

पुर्व बाल्यावस्थेअंतर्गत संगोपन व शिक्षण या धोरणाची अंमलबजावणी करण्याकरिता पुर्व प्राथमिक शिक्षण धोरण (ECCE POLICY) कार्यनियमावली / कार्यपध्दती राज्यात लागु करणेबाबत.

महाराष्ट्र शासन
महिला व बाल विकास विभाग
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वाचा :- (१) महिला व बाल विकास विभाग,शासन निर्णय क्र.एबावि-२०१५/प्र.क्र.३२८/का.०६,
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(२) कार्यकारी समितीची दिनांक १४ जानेवारी २०१९ रोजी झालेली बैठक.

प्रस्तावना :-

मा.औरंगाबाद उच्च न्यायालयात रिट याचिका ९६१/२०१३ दाखल असून मा.उच्च न्यायालयाने पुर्व प्राथमिक धोरण (ECCE POLICY) शालेय शिक्षण विभाग व महिला व बाल विकास विभाग दोन्ही विभागाने संयुक्तपणे तयार करण्याचे आदेश दिलेले आहेत. त्यानुसार शालेय शिक्षण विभाग व महिला व बाल विकास विभागाने पुर्व प्राथमिक शिक्षण धोरण (ECCE POLICY) प्रारूप तयार केलेले आहे

२. पुर्व बाल्यावस्थेअंतर्गत संगोपन व शिक्षण या धोरणाची अंमलबजावणी करण्याकरिता सर्वसाधारण परिषद व कार्यकारी समिती (Executive Committee) दिनांक ३ जून २०१६ च्या शासन निर्णयान्वये गठीत करण्यात आलेली आहे. पुर्व प्राथमिक शिक्षण धोरण (ECCE POLICY) शालेय शिक्षण विभाग व महिला व बाल विकास विभाग दोन्ही विभागाने संयुक्तपणे तयार केलेला आहे. सदर पॉलीसीचे प्रारूप कार्यकारी समिती (Executive Committee) समितीसमोर मान्यतेसाठी ठेवण्यासाठी सचिव (म.व बा.वि.) यांच्या अध्यक्षतेखाली त्यांच्या नविन प्रशासन भवन,३ रा मजला येथे दिनांक १४ जानेवारी २०१९ रोजी दुपारी १२.१५ वाजता बैठकीचे आयोजन करण्यात आलेले होते.बैठकीत पॉलीसीच्या मुद्द्यावर सविस्तर चर्चा करुन समितीने सूचविल्याप्रमाणे पॉलीसीच्या प्रारूपात सुधारणा करण्यात आलेल्या आहेत.

३. पुर्व बाल्यावस्थेअंतर्गत संगोपन व शिक्षण या धोरणाची अंमलबजावणी करण्याकरिता सर्वसाधारण परिषद मा.मंत्री (म.व बा.वि.) यांच्या अध्यक्षतेखाली गठीत करण्यात आलेली आहे. पुर्व प्राथमिक शिक्षण धोरण (ECCE POLICY) शालेय शिक्षण विभाग व महिला व बाल विकास विभाग दोन्ही विभागाने संयुक्तपणे तयार केलेला आहे.परिषदेवर असलेल्या सदस्यांना पॉलीसीचे प्रारूप अभिप्राय सुधारणा कळविण्यासाठी दिनांक १७ जानेवारी २०१९ च्या पत्रान्वये पाठविण्यात आलेले आहे. कोणाकडूनही सुधारणा/अभिप्राय विभागास प्राप्त झालेले नाहीत. पुर्व बाल्यावस्थेअंतर्गत संगोपन व शिक्षण या धोरणाची राज्यात अंमलबजावणी करण्याची बाब शासनाच्या विचाराधीन होती.

शासन निर्णय :-

महाराष्ट्र राज्यात पुर्व बाल्यावस्थेअंतर्गत संगोपन व शिक्षण या धोरणाची अंमलबजावणी करण्याकरिता पुर्व प्राथमिक शिक्षण धोरण (ECCE POLICY) कार्यनियमावली / कार्यपध्दती दिनांक १ मार्च २०१९ पासून संपुर्ण राज्यात लागु करण्यास शासन मान्यता देत आहे.

पुर्व बाल्यावस्थेअंतर्गत संगोपन व शिक्षण या धोरणाची अंमलबजावणी करण्यासाठी तयार करण्यात आलेल्या पॉलीसमध्ये प्रमुख खालील ठळक बाबींचा समावेश आहे. (पॉलीसीचे इंग्रजी प्रारूप सोबत जोडले आहे.)

- १) ० ते ६ वर्षे वयोगटातील मुलांना शिक्षण देणा-या राज्यातील सर्व खाजगी /शासकीय बालवाड्या /अंगणवाड्या (ज्यांना कोणत्याही नावाने संबोधण्यात येत असले) अशा संस्थाना पूर्व प्राथमिक शिक्षण धोरण (ECCE POLICY) दिनांक १ मार्च २०१९ पासून लागू राहिल.
- २) ० ते ६ वयोगटातील मुलांना शिक्षण देणा-या राज्यात चालविण्यात येणा-या संस्थानी पोर्टलवर बालकांची संख्या , शिक्षण देणा-या शिक्षकांची माहिती, आधार कार्ड सह नमुद करावी. नोंदणी करण्यासाठी पोर्टल महिला व बाल विकास विभागाकडून CSR माध्यमातून तयार करुन देण्यात येईल.
- ३) ० ते ६ वयोगटातील मुलांना शिक्षण देणा-या राज्यातील सर्व खाजगी /शासकीय बालवाड्या/अंगणवाड्या (ज्यांना कोणत्याही नावाने संबोधण्यात येत असले) अशा संस्थावर देखरेख स्थानिक प्राधिकरणाची (जिल्हा परिषद /महानगरपालिका /नगरपालिका) यांची राहिल.
- ४) ० ते ६ वयोगटातील मुलांना शिक्षण देणा-या राज्यातील सर्व खाजगी /शासकीय बालवाड्या/अंगणवाड्या (ज्यांना कोणत्याही नावाने संबोधण्यात येत असले) अशा संस्थाकडून देण्यात येणा-या शिक्षणाची गुणवत्ता तपासण्यासाठी यंत्रणा कोणती असावी याबाबत महिला व बाल विकास विभागाकडून स्वतंत्र सूचना निर्गमित करण्यात येतील.
- ५) ० ते ६ वयोगटातील मुलांना शिक्षण देणा-या राज्यातील सर्व खाजगी /शासकीय बालवाड्या /अंगणवाड्या (ज्यांना कोणत्याही नावाने संबोधण्यात येत असले) अशा संस्थामधील शिक्षकांना / अंगणवाडी सेविका / मदतनीस यांना प्रशिक्षण ई लर्निंगच्या माध्यमातून देण्यात येईल व ते शिक्षण देण्यास पात्र असल्याचे प्रमाणपत्र पोर्टलद्वारे उपलब्ध करुन देण्यात येईल.
- ६) ० ते ६ वयोगटातील मुलांना शिक्षण देणा-या राज्यातील सर्व खाजगी संस्थाना (ज्यांना कोणत्याही नावाने संबोधण्यात येत असले) अशा संस्थाना मुलांना शिक्षण देण्यासाठी किती फी आकारावी याचे स्वातंत्र असेल.
- ७) सदर पॉलीसीचा आढावा व त्यामध्ये आवश्यक असलेल्या सुधारणा महिला व बाल विकास विभागाच्या दिनांक ३ जून २०१६ मधील शासन निर्णयात गठीत कार्यकारी समिती/सर्वसाधारण परिषद यांच्याकडून दर सहा महिन्यांनी घेण्यात येईल

