakeholders on a focused point agenda is a challenging task. In most circumstances, the policies are formulate and represented by the dominating stakeholder. Most items of the national educational policy are inspired by

neoliberal and global ideology of dominating capitalistic groups especially European and American societies. The neoliberal ideologies become based on efficacy, individualism and free choice of market competition; that is also a focused point of market economy. While the educational ideology and pedagogy is completely shifted from group orientation to individual orientation; education is a non-profitable enterprise without any personal, department, or organizational benefits. In Asia a neoliberal policy shift is observe to engage preschool education systems (Lee, 2012). The change in trend is observed in privatization of the education system, up gradation of curriculum, standardization of schools, promotion of performance based evaluation of teachers, and Western dominated educational policy structure.

4 Research Methodology

The research methodology is based on a series of interrelated studies (quantitative and qualitative) regarding the social and cultural problem in the education system in Pakistan. The objective of this study is to examine the changes in the national ECE curriculum with local and global consequences. This study is based on a comparative approach to investigate the current trends in ECE, policy, and practices with specific social, cultural, and world wide prospectus. The methodology is based on

- i. The review of policy documents and institutional bibliographic investigation, to provide a detailed framework and recommendation for the ECE and teacher training with/without the collaboration of national and international collaborators.
- ii. A theoretical discussion with (a) policy makers, (b) teacher trainers and teachers, and observational data of the classroom learning setup for young learners.

The information about the stated problem is collected from official websites of policy institutions, teacher trainers, and NGO's and pre/primary schools. The interviews are noted by the researcher to obtain the valid and reliable data about the objective of the study.

The policy changes and the impact of neoliberal change inside the country is described in the next Section. The educational policy is better understand in terms of local context and its transformed relatively as the change in the global trend influences local values.

5 Analysis from Review ECE Policies

5.1 Revision of National Education

According to (ALY , 2007) It was made the decision in 2005 to review National Education Policy in order to better align it with the attainable human development goals established by the Government of Pakistan. Other goals in the educational sector were also arranged in descending order in order to reduce controversy and create a knowledge-based economy that would enable each person to fully realize their natural abilities.

In this policy revision, a policy document that is relevant to both state as well as non-state formal and informal educational providers in Pakistan will be produced. In Each State's education policy is based on an ideology, at least for a predetermined period of time. The social standards a society is supposed to uphold are provided by this conceptual foundation.

5.2 Provincial Education Policy

According to (Altaf, Khan, & Ayub, 2017) ECE is a type of educational opportunity offered by formal and informal methods utilizing public or private educational institutions. These programmes assist in closing the gap among

families from wealthy families and those from low-income backgrounds. ECE in specifically and the basic supply of education towards the public both contribute to a decrease in societal hardship. In Pakistan, the ECE curriculum has been applied without the use of ECE-trained instructors, in multi-grade classrooms with really no extra funding, and by employing primary school teachers for ECE and some other subjects up to grade 5.

5.2.1 Balochistan

Balochistan's Early Childhood Education With the help of the Agha Khan Organization, Pakistan (700 schools in 7 districts), UNICEF (100 schools in 8 districts), along with Save the Kids, UK, the "enhanced Kachi" has been implemented in around 950 schools and 105 schools of Balochistan Education organization. It was noted that only a very tiny percentage of pupils had access to real ECE. According to the National Education Policy 2009 and the national ECE Curriculum, just 2% of preschoolers had gotten an education that followed the approved educational ideas for children. A few public schools have received donor agency financing to create "better Kachi" and several top metropolitan private schools with Montessori or kindergarten programmes have ECE programmes available.

Different public schools in Balochistan now offer the ECE programmes, which was funded by donor organizations. A structure for ECE policy has been developed in order to conduct the programmes in all public schools. To the Chief Minister of Balochistan, a summary for implementation of the ECE programmes throughout all public-school systems has been delivered. The Provincial Assembly will approve the ECE Act. There is a regularization of ECE teachers. For the current school year, the Public Sector Development Program (PSDP) has allotted Rs. 200 million to build ECE rooms in the

established public schools. By 2018, it is suggested in the Balochistan Education Sector Plan (BESP 2013–18) that 3600 ECE classrooms be built and 3600 ECE instructors be hired.

5.2.2 GB

In Gilgit Baltistan, fieldwork revealed that parents' participation is valued and that doing so motivates them to enroll their kids in school. Free flash cards and children's stories are available in ECE lessons, and most schools use UNICEF-funded projects to help teach these educational components. Additionally, teacher education programmes are planned for ECE instructors. Area citizens fund ECE instructors' salaries. ECE instructors participate in a six-week certification training programme that is run with the help of UNICEF and the Agha Khan Foundation (AKF). UNESCO in Gilgit Baltistan provides the academic content and supplemental materials for ECE.

