Recommendations from the Consultation Meeting on the National Education Policy 2016- Lahore

Voices of Citizens and Youth

Friday 21st, August 2015
Waheed Shaheed Hall, Institute of Education and Research, Punjab University, Lahore, Punjab

“This was the most empowering experience as a student of education policy and planning to have my voice included in the upcoming National Education Policy 2016“
M.Phil student IER-Punjab University
Guidelines for Breakout Sessions/ Group Work (All by sub-sectors and governance/financing)

For each group select a Chair (moderating/time management/reference to key docs); a Note Taker & agree on who will read the recommendations from this group. Each group to have access to WIFI/ laptop to access ref. documents. Please take 10 minutes to look at sectoral fact sheets/SDGs/SDG 4.

- What are the gaps and challenges Quality/Access/Governance?
- Which Policy Actions from NEP 2009 remain unaddressed? What was left out in NEP 2009?
- Where does the sector fit in given provisions of provincial legislation under 25-A?
- What is reported, and what must be the official age group for each sub-sector to be reported in indicators? (25 A/ NEP 2009/SDG No. 4)

Issues of Quality and learning in the sub-sector:
- Teacher adequacy in sector/recruitment systems (lack of head teachers prim/elementary levels)
- Teacher Education (pre-service) and training systems (in-service);
- Assessment system/Boards: reliability; regularity, access & end use to improve learning
- Textbooks: relevance, diversity, alignment to National Curriculum/new versions SLOs etc.
- Integration of Inclusive education; Life Skills Based Education (LSBE); Climate Change; Environment. Child & Human Rights; Protection; Tolerance/peace; heritage demographics/population.
- Role of and space for supplementary materials in the ‘official teaching time’
- Role of, and support to technology enabled learning solutions and innovations.

Issues of access across each thematic area? (public sector and private sector share)
- Provincial Sector Plans to address access/gender, geography, class to reach unreached;
- Role of private sector on its own resources/support through the education foundation
- Facilities and norms in schools e.g. Number of rooms by level; need for inclusive spaces; library/resource room; ECE rooms; kitchen/store in low lying areas near rivers where emergency shelters are needed. Etc.

Governance:
- How can we activate school councils; ensure participation of students (grade 5 onwards); capability to spend large funds e.g. Non-Salary budgets (NSBs) fact sheet on NSB? How to ensure capacity for community engagement both VOICE & timely actions?
- Official role and scope of public private partnerships in public sector administrative and financing systems
- What are some ways of promoting Information and Communication Technologies (ICTs) in education – learning, monitoring and accountability?
o Child/youth Protection/Life Skills: Importance of Life-Skills based education (LSBE) how can we ensure these in teacher education/training and in schools equipping students/SCs with essential LSBE? Emergencies, preparedness systems & budgets mainstreamed.

• Financing: Is the financing adequate for the sub-sector? Releases are on time? What are some innovative ways to tap resources for enhancing financing of education?

• Recommendations and way forward

The Global documents used as reference for the consultations are as follows:

- Incheon Declaration – Education 2030
- WEF 2015 Draft Framework for Action
- NGO Forum Declaration 2015
- Sustainable Development Goals
- SDGs Declaration (Zero Draft)
- SDGs Education
- 2030 Agenda for Sustainable Development
- Qingdao Declaration
Summary of Recommendations (Education Subsector-wise)

There was a lot of debate and the discussions during the breakout session were lively and interactive. Data on each sub-sector, the SDG4 with Targets, RTE 25 A law and paper on LSBE was shared with each group. Facilitators from PAIS and NEP 2016 team at ITA helped with all references as and when needed. Each group had nominated a presenter who presented on their respective groups’ recommendations. These are summarized below:

**Early Childhood Education:**

Ms Qurat-ul-Ain, ECE Teacher at World Model School Kehkashan Campus gave the following recommendation in her presentation:

- ECE an urgent need in Pakistan and Punjab as also acknowledged in the RTE act Punjab 2013 and also SDG 4.2 target
- ECE teacher preparation programs must be in place for specialized /trained ECE teachers
- Need to have a well defined recruitment policy/cadre for ECE teachers e.g. each ECE teacher must be certified and have a certain number of field hours/for practicum.
- Teachers educated and trained in ECE must have choice to be retained in this specialized cadre with opportunities for career paths in the same cadre
- ECE standards on facilities/classrooms, equipment/learning materials including integration with ICTs is critical for quality programs to foster learning and care
- Need to mobilize mass media campaigns to promote ECE as well as airing educational programs on electronic media (radio and TV)
- Motivating and committing families and then communities on the importance of ECE as the first foundation for a well-being and productivity.
- Ensuring allocation adequate and consistent budgets/resources for ECE