सदर शासन निर्णय महाराष्ट्र शासनाच्या www.maharashtra.gov.in या संकेतस्थळावर उपलब्ध करण्यात आला असून त्याचा संकेतांक २०१९०३०२१६०५५३४९३० असा आहे. हा आदेश डिजीटल स्वाक्षरीने साक्षांकित करुन काढण्यात येत आहे.

महाराष्ट्राचे राज्यपाल यांच्या आदेशानुसार व नावाने.

(विनिता वेद सिंगल)

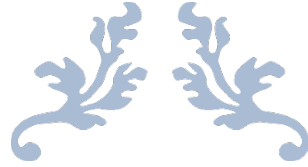
सचिव, महाराष्ट्र शासन
महिला व बाल विकास विभाग

प्रत,

१) मा. राज्यपाल यांचे सचिव, राजभवन, मुंबई

- २) मा. मुख्यमंत्री यांचे अपर मुख्य सचिव, मंत्रालय, मुंबई
- ३) मा. मंत्री / राज्यमंत्री, महिला व बाल विकास यांचे खाजगी सचिव, मंत्रालय, मुंबई
- ४) मा.मंत्री /राज्यमंत्री ,शालेय शिक्षण यांचे खाजगी सचिव,मंत्रालय,मुंबई
- ५) सर्व मंत्री/राज्यमंत्री यांचे खाजगी सचिव,मंत्रालय,मुंबई
- ६) मा.विरोधी पक्ष नेता,विधान सभा,विधानमंडळ, मुंबई/नागपूर
- ७) मा.विरोधी पक्ष नेता,विधान परिषद,विधानमंडळ,मुंबई/नागपूर
- ८) मा. मुख्य सचिव, महाराष्ट्र राज्य, मुंबई
- ९) अपर मुख्य सचिव (शालेय शिक्षण), शालेय शिक्षण विभाग,मंत्रालय,मुंबई
- १०) अपर मुख्य सचिव,सामान्य प्रशासन विभाग,मंत्रालय,मुंबई
- ११) प्रधान सचिव, विधानमंडळ सचिवालय, विधानभवन, मुंबई
- १२) प्रधान सचिव (नगर विकास),नगर विकास विभाग,मंत्रालय,मुंबई
- १३) प्रधान सचिव (सार्वजनिक आरोग्य)सार्वजनिक आरोग्य विभाग,मंत्रालय,मुंबई
- १४) प्रधान सचिव (कामगार विभाग) उद्योग,उर्जा व कामगार विभाग,मंत्रालय,मुंबई
- १५) प्रधान सचिव (विधी व न्याय), विधी व न्याय विभाग,मंत्रालय,मुंबई
- १६) प्रधान सचिव (वि.सू.),वित्त विभाग,मंत्रालय,मुंबई
- १७) प्रधान सचिव (आदिवासी विकास),मंत्रालय,मुंबई
- १८) प्रधान सचिव, ग्रामविकास व जलसंधारण विभाग, मंत्रालय, मुंबई
- १९) सचिव (म.व बा.वि.) मंत्रालय,मुंबई
- २०) सचिव (सामाजिक न्याय व विशेष सहाय्य) विभाग,मंत्रालय,मुंबई
- २१) महासंचालक,माहिती व प्रसिध्दी संचालनालय,मुंबई
- २२) आयुक्त, महिला व बाल विकास, महाराष्ट्र राज्य, पुणे
- २३) आयुक्त,एकात्मिक बाल विकास सेवा योजना,नवी मुंबई
- २४) उप आयुक्त (सनियंत्रण) एकात्मिक बाल विकास सेवायोजना,नवी मुंबई
- २५) सर्व विभागीय आयुक्त
- २६) सर्व जिल्हाधिकारी
- २७) सर्व मुख्य कार्यकारी अधिकारी, जिल्हा परिषद
- २८) सर्व महानगरपालिका आयुक्त, महानगरपालिका
- २९) संचालक,नगरपालिका प्रशासन,मुंबई
- ३०) सर्व विभागीय उपायुक्त, महिला व बाल विकास विभाग
- ३१) सर्व महिला व बाल विकास अधिकारी (जिल्हा परिषद)
- ३२) सर्व बाल विकास प्रकल्प अधिकारी (नागरी/ग्रामीण/आदिवासी)
- ३३) सर्व मुख्याधिकारी, नगरपालिका,
- ३४) सर्व मंत्रालयीन विभाग
- ३५) महालेखापाल, (लेखा व अनुज्ञेयता) (लेखापरिक्षा), महाराष्ट्र मुंबई / नागपूर

- ३६) महासंचालक, राजमाता जिजाऊ माता-बाल आरोग्य व पोषण मिशन, मुंबई
- ३७) अधिदान व लेखा अधिकारी, मुंबई
- ३८) निवासी लेखा परिक्षा अधिकारी मुंबई
- ३९) सर्व जिल्हा कोषागार अधिकारी
- ४०) सर्व खाजगी संस्थांचालक, ० ते ६ वर्षे वयोगटातील मुलांना शिक्षण देणा-या राज्यातील खाजगी संस्था/शासकीय बालवाड्या /अंगणवाड्या ,महाराष्ट्र राज्य
- ४१) महिला व बाल विकास विभागातील सर्व कार्यासने
- ४२) निवड नस्ती (कार्यासन ६)



