Consultation Meeting on the National Education Policy 2016
Baluchistan
Quetta and Lasbela
Acronyms and Abbreviations
AJK Azad Jammu and Kashmir
ASER Annual Status of Education Report
CSOs Civil Society Organizations
EFA Education for All
EYAs Education Youth Ambassadors
FATA Federally Administered Tribal Areas
GB Gilgit-Baltistan
Acknowledgements

The ITA team in collaboration with the Government of Baluchistan held consultation sessions on the National Education Policy 