**Primary Education:**

Mr. Abdur Rehman Subject Specialist GOP EDU DEPT and Ayesha Shehzad and M.Phil student presented the following recommendations:

**Access:**

- In 25 A and SGG 4.1 target this is seen as access plus learning challenges
- Advocacy and Awareness campaigns for parents (Role of NGOs/Govt) on RTE and enrolling all children in schools especially girls and the ultra-poor
- Linkage of access to quality education
- Upgrade all primary schools to elementary schools in line with minimum provision of 25 A for all children 5-16 years of age
- Develop new norms of building /design and construction for primary/elementary schools changing the outdated 2 teacher 2 room model – design sensitive also to areas prone to floods/emergencies
- Cover the opportunity cost of enrollment for the most marginalized groups through social safety nets such as Waseela –e-taleem/vouchers such as that of Punjab Education Foundation (PEF)
- Scholarships and Stipends as incentives for those in need to offset equity of the poor and ultra poor
• Unique Identifiers to track access through child registration cards/ Birth Certificates
• Age group for primary should be 6-10 years in all surveys and reports and 11-13 for middle/elementary years

Quality:
• Issue of language and medium of instruction remains unresolved a Language Commission to be set up
• Teachers at primary must be retained with career ladder that ensures they can grow to the highest scale in their cadre just as secondary teachers are retained up to grade 19
• Frequent/continuous Professional Development / Teacher /leadership Training
• Student Centered Classrooms and learning
• Post of head-teachers declared with a proper salary scale at all primary level/schools
• Enhanced Monitoring and Evaluation
• Relevant Interactive textbooks – ICTs in learning to be promoted for students and teachers
• Textbooks to ensure that there is no hate material, is sensitive to diversity, minorities and gender
• Learning materials beyond the prescribed textbooks to be encouraged
• Continuous Assessment and Formative Assessment

Governance:
• SCs/School council to play an active role with the large Non-Salary budgets in government schools
• School councils to include 2 students from senior most class 5 or 8
• Technology enabled monitoring in all schools
• Child protection support/hotlines in all schools with support centers established at tehsil and Union councils
• Teachers/parents and children to be exposed to Life Skills Based Education for awareness and prevention of any abuse to the well being of the child (good touch bad touch and more)

Secondary Education

Ms Asma Khalid M.Phil scholar from IER on behalf of her group gave the following recommendations for the Secondary Education subsector:

Access and Quality
• Secondary education is now part of 25 A and also of SDG 4.1 target
• Secondary level should be from grades 9th -12th in all schools (ages 14 upwards)
• More secondary schools to be built or organized through double shifts /upgradation on an urgent basis to fill the current gap between primary/middle and secondary transition- in both public and private sectors – this is critical to fulfill constitutional obligations for 25 A as well.
• Secondary schools set up through PPPs must cover costs for NGOs/private sector that assumes that responsibility
• Advocacy and awareness campaigns for parents to encourage children to have education up to 16-17 years of age
• Population census /tracking of no. of out of school children? For enrolment drives
• Incentives (scholarships, poverty targeted stipends)
Facilities and norms of buildings to be revised aligned to new learning needs - design sensitive also to areas prone to floods/emergencies.

Teacher shortages for language, science and mathematics to be addressed with urgency.

Student teacher ratio to be revised: Sufficient number of teachers according to the strength of students and specialist teachers at secondary level.

Activity based pedagogy should be introduced supported by blended learning technology enabled learning.

Properly equipped science and ICT labs that are in active use for all subjects not just for Computer classes – teachers must have their own tablets for accessing knowledge fund and references for adequate timely preparation for teaching/learning.

Issues regarding quality of education /assessment are currently not being addressed by NEAS/PEC and Board examinations – assessment to be meaningful testing for comprehension and application not passing tests alone.

The mandate of the Boards BISE to be reviewed and support to education system/secondary education from their collected funds should be reviewed as well.

There is a need for a comprehensive assessment criteria.

Co-curricular activities on environment/heritage/food security/ tolerance should be a part of assessment through project based/integrated and /inquiry based learning.

Community service for 30 hours should be introduced as a graded course during summer months or course time as mandatory for which marks must be given in the school certificate examinations.

Teaching should be Student centered and Learning Objectives/outcomes based.

Teacher Training to be done on a continuous basis –secondary teachers rarely given opportunities all the formal education trainings by government are focused on primary/elementary levels.

Three year cyclic basis training (as mentioned in NEP, 2009) should be initiated.

Resource persons should be selected carefully –from government and private sector as well with proper expertise to ensure professional capabilities and approaches of such resource persons.