EARLY CHILDHOOD CARE & EDUCATION (ECCE) POLICY, GOVERNMENT OF MAHARASHTRA

Draft Version 8.0



Contents

| | |
|--|-----------|
| Key Terms | 2 |
| 1. Background..... | 3 |
| 2. Need for the Policy..... | 3 |
| 3. Programme Context | 4 |
| Programme Objective: | 4 |
| 4. The Policy..... | 5 |
| A. Vision..... | 5 |
| B. Scope of the Policy & Objectives | 5 |
| C. Key Considerations | 5 |
| Strategy 1: Promoting Access through Public and Private Sector | 7 |
| Strategy 2: Role of Urban and Rural Local Bodies | 8 |
| Strategy 3: Online ECCE Portal for all the Pre School/ ECCE Providers | 9 |
| Strategy 4: Quality of ECCE | 10 |
| Strategy 5: Strengthening Capacity | 16 |
| Strategy 6: Online Monitoring & Supervision | 17 |
| Strategy 7: Research, Evaluation and Documentation | 18 |
| Strategy 8: Advocacy | 18 |
| Strategy 9: Convergence and Coordination | 18 |
| Strategy 10: Institutional and Implementation Arrangements | 19 |
| Strategy 11: Partnerships | 19 |
| Strategy 12: Review | 20 |

Key Terms

| Term | Definition |
|--|---|
| ECCE Centre | This includes any Government run Anganwadi Centre/ Balwadi Centre run by the Local Bodies/ Private/ NGO Run pre-school centre/ Pre School Centre/ Crèche run by the Schools/ Pre School Centre/ Crèche run by the Corporates/ Industries |
| Online Registration Module | This feature of the Online ECCE Portal will facilitate Online registration of all the ECCE Centres in the State. |
| Online Accreditation Module | This feature of the Online ECCE Portal will facilitate end to end management of Online Accreditation of all the ECCE Centres in the State |
| Online Child Tracking Module | This feature of the Online ECCE Portal will facilitate an Online MIS of all the children attending the ECCE centres in the State |
| Online e-Learning Module | These are the Pre School Learning Modules available in digital format on ECCE Portal for the children attending ECCE Centres. |
| Online Test | This is the mandatory Online Test that all the Teachers and Support Staff working in the ECCE Centres should pass. After passing this Test, an ECCE Certificate will be issued to them. This Test can be accessed from Online ECCE Portal |
| Online Training Module for Teachers & Support Staff | This feature of the Online ECCE Portal will provide a series of online training sessions that will be helpful in preparing for taking the Online Test |
| Online Certification Module for Teachers and Support Staff | This feature of the Online ECCE Portal will facilitate the end to end Online Test followed by the ECCE Certificate. This Certificate is mandatory to be able to become a pre-school teacher/ support staff in the State |
| Online Monitoring & Evaluation | This module available on ECCE Portal will provide online Dashboard and Analytical Reports for continuous monitoring and evaluation of ECCE landscape in the State |

1. Background

Early childhood refers to the formative stage of first six years of life, with well-marked sub-stages (conception to birth; birth to three years and 3 years to 6 years) having age-specific needs, following the life cycle approach. It is the period of most rapid growth & development and is critical for survival. Growing scientific evidence confirms that there are critical stages in the development of the brain during this period which influences the pathways of physical and mental health, and behaviour throughout the life cycle. Deficits during this stage of life have substantive & cumulative adverse impacts on human development.

Early Childhood Care and Education (ECCE) encompasses the inseparable elements of care, health, nutrition, play and early learning within a protective and enabling environment. It is an indispensable foundation for lifelong development and learning, and has lasting impact on early childhood development. It is imperative to accord priority attention to ECCE and invest in it since it is the most cost effective way to break the intergenerational cycle of multiple disadvantages and remove inequity, leading to long term social and economic benefits.

The Maharashtra ECCE Policy 2018 is drafted in line with the National ECCE Policy 2013 adopted by Ministry of Women and Child Development, Govt. of India and it emphasizes the fact that the Government of Maharashtra is committed for providing Vibrant, Child-Friendly Early Childhood Development Centres to ensure that every child from the pre-natal period to six years of age in Maharashtra is provided with inclusive, equitable, universal, joyful and contextualized opportunities for maximum survival and optimal growth and development.

2. Need for the Policy

The Government of India recognized the significance of ECCE, through the amended Article 45 of Indian Constitution which directs that “*The State shall endeavour to provide ECCE for all children until they complete the age of six years*”. This led to the development and adoption of the National ECCE Policy by the Ministry of Women and Child Development, Government of India on 27 September 2013.

The Right of Children to Free & Compulsory Education Act (RTE) has also addressed ECCE under section 11 of the Act which states “*with a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of 6 years, the appropriate government may make necessary arrangement for providing free pre-school education for such children*”.

The National Policy on Education (1986) considers ECCE to be a critical input for human development and recognizes the holistic and integrated nature of child development. The National Nutrition Policy (1993) has also recommended interventions for child care and nutrition during early childhood. The National Health Policy (2002) and National Plan of Action for Children (2005) along with position paper on ECCE in the National Curriculum Framework (2005) have also been supportive policy initiatives for early childhood. In fact, all the Five Year Plans emphasize the need to address areas of systemic reforms in ECCE across all channels of services in the public, private and voluntary sectors going beyond ICDS (AWCs).

3. Programme Context

Programme Objective:

ECCE services are delivered through public, private and non-governmental service providers in the State. The services through public channel are delivered through a network of ~1.09 Lakh Anganwadi Centres that caters to nearly 6 million children under six year of age.

Crèche Services are provided both through public schemes and statutory provisions. The Rajiv Gandhi National Crèche Scheme for Working Mothers offers care and education services for children below 6 years of age and figures for 2011-2012 indicate that more than 2000 crèches (Central Government Employees News Portal) are operational across Maharashtra. Statutory crèche services include crèches legally mandated under laws and acts such as a) The Mines Act (1952) b) Factories (amendment) Act 1987 c) Plantations Labour Act, (1951) d) Building and other Construction Workers' (Regulation of Employment and Conditions of Service) Act,1996 and e) The Mahatma Gandhi National Rural Employment Guarantee Act (2005).

Various other National and State Level programmes that support quality access to basic services for all, such as Rajmata Jijau Mother-Child Health and Nutrition Mission, National Rural Health Mission, Total Sanitation and Drinking Water Campaign, targeted schemes such as Janini Shishu Suraksha Karyakram, Pradhan Mantri Matritva Vandana Yojana, Integrated Child Protection Scheme (ICPS) and so on are expected to contribute towards an enabling environment for care for young children.

The Unregulated Private Channel, in both, organized and unorganized forms, is perhaps the second largest service provider of ECCE, and its outreach is steadily spreading even into the rural areas across the State although with varied of quality. This channel suffers from issues of inequitable access and uneven quality.