5.2.3 KPK

Khyber Pakhtunkhwa announced notices for the admission of students in the four and older age category to all public sector elementary schools. The Kachi and early years classes are a part of elementary education. As a result, the primary cycle has seven rather than just five grades. Additionally, there is a group of unadmitted pupils that attends practically all elementary schools in the public sector. Usually, these students attend school alongside their siblings. To acclimate children to the school setting, their parents who send them there. The 3.5 million students who are not in school provide a challenge for the Khyber Pakhtunkhwa administration, therefore it is doing everything it can to enroll these students in classes.

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

- 2015's construction plans included more than 400 ECE rooms.
- It is additionally stated that an NGO named Talk about saving Kids applied ECE in Khyber Pakhtunkhwa with the overall objective of enhancing academic achievement and access for kids enrolled in public schools by expanding learning opportunities and growth and by enhancing the conversion into primary school.
- There is no longer any place for physical punishment in ECE classrooms.
- Kids enrolling in ECE receive free textbooks, reading tools, and picture books.
- Families' engagement is encouraged and they are encouraged to take their kids to school.
- All public as well as private elementary schools are urged to establish ECE courses with the necessary infrastructure provided by foreign donor organizations and NGOs.

5.2.4 Punjab

The Punjab Education Sector Reforms Program (PESRP) includes ECE as an element and funds the Provincial and District ministries. The National Plan of Action for Education and contained ECE. In its Provincial Plan of Action, the Punjab Government allocated funds from its own resources for ECE investments.

Following steps have been taken in Punjab for sponsoring ECE:-

- There is no longer any place for physical punishment in ECE classrooms.
- kids enrolling in ECE receive free textbooks, reading tools, and picture books.

- Families' engagement is encouraged and they are encouraged to take their kids to school.
- All public as well as private elementary schools are urged to establish ECE courses with the necessary infrastructure provided by foreign donor organizations and NGOs.
- The Parent Teacher Association has received funding to build more rooms in inclusive classrooms. In 1225 schools, ECE rooms have been constructed.
- ECE-related training has been given to instructors and principals of the relevant ECE schools, participants of school governance, and district education supervisors. For 1225 ECE school teachers, one or two day long teacher training classes have been planned. For underdeveloped areas, a specific effort has been started to create ECE rooms. 1225 more ECE classrooms have been built in existing schools in less developed areas. For 1225 instructors working in ECE schools, one or two-day teacher training workshops have been created. Additionally, DSD, Lahore has also created Resource Centers. All of Punjab's schools will eventually have ECE rooms built.

5.2.5 Sindh

ECE is being provided in Sindh Province thanks to the Reform Support Unit (RSU). Recent times, the Sindh State established the Sindh Education Sector Plan (SESP) 2014-2018. It is important to note that the ministry of Sindh is working to execute suggested ECE-related initiatives in the region of Sindh.

Following steps have been taken for promoting ECE:

- A statement and national child-friendly school policies were formed. The Sindh ministry is dedicated to making sure that the province's

educational system and institutions will support ECE in the societies of the future. In both urban and rural locations, attempts are being made to provide child-friendly schools.

- The Sindh Education System Plan was created to formalize and organize ECE in Province's state schools. (Khan, Bhatti, Hussain, & Bano, 2017)

5.3 Single Nation Curriculum (SNC)

The aim of the single nation curriculum is to provide quality of education and transparent assessment platform for all the children beside their cultural, geographical, or religious affiliation. The SNC comprises of following key features, such as:

- i. Outcome based learning
- ii. Implementation of National Policies and Standards
- iii. Adopt International standards in teacher training, teaching, and assessment
- iv. Promote the use of information technology (IT), trends in Mathematic, and Scientific Studies (TIMSS)
- v. Focus on social and cultural values along with inclusive education
- vi. Engage the young learner with activity/inquiry based learning/projects beside the traditional memorization/reproduce the book/literature during assessment process.

The uniform curriculum is initially implemented at primary level to provide same education in public and private institution. Most of the province welcomed the SNC while some constitutions have some reservations about SNC due limited infrastructure and technical support. The textbook publishers also resist regarding SNC, because they have a huge stock in stores about old curriculum and requested the government to postpone the project at least three

year to save them for financial loss. The Federal government starts the project with hug resistance in 2021to provides equity and quality of ECE at cheap cost.

The Five Education Systems

Promote the Role of Classroom Engagement

Classroom engagement is described as the degree to which students participate in their educational process and have a feeling of belonging to their institutions, classrooms, and classmates is known as student engagement. Strategies aimed at increasing student involvement in classrooms have been a main priority for higher education organizations due to the favorable correlations among student participation, learning outcomes, resilience, and educational achievement.

Education professionals have started investigating technology-based initiatives as a way to improve student engagement by promoting active educational activities as technology is increasingly incorporated into the learning experience of students. (Muir, Tirlea, Elphinstone, & Huynh, 2020)

Discussion: Education System in Pakistan

The effect of neoliberal ideology is observed by the above mention outline through the global organizations. The international bodies such as World Bank, International Momentary Funds (IMF), United Nation Organization (UNO), e.g. are working to promote/sponsorship the developing nations. The agenda of these organizations is approaches to educational development closely explored by the early childhood discourse based on United States (US) research on behavioral science and development suitable learning practices.

Conclusions: What we have to do

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