Textbooks to be supplemented by reference books-supplementary readings and technology enabled learning resources; expanded concepts of curriculum v. textbooks are critical.

Training of teachers on ICT, Supervised ICT learning; , Connecting’ classrooms as good practice;

There should be a need based system of education with preparation of the student to life and market needs.

Innovations should find space and budget in the NEP 2016 for all sub-sectors and governance.

Vocational needs should be aligned with education and introduced at this stage as not all students will go to universities.

Aptitude tests must be taken at secondary level with student counseling/placement support.

Introduction of a System-for streams of learning linked to labor market

○ How many skilled students are required to be produced in a particular field?

○ More specialized fields should be introduced to the students before they get admission at secondary level.

DRR (Disaster Risk Reduction) training very critical at all levels of education including climate change.

Incorporate life skill based education –LSBE (protection against child physical/emotional/sexual abuse, emotional intelligence, social and interpersonal skills, human rights etc.)

Governance

○ Mentoring not monitoring
Giving Youth space for voice, choice and responsibility at this level
ICT enabled monitoring for results
School Councils/SMCs to become active in secondary schools with students as members
Acknowledging the role of NGO’s and partnerships in education
Wide awareness campaigns on Right to Education
Budgets for this sub-sector should be greatly enhanced and tracked each year during the duration of the NEP 2016 to have more schools and facilities with quality learning in place

TVET and Special Education:

Ms Rabia Zulfiqar a student from IER department of Punjab University gave a presentation for this group. They had the following recommendations:

The group acknowledged TVET and special education as core area for the 25-A legislation in Punjab and several targets of SDG 4 focused on children and youth.
- Need based TVET actively introduced in education and training
- Start TVET from elementary level–grades 7 onwards in trades that are relevant and modern
- Relevance of TVET in rural areas to agriculture, livestock and related fields to sustain students.
- Teachers must be properly trained in TVET and head-teachers to be supportive of TVET
- Revised pay scales for TVET teachers
- Provide a segment on soft skills in each trade for graduates to be successful in placements /enterprise
- Provide internship facilities with local industry
- Awareness campaigns on importance of TVET as not second grade learning – enhanced status
- More investments and strong linkage with the industry
- Provide business opportunities and livelihoods – linked to families as enterprise
- Research to be enhanced in this sector to inform future development
- Budgets for this sub-sector should be greatly enhanced and tracked each year during the duration of the NEP 2016
- PPPs to be encouraged for TVET through multiple forums including the Education Foundations

Special Education
- Recognize the widespread need of inclusive education as recognized in 25 A legislation and SDGs
- More research in this field is needed in access, quality and equity through university and think tank partnerships –
- Mainstream children with different abilities in ‘normal schools” where possible with appropriate physical facilities in place
- Enhance inclusive education facilities with revised building norms across the province
- Teacher training at all levels must have more content and space for ‘inclusive education’
- Awareness in mainstream schools and public for sensitivity to children with different abilities
- Need of workshops with parents for care and support
- Incentives and special funds for children /youth/families with challenges
- Develop curriculum under the supervision of specialist of special education teachers
- More interactive assessment system for children who are challenged
- Outdoor/field activities for children with challenges for their social skills and visibility in society
- Supportive and positive role of the media in portrayal of ‘inclusion’ in their programs
- Budgets for this sub-sector should be greatly enhanced and tracked each year during the duration of the NEP 2016

**Non-Formal Education and Youth/Adult Literacy**

Ms Farah Sanam, a student from IER, Punjab University presented the following recommendations:

- Literacy rate is poor especially for girls and women in rural areas and many students drop out at each stage of the education cycle without completing primary, middle or secondary education.
- Many children out of school (never enrolled and drop out) and access to good planning data is difficult on 5-16 years of age – data needs to be accessible at each district, tehsil and UC level for better planning of bridge, NFE and literacy programs.
- NFE/catch up programs to be expanded formally from ECE to Secondary education paced to the students’ needs.
- Allowing each government school to open doors for NFE/transitional/literacy programs to be held in spare space during morning or afternoons.
- Raising the standards of the NFE programs through:
  - Curriculum expansion and flexibility that is gender sensitive
  - Linkage to ICTs, digital and mobile programs
  - Incorporate LSBE, gender needs/rights, climate change, DRR, citizenship etc.
- Continuous professional development of teachers, linked to 3 year cycles at least.
- Good pool of resource persons for NFE/Literacy/LSBE training.
- Assessment system that is modular for each segment completed linked to local context.
- Flexible equivalence system at district/local levels.
- Budget to be enhanced for NFE, bridge/transitional and literacy programs.
- Links of older groups 14 years plus with TVET livelihoods and financial inclusion services.