Inadequate Understanding: The quality and coverage of non-formal preschool/ early childhood care and education imparted through these multiple service providers is uneven. This is largely an outcome of inadequate understanding of the concept of ECCE and its basic premises, its philosophy and importance among all stakeholders. This coupled with inadequate institutional capacity in the existing system and an absence of standards, regulatory norms and mechanisms to ensure quality, has aggravated the problem.

Non Availability of Reliable Data: Despite the existence of multiple service providers, there is a need to create a Single Platform for gathering and analysing the data about the actual number of children attending ECCE provisions and their breakup as per delivery of services/ type of services.

In the above context, there is a need to bring in an Early Childhood Care and Education Policy (ECCE) across the State for appropriate reforms, measures and corrective actions.

4. The Policy

A. Vision

The vision of the ECCE policy is to “achieve holistic development and active learning capacity of all children from birth to 6 years of age by promoting access for inclusive and joyful learning for laying the foundation for a sound education”.

B. Scope of the Policy & Objectives

In furtherance of the vision of the policy, the State Government will work on the following set of objectives forming the complete scope of the policy:

- i. Facilitate comprehensive Public and Private Infrastructure, Developmental Milestones for children, quality assessment framework and services aimed at holistic well-being of children and responsive to their developmental needs along the continuum of care from conception to age six.
- ii. Strengthen ECCE and ensure adaptive strategies for inclusion of all children with specific attention to vulnerable children
- iii. Engage capable human resources and build their capacity to enhance and develop quality services for children along the continuum (birth to 6 years) and their families.
- iv. Set out the Quality, Standards, Processes, Approaches/ Methodologies and Learning Outcomes Framework for ECCE provisions and ensure their application and practice through advocacy and enforcement through appropriate institutional arrangements.
- v. Raise awareness and create common understanding about the significance of ECCE and promote strong partnerships with communities and families in order to improve the quality of life of young children through institutional and programmatic means and appropriate use of Information Technology as required.
- vi. Recognize diversity of contexts, develop and promote culturally appropriate strategies and materials and work within framework of decentralised governance using participatory and locally responsive approaches.

C. Key Considerations

The policy focuses on following key considerations for achieving the objectives of the policy:

- i. Ensuring & Facilitating Online Registration and Accreditation of all ECCE Centres including in the Private and Non-Governmental Sector in order to develop a comprehensive online database of all the ECCE service providers in the State
- ii. Government run Anganwadi Centres will be governed and monitored as per the rules and guidelines prescribed by the Ministry of Women and Child Development & Government policies. These Centres will be given sufficient time to conform to the set of standards stipulated in this policy
- iii. Access in programmes & interventions across service providers
- iv. Improving Minimum Specifications, Quality Standards, Regulations, Expected Learning Outcomes, Play/ e-Learning Material and programme assessment

- v. Strengthening capacity (Institutions, personal, families and communities) through Training and Certification of Teachers and Support Staff
- vi. Online MIS of all the children attending ECCE Centres using a centralised online portal that can be seamlessly integrated with other important data platforms of the Govt. such as SARAL Portal of School Education and Sports Department, Line Listing Portal of WCD Department and so on. Once a child is enrolled in the Centre, then the Management of the Centre will upload the Aadhaar Details of the child on ECCE Portal this which will be helpful for ensuring continuity in tracking the child at different levels i.e. from Pre School Education to School Education and so on.
- vii. Convergence and coordination among policies and programmes
- viii. Institutional and implementation arrangements (State ECCE Council, ECCE Committee, Plans of Action)
- ix. Partnerships & CSR Collaborations
- x. Increased investments towards ECCE & Periodic Support
- xi. Research and Documentation
- xii. Advocacy and awareness generation

Strategy 1: Promoting Access through Public and Private Sector

- The Government shall provide equitable access to services for each sub-stage that will include health, nutrition, age appropriate care, stimulation and early learning in a protective and enabling environment ECCE through a decentralized and contextualized approach.
- Access to ECCE will be mainly through ICDS and in convergence with other relevant sectors/programmes in public channel as well as through other service providers viz. the private and non-governmental. Special plans will be developed to reach the most marginalized and vulnerable groups and hitherto unreached like children residing in the Adoption Homes and children with disabilities.
- The Government shall ensure that all aspects of diversity like language, culture, geography etc. are respected and children have access to learning in local language to ascertain better physical and mental growth of children
- No child or parent would be subjected to admission test, written or oral, or interviewed for granting admission to any ECCE Centre.
- Government-run Anganwadi Centres would be repositioned as a “vibrant child friendly ECCE Centre” with adequate infrastructure, financial and human resources for ensuring a continuum of ECCE and attaining child development outcomes. Further, the Government will also focus on converting these Anganwadi Centres into Smart Anganwadi Centres
- AWC and/ or Crèches to provide care, planned early stimulation component, health, nutrition and interactive environment for children in the 6 months to 6 year age group will be promoted in response to community needs.
- Measures will be undertaken for early detection and interventions with referrals where necessary, for children at risk of developmental delays and disabilities. Appropriate linkages with concerned programmes/sectors of different Departments such as Rashtriya Bal Swasthya Karyakram of the Department of Health would be established to facilitate participation of children with special needs in the ECCE programme.
- Family/Community based ECCE service delivery model would be promoted.
- An urban strategy will be developed/ adopted to address the specific unmet needs of children in urban slums including children living on road side, on railway platforms, children of migrants, children on construction sites, beggars, children in Nandibail Vastis, Paradhis, Vadars, Dhangars, any other category and to expand access to all urban settlements /slums etc. To facilitate this, State town-planning rules will be amended / formulated if necessary to provide space for neighbourhood ECCE centres.
- Linkage with primary school system will be streamlined to address the issue of continuum and smooth transition from ECCE to primary schooling through school readiness programme. For this purpose, the State Government will develop an online MIS of all the children attending the ECCE Centres across the State with their

Aadhaar Number for continuous and easy tracking. This MIS can be easily integrated with other portals such as SARAL Portal, Line Listing Portal.

Strategy 2: Role of Urban and Rural Local Bodies

The Government will lay down the role of Urban and Rural Local Bodies such as Zilla Parishads, Gram Panchayats, Municipal Corporations and Councils, in the registration of ECCE Centres, their regulation, inspections, Accreditation and action to be taken in case of complaints or violations. The role of Child Development Project Officers of WCD Department will also be decided in this regard.

The role of Local bodies will be in consonance with the local and contextual needs of pre-schooling in their area, depending on local geography and socio economic environment. Urban and Rural Local Bodies will be suitably advised by the State ECCE Council on various matters pertaining to ECCE

ECCE Committee under Mahila Bal Kalyan Committee: The Urban/ Rural Local Bodies will form an ECCE Committee under Mahila Bal Kalyan Committee to oversee implementation of Pre School/ ECCE activities in the area of their jurisdiction. This committee, apart from other members, will have the local field officials of School Education & Sports Department and Women and Child Development Department (CDPOs) as its members. The committee shall have the responsibility to:

- Monitoring the status of ECCE implementation in area of their jurisdiction. This includes 1) Ascertaining whether the ECCE Centres are delivering the Student Learning Modules as recommended by the State Government 2) Accreditation of the ECCE Centres 3) Training and Certification of the Teachers in the ECCE Centres 4) Achievement of Development Milestones/ Learning Outcomes of Children attending the ECCE Centres and so on.
- Address any complaints/ grievances received against any of the ECCE Centres or its Staff or Management from time to time
- Punitive actions against erring ECCE Centres
- Carry out sporadic checks/ inspections or Third Party Audits of the centres from time to time
- In extraordinary circumstances, the committee shall have the right to De-Register/ De-Recognize the ECCE Centres/ Management of ECCE Centres after due diligence has been carried out
- Carrying out detailed analysis of various aspects of Early Childhood Care & Education in their area of jurisdiction by utilising professional services of Professional Experts hired for this purpose.

Strategy 3: Online ECCE Portal for all the Pre School/ ECCE Providers

- The State Government will develop a Centralised Online ECCE Portal that will have different online modules cater to the following critical aspects of ECCE Service Delivery:
 - i. **Online Registration Module** for registration of all the ECCE Centres
 - ii. **Online Accreditation Module** for online Accreditation of all the ECCE Centres
 - iii. **Online Child Tracking Module** for online MIS of all the children attending the ECCE centres in the State using their Aadhaar Number
 - iv. **Online e-Learning Module** for the children covering all the aspects of e-learning that may be accessed by the ECCE centres for imparting the pre-school education to children
 - v. **Online Training Module for Teachers & Support Staff** that provides a series of online training sessions as part of their capacity building exercise
 - vi. **Online Testing & Certification Module for Teachers and Support Staff** that can be used for obtaining the online certificates to be able to become a teacher/ support staff in the ECCE Centres in the State
 - vii. **Online Monitoring & Evaluation** by way of generating online Dashboard and Analytical Reports for continuous monitoring and evaluation of ECCE landscape in the State
- **Online Registration Module:** All the existing ECCE Centres, must register themselves on the Centralised Online ECCE Portal within One Year from Go Live of this portal. For the upcoming centres, the registration must be completed within 1 year from start of their operations.
- This portal will be developed by the Government and shall capture important information pertaining to different aspects of the centres such as Infrastructure, Human Resources, Self-Assessment, Certificates, and experience of running preschool education centres, Detailed Fee Structure and so on.
- Each physical centre must be registered as a separate legal entity and for every such centre, the online portal shall generate a unique Registration Number.
- The registration shall be valid for a period of 1 Year and must be renewed within 3 months from expiry of registration.
- The Urban/ Rural local bodies will have the right to oversee the Registration of ECCE Centres in their area of their jurisdiction and charge suitable Registration Fee depending upon the local conditions. The charges collected through Registration Fees can be used for the purpose of development/ changes or Maintenance of the Online ECCE portal
- If any ECCE Centre is found to be a) Running without registration even after giving time of 1 year or b) Running without renewal of registration even after giving time of 3 months, the ECCE Centres shall have to pay Late Registration Fees as decided by the Rural/ Urban Local Bodies (ECCE Committee).

Strategy 4: Quality of ECCE

- The Government shall promote developmentally appropriate practices of ECCE through multi-pronged approach of laying down norms and quality standards; Develop Learning Outcomes in line with the National ECCE Curriculum Framework and best practices (International and National) in ECCE sector and Developing designs of appropriate play material.
- The State will create a framework that identifies key principles, indicators and exemplary good practices required for assuring quality in Early Childhood Care and Education (ECCE) services. The framework aims to raise quality and drive continuous improvements in the care and education services in the ECCE sector by proposing three distinct but interlinked sections:
 - Quality Standards Framework
 - Key Standards of Quality with Elements
 - Indicative Assessment Tools for grading and accreditation as a reference

A) Quality Standards Framework

- **Non Negotiable Indicators:** The quality of ECCE will include the following non-negotiable indicators which must be made available to all children (Three to Six years) attending any kind of ECCE provision:
 - Daily Hours of Operations of an ECCE Centre may be decided by the Local Bodies depending on the local needs
 - Non Discrimination in admissions based on religion, caste, sex and disability
 - Staff that is adequately trained/ certified for handling ECCE Centres. The Government will provide sufficient time to the ECCE Centres for this purpose. All the ECCE Teachers must obtain the Certificate in this timeframe using the Training & Certification Module of the Online ECCE Portal.
 - Age & developmentally appropriate, child centric approach in the mother Tongue/ Local Vernacular/ Hindi/ English
 - Adequate developmentally appropriate toys and learning materials (No hazardous material in toys & learning material)
 - The building should be structurally safe and within easy approach. It should be clean and should have surrounding green area in rural areas
 - There shall be no corporal punishment, physical or mental abuse of children failing which, the centre will be liable to be de-registered or de-recognized
 - Children should not be left unattended at any point of time
 - Adequate and safe drinking water
 - Adequate and separate child-friendly toilets and hand wash facilities for girls and boys

- Parents must be immediately contacted or informed in case of any mishaps or accidents.
 - Availability of First Aid Kit must be ensured at the centre. Contact numbers of emergency services such as Fire, Police and Ambulance must be kept handy.
 - Maximum ECCE Staff to Pupils ratio the Pre School Centres should be 1:25 (ECCE Staff: Pupil)
- **Accreditation of the ECCE Centre:** Accreditation is a way to demonstrate confidence in the ECCE Centre's purposes, performances and Resources (Infrastructure and Finances). Accreditation within the purview of this document is the evaluation of the quality standards of the Human Resources, Infrastructure and ECCE practices.

This helps in building transparency and disseminating information among parents regarding the Quality of Pre School education and other services of all ECCE Centres in their area, along with building transparency in fees charged, so as to give parents an informed choice in the selection of an appropriate ECCE centre for their child.

The parents can make an informed choice whether to send their child to a Govt. run Anganwadi Centre or a Balwadi Centre run by the Local Bodies or a private/ NGO Run pre-school centre or a Pre School Centre/ Crèche run by the Schools or a Pre School Centre/ Crèche run by the Corporates/ Industries).

Deemed Accreditation: For initial period of 1 year, all the ECCE centres will be deemed as Accredited. After this period, all the centres will be accredited by the Local Bodies using **Online Accreditation Module** available on the ECCE Portal developed by the State Government to facilitate an end to end management of Accreditation Process. This will include Submission of Applications, Centre Self Evaluation, Submission of Reports, Committee Recommendations, Scheduling the Visits to the Centres and so on.

The Government through State level ECCE Council will empanel highly professional & experienced agencies whose services can be utilised for carrying out the Accreditation/ Inspection of ECCE Centres in the most professional and scientific manner. The expenses towards carrying out these activities associated with Accreditation will be mitigated from the funds received through Registration Fees received from the ECCE Centres.

The Urban/ Rural local bodies will have the right to oversee the Accreditation of ECCE centres in their area of their jurisdiction. These bodies may choose any agency empanelled for this purpose to carry out Accreditation/ Inspection, Conduct visits to the Centres and based on the visit to the ECCE centre, the committee shall accord Accreditation to the Centre and also update this information on the centralised Accreditation Portal.

The validity period of Accreditation is Two years. A fresh online application for renewal may be made before the expiry of the Two year period for renewal of accreditation.

B) Key Standards with Quality with Elements for Accreditation

The State will work on eight key standards of quality along with elements under each standard

- **Standard I - Interaction:**
 - Teacher/ Adult Child Interaction
 - Child – Child Interaction
 - Child Environmental/ material Interaction
 - Staff – Family Interaction
- **Standard II – Health, Nutrition, Personal Care and Routine**
 - Health (check-up, first aid, immunization, handling illness)
 - Nutrition and Hygiene
 - Habit Formation (E.g. Washing Hands, Toilet Routine etc.)
- **Standard III – Protective Care and Safety**
 - Adult Supervision
 - Socio/ Emotional Protection
 - Physical Safety
- **Standard IV – Infrastructure/ Physical Environment**
 - Space, building, outdoors (size, ventilation, light, disabled friendly) depending on location (Urban/ Rural/ Slum)
 - Aesthetics, Cleanliness, Green Area
 - Safety and Approach, e.g. access to free escape in case of upper floors
 - Water and Toilet Facility
 - Adhering to the guidelines issued by National Commission for Protection of Child Rights, Government of India and National Crèche Scheme of Government of India
- **Standard V – Organization and Management**
 - Documentation and Records
 - Parent Involvement
 - Financial management(fee, maintaining accounts/ financial statements)
 - Staffing(adequacy, professional qualifications)
 - Use of Information Technology (in the delivery of education, training of staff, management of data, child enrolments etc.)

- **Standard VI – Children’s Experiences & Learning Opportunities**
 - Adoption of prescribed Learning Approach without too much emphasis on Text-Prescribed Books or structure in order to enable playful learning using Learning material available in the environment
 - This Learning Approach should encourage child to make choices and participate in play and make Use of multilingual approach including English. It should also foster child’s language and literacy abilities, develop problem solving and mathematical abilities, promote each child’s physical abilities and Cultivate enjoyment of and participation in expressive arts.
 - The e-learning content will be developmentally appropriate for a mixed age group of 3 to 6 years and will have an appropriate learning progression. The content will also focus on developing awareness of health and nutritional needs of the child, habits that lead to health and hygiene and also promote social interactions.
 - The content will encourage use of locally available resources for teaching-learning material and teaching aids.
 - The curriculum will be aligned to the Aakaar curriculum framework and NCERT guidelines.
 - The Online Learning Module available on the State ECCE portal can be accessed by the ECCE Centres by paying a subscription fee. This module will offer a secured gateway to an end to end Script based online learning content for the children in ECCE centres. This content can be played using various delivery channels including Mobile Phones/ Tablets/ Computers/ Laptops and so on.
 - The professional agency developing the ECCE portal will also develop and update the content of the modules frequently and make it available to the users 24X7 using a secured Content Management System.
 - The ECCE Portal shall also facilitate **Online eLearning Module** that can be accessed by the teachers of the ECCE centres so that they can deliver the Script-based learning content in the most effective and efficient manner.
- **Standard VII – Assessment and Outcome Measures**
 - Children’s progress will be monitored against achievement of developmental milestones for each age group.
 - The assessment tools will not include marking system and instead they will consist of On-going observations, Questioning & Listening to Children, Anecdotal records systematically compiled and organized, systematic sampling of activities of children
 - The documentation process for assessment would include developmental Progress Checklists, Portfolios (Collection of children’s work that demonstrates their progress) and a Summary Report (Narrative Reports by ECCE Teachers)

The ECCE Portal will have a facility for the ECCE centres to upload the achievement levels of the children (Consolidated for Each Centre).

- The achievement levels of the children will be sole responsibility of the Teachers and the Management of the ECCE centre and shall be verified by the ECCE Committee of the Urban/ Rural Local bodies from time to time. The Management of the ECCE Centers will also inform the Developmental Outcomes of the children to the parents .
- Programme Assessment will include Quality Indicators that are a part of the Accreditation process

- **Standard VIII – Managing to Support Quality Systems**

- Teacher education and onsite professional development, opportunity for capacity building

C) Indicative Assessment Tools

An assessment tool applicable across all ECCE programmes will be developed through a consultative process. Some existing tools enlisted below will be placed for discussion. The most suitable tool may be adopted/ adapted.

- Foster child's language and literacy abilities and Develop problem solving and mathematical abilities
 - Promote each child's physical abilities and Nurture development and maintenance of relationships
 - Cultivate enjoyment of and participation in expressive arts
 - Prepare child for entering into primary school
- The mother tongue/ home language/ local vernacular of the child will be the primary language of interaction in the ECCE programmes. However, given the young child's ability at this age to learn many languages, exposure to other languages in the State and English, as required, in all forms will be encouraged.

- State ECCE Council:

A State ECCE Council has been set up by Women and Child Development Department, Government of Maharashtra vide GR No. ICDS-2015/C.R.No.328/Desk-6, dated 3rd June 2016. This Council forms the foundation for planning and well-coordinated execution of Pre School Education Practices in the most effective and efficient manner in the State.

Given the ever evolving nature of ECCE Practices/ Methodologies and the complex challenges faced across the globe and continuously changing landscape, a Technical Experts Committee will be formed that will assist the State ECCE Council and Executive Committee of the council on addressing the critical challenges of faced by the ECCE Sector and shall support the Council & Executive Committee on various aspects such as Planning, Monitoring & Evaluation, Coordination and so on. This Technical Experts Committee shall also help the Executive Committee in effective implementation of the decisions taken by the State ECCE Council. The composition of this Technical Experts Committee will be as follows.

| S N | Members of the Technical Experts Committee | Role |
|------------|---|------------------|
| 1 | Commissioner, Integrated Child Development Services Scheme | Chairman |
| 2 | Dy. Secretary/ Joint Secretary, School Education & Sports Department | Member |
| 3 | Joint Secretary, Women and Child Development Department | Member |
| 4 | Three Eminent Experts working in the field of ECCE/ Pre School Education as nominated by Secretary Women and Child Development Department and Secretary, School Education & Sports Department | Members |
| 5 | ECCE Experts from organizations of National/ International repute such as UNICEF, IIT Bombay, SNDT University etc. | Member |
| 6 | Deputy Secretary, Women and Child Development Department | Member Secretary |

- The Technical Support Committee (TEC) will assist the State ECCE Council in overseeing the implementation of the State ECCE Policy and also provide its expert advice and guidance on effective implementation of ECCE programmes in the State, consistent with the National ECCE Policy/ legislations and latest trends and leading practices in the field of ECCE.
- The TEC will prepare reports on quality of ECCE in the State and provide recommendations on improving the quality of ECCE
- The TEC will also develop systems and guidelines for Registration & Accreditation of Centres, Registration of Children and also create formal mechanisms for the periodic review, monitoring and maintenance of records.
- It will create the entire techno functional architecture and implementation plan for development of Online Training and Certification of ECCE Teachers. This includes indicative training modules, Approach and Methodology of assessment, Test Structures and so on.

Strategy 5: Strengthening Capacity

- The government shall develop a plan for strengthening existing training institutes for early childhood development like Anganwadi Workers Training Centres (AWTCs), Middle Level Training Centres (MLTCs) by collaborating with the regional centre of National Institute for Public Cooperation and Child Development at Indore. Special efforts shall be taken to leverage ICT to build such capacity to supplement the training.
- Similarly other institutes like the State Council for Educational Research and Training (SCERTs), District Institute of Education and Training (DIETs), State Institute for Rural Development (SIRDs) and Extension Training Centres, IGNOU, NIOS, Yashwantrao Chavan Maharashtra Open University, Non-Governmental technical support organisations, relevant university departments etc. would be associated to enhance the available trained manpower.
- **Online Training and Certification Modules for ECCE Teachers & Support Staff:** Capacity building of ECCE Staff is of paramount importance and with this view, the State Government will design, develop, host and maintain **1) Online ECCE Training Module and 2) Online ECCE Certification Module** on the centralised Online ECCE Portal for ECCE Staff managing the ECCE Centres.
- The ECCE Teachers and Support Staff will have to pass an Online Test in order to obtain the mandatory ECCE Certificate to be able to work as ECCE Staff in any ECCE Centre across the State.
- **Online ECCE Training (Not Mandatory):** This Online platform will offer a number of ECCE training modules to the teachers & support staff, starting from the most basic to the very advanced modules of learning. Accessing the training modules is not mandatory, however, they will help the teachers and support staff in preparing for the Online ECCE Test as mentioned above. Those teachers and support staff who want to access the training modules can access them by paying Fees applicable to the modules.

Online ECCE Certification Module (Mandatory): It will be compulsory for all the ECCE teachers and support staff to obtain the Online ECCE Certificate in stipulated timeframe as decided by the Government from time to time. This Certificate will also play an important role in deciding the Accreditation Status of the ECCE Centre. The certificate will be automatically updated on the Online ECCE portal so all the important Stakeholders are aware about the training quotient of all the ECCE teachers & support staff across the State.

Temporary Debarment: Failure to obtain the ECCE Certificate in 3 straight attempts will result in debarment of the teacher from taking up employment in ECCE sector across the State for a period of 2 Years. During this time, the teacher will also be debarred from re-appearing for the Online ECCE Test. Once this period is over, the teacher will have three more attempts left for successfully obtain the Online ECCE Certificate.

Permanent Debarment: Failure to complete the certification even after 2 years of temporary debarment will result in permanent debarment of the teacher from taking

up employment in ECCE sector across the State. The teachers will also need to undertake revalidation of this certificate from time to time as per the directives of the Government in this regard.

- The policy recognizes that the young children are best cared for in their family environment and in the community. Therefore Parents and Community at large would be informed and educated about good child care practices related to infant and young child feeding practices, growth monitoring, stimulation, play and early education.
- A professional agency hired by the State Government for will develop the Online Training Module, Online Certification Module, Design the courses/ update the existing courses, Develop appropriate Training Material, and conduct Online Tests of the Teachers and Support Staff.
- The State Government shall further professionalize the ECCE service by streamlining the capacity building processes with support from national and state based technical support agencies.

Strategy 6: Online Monitoring & Supervision

- Online Monitoring of ECCE programmes will be strengthened, based on a systematic Online Monitoring Framework with disaggregated, tangible and easy-to-measure input, output and outcome indicators specified for ECCE quality. The State ECCE Council along will make necessary arrangements for such monitoring by way of building an **Online Monitoring & Evaluation Module** on the Online ECCE Portal.
- A sound system for online data collection/generation and information management will be established across the State which will allow for regular collection, compilation and analysis of the data on ECCE in Single Unified Format. Such data would be generated on processes, inputs, outputs and outcome indicators through standards, regulation framework and appropriate surveys on outcome indicators. Programme monitoring and Management Information System would feed on such data.
- The agency developing the Online ECCE Portal should carry following key activities:
 - o Design a Methodic Approach to ensure all the monthly updates related to pre-defined ECCE parameters are updated in the System in a time-bound manner
 - o Monitoring the progress on Data Entry Operations, Carry out online Analysis of the gathered data and generating online dashboards for the same
 - o Periodic/regular generation of reports from the data gathered through ECCE Portal that can be shared with various stakeholders such as WCD Dept., Govt. of India, Hon. Ministers and so on.
- The State will have the right to conduct manual audits of a subset of ECCE centres to validate the online information captured. For this purpose, the State through ECCE Council may take help of professional agencies with required skillsets that suit the purpose.

Strategy 7: Research, Evaluation and Documentation

- Links between policy, research and practice will be strengthened. The Department will collaborate with various esteemed educational institutions such as University of Mumbai, SNDT University, BATU and so on for carrying out substantive research in the area of early childhood.

Strategy 8: Advocacy

- A major deterrent to ensuring the right kind of ECCE is the lack of understanding of developmentally appropriate ECCE among the parents and other stakeholders and the widespread belief that child is the responsibility of only the mother. Added to this is the lack of understanding of age-appropriate needs, developmentally-appropriate interventions and implications of neglect.
- In order to address the above, use of inter-personal communication strategies will be made, to reach out to parents, caregivers (especially male caregivers), women's groups, youth groups, professionals and the larger community particularly the Panchayati Raj Institutions (PRIs) and the Urban Local Bodies (ULBs). Parent and community outreach programmes will be strengthened to enable them to get involved, advocate, plan and monitor ECCE programmes. Advocacy will focus on maternal well-being and entitlements, good child care practices related to infant and young child feeding practices, developmental aspects of child, early stimulation, developmental milestones of children, when to intervene in case of delay and at the same time on miss-educative practices

Strategy 9: Convergence and Coordination

- Children's needs are multi-sectoral in nature and require policies and programmes across diverse sectors including education, health, nutrition, water and sanitation, labour and finance. All independently formulated State policies, missions or programmes related to Education, Nutrition, and Women's Empowerment will be aligned with the Maharashtra ECCE Policy.
- Regulatory, operational and financial convergence between these related policies, schemes and programmes will be encouraged and achieved over a stipulated period for optimal utilization of resources.
- Coordination and convergence will be achieved at different levels between, policies, programmes and schemes of various sectors through appropriate institutional mechanisms as well as between multiple stakeholders with the active participation of local communities. Convergence with Department of Health, Department of Women and Child Development, Department of School Education and Sports, and Department of Social Justice and Empowerment will be established for referral of differently abled children and counselling of their caregivers.
- Convergence with the Department of School Education and Sports will be of key importance, particularly for the adoption of child centric and play-based approaches and extend the school readiness interventions for children of 5 plus years of age. Mechanisms will be instituted to facilitate this convergence so as to ensure continuity

and inter-linkage of centre based ECCE and school-age provisions with specific reference to Section 11 of the Right to Education Act (2010).

Strategy 10: Institutional and Implementation Arrangements

- The nodal Department for overseeing the ECCE programmes and services will be the State Department of Women and Child Development (DWCD). Maharashtra Government will make ECCE a subject under Business Allocation Rules of Department of Women and Child Development, as has been made in the Government of India under Ministry of Women and Child Development.
- A State ECCE Council has been established by Women and Child Development Department vide GR No. ICDS-2015/C.R. No. 328/Desk 6 dated 3rd June 2016 in accordance with Section 10.4 of the National ECCE Policy. It will be the apex body with appropriate professional expertise, autonomy and funded by DWCD, to guide and oversee the implementation of the State ECCE Policy. It would contribute to strengthen the foundation of ECCE programmes in Maharashtra by establishing a comprehensive ECCE system and developing an integrated framework facilitating and supporting multimodal and multicomponent interventions such as modalities of training, developing the Learning Outcomes, setting quality standards and related activities; promoting action research among others. The Council will have representatives from all related State Departments, Academic Resource Institutions, professionals and experts, practitioners, academicians, etc.
- The policy will operate within India's framework of decentralization and will therefore include provision for committees at the community, block, district, and state levels. These committees will be in appropriate harmonization with ICDS monitoring and mission committees which have provision for involvement of community members, mother's group, local self-government Institutions (PRIs, ULBs).
- The programme of action for implementing and complementing the State ECCE Policy, State Early Childhood Education Curriculum and Quality Standards for ECCE will be reflected in the State Plan of Actions for SSA, ICDS, Reproductive Child Health (RCH) of National Rural Health Mission (NRHM), Crèche Programme. This will also be reflected in the Annual Implementation Plans of any other similarly situated programme of state/local bodies including PRIs, across the interlinked areas of health, nutrition, pre-school education and water and sanitation.

Strategy 11: Partnerships

- Resource Groups/ Voluntary Action Groups of experts and professionals and higher learning institutions will be identified at state, district and sub-district levels and invited to support government efforts in monitoring, supervision and capacity building for ECCE in a gradual and effective manner.
- To achieve the objectives of the policy and support its own efforts, the Government may enter into partnerships for specific time bound initiatives with multiple stakeholders including community and the private service providers while ensuring adherence to specified guidelines and standards.

Strategy 12: Review

The implementation of the policy will be reviewed every five years. Periodic appraisals will also be made to assess progress of implementation and make mid- course corrections, if and when required.

Annexure 1: Leading Practices from Across the Globe

| # | Name of the Country | Details |
|---|---------------------------------|--|
| 1 | Singapore | <ul style="list-style-type: none"> — Nurturing Early Learners Framework adopted by Singapore articulates MOE's belief and principles about 41Thow children learn and develop, and what constitutes quality pre-school education — ECCE education is seen as the development of skills in six areas that are: Aesthetics & Creative Expression, Discovery of the World, Language & Literacy, Numeracy, Motor Skills Development and Social & Emotional Development. The focus is on developing competencies of young children for the 21st century and to ensure that they have a 41Tsmooth transition from Kindergarten 2 to Primary 1 |
| | United States of America | <ul style="list-style-type: none"> — The High Scope Preschool Curriculum followed by pre-schools in US is based on research. The framework highlights eight content areas and 58 key developmental indicators (KDIs). — The focus of the curriculum is on active participation of children in choosing, organizing, and evaluating learning activities, which are undertaken with careful teacher observation and guidance in a learning environment replete with a rich variety of materials located in various classroom learning centers. — Regular daily planning by the teaching staff in accord with a developmentally based curriculum model and careful child observations. Developmentally sequenced goals and materials for children based on the High/Scope "key experiences" |
| | Australia | <ul style="list-style-type: none"> — Early Years Learning Framework Early Childhood, EYLF adopted by MOE Australia lays a strong emphasis on providing quality and consistency in all early years' settings, so that every child makes good progress and no child gets left behind. — Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. — Their earliest development and learning takes place through these relationships, and the framework lays utmost importance to partnerships between educations, family and community in the holistic development of the child. In addition, the framework has a focus on successful transition to formal schooling. |
| | New Zealand | <ul style="list-style-type: none"> — New Zealand's education system for ECCE is based on the principles of creating a well-being and learning environment, age-appropriate content, tolerance and respect for cultural values and diversity and values consistent with upcoming school needs. — The government mandates licensing and certifications early learning services and educators to meet minimum standards of education and care |
| | Kenya | <ul style="list-style-type: none"> — Kenya, in consultation with UNESCO, has adopted a competency-based curriculum that emphasizes what learners are expected to do rather than mainly focusing on what they are expected to know. The curriculum is learner-centred and adaptive to the changing needs of students, teachers, and society |