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**18th Amendment Excerpt**

“19A. Right to information.—Every citizen shall have the right to have access to information in all matters of public importance subject to regulation and reasonable restrictions imposed by law”.

8. Amendment of Article 25 of the Constitution.—In the Constitution, in Article 25, in clause (2), the word “alone” occurring at the end shall be omitted.

9. Insertion of new Article in the Constitution.—In the Constitution, after Article 25, the following new Article shall be inserted, namely:

“25A. Right to education.—The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.”

Link to 18th Amendment:

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**Governance**
Ms Kiran Batool also a student from IER, Punjab University presented on behalf of her group and gave the following recommendations:

**How to activate school councils?**
- Participation of students from Grade 5, 8 and 9/10 is critical in School Councils
- Community engagement is critical through school improvement plans -action plans should be made from head of the institution and involve the community members.
- School council members should be only those members whose children are studying in that school.
- Involvement of and training of students and parents and school councils to build capacity for meaningful engagement
- Political involvement should be finished, incentives should be placed to be involved in the school and there should be election rather than selection
- There should be a team that looks after the process of election of the school council

**Re-vamping of the school council**
- School council formation should sensitive to gender composition and rural and urban realities, both should contain different rules. Composition and role of retired government/private sector employees should be included
- Funds allocated especially Non-Salary budgets should be utilized properly with transparency

**How to include ICTs for monitoring?**
- Technology is important to include in learning, monitoring and accountability
- Head-teachers/Teacher should be able to use technology and change the mindset of teachers, level of urban and rural mindsets should be taken in mind- ICTs means computers, tablets and other A.V aids etc.
- For accounting matters and other matters software should be linked with accounts officer, departments, and head office and cheating should also be looked as an alert to all offices
- For monitoring system, audit should be reported accordingly.

**How to improve life skills based education?**
- Mostly the teacher resist due to the pre-conceived notions on LSBE and this must be offset by the government ownership of the urgency of this need
- Life skills based education definition to be expanded, including moral values should be given such as do not lie, do not steal, do not harm, kill do not abuse etc.
- Life skills based education should be a part of every subject and have a practical hand.
- Arts and sciences should be given equal percentage
- Moral values should be included, behavior aptitude and attitude
- Teachers should be given their true status and given recognition

**Important Recommendations**
- The rules of the act made under 25 A in Punjab must not be delayed but be made for urgent implementation
- Language - Urdu as a medium of instruction. English as a medium in secondary level when student competencies are very weak.- the issue of Language/medium of instruction can be resolved through a national commission on Languages
• In the Vision Statement the term “fostering creativity and independent learning” must be part of the NEP 2016
• Curriculum and textbook board authority have merged as one entity; is this right thing in Punjab and the policy of multiple textbooks and private contributions must be retained.
• Revisiting the curriculum and its alignment with the 2016 NEP to be mandated for the National Curriculum Council (NCC-Federal)
• Integrated curriculum and project based/inquiry based approaches to be included
• Regulatory body of private sector is a must – not a punitive but a friendly body
• Actively address the challenge of a Poor research culture. Use of research in our daily lives and policy making

Madressa

Prof Anjum James Paul, Chairman Pakistan Minorities Teachers’ Association and Ms Mahjabeen S. an M.Phil student of the IER department in Punjab University presented the following recommendations:

• To bring Madrassa education to mainstream as a non-state provider that needs support and interactions
• Involvement of teachers and students in various public sector forums/activities
• To introduce the subjects like languages, social sciences and physical sciences
• Arrangements for life skill based education
• Use of ICTs in madrassas
• Monitoring and Assessment to be made more learner friendly and with linkages to the mainstream system
• Involvement of students in social activities, citizenship skills
• Establish model madrassas by the government at least 10 at each district level upgrading what exists already
• Regularity Authority for madrassa to facilitate mainstreaming and standards
• The madrassa education be shaped in accordance Articles 25 A- 20 (a) and Article 22 (1) of the Constitution of Pakistan

Article 20 (a)
Freedom to profess religion and to manage religious institutions.
Subject to law, public order and morality:-
a) Every citizen shall have the right to profess, practice and propagate his religion

Article 22 (1)
No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such institution, ceremony or worship relates to a religion other than his own.

All resources for the NEP review process can be found online at http://itacec.org/nep.php.
NEP Consultation Session- Lahore in the Media

The Express Tribune

Daily Times
consultative-meeting

Pak Observer
http://pakobserver.net/detailnews.asp?id=271253

Dawn

The News
http://www.thenews.com.pk/Todays-News-6-325653-Revised-education-policy-to-be-announced-early-
ext-year
# Participant’s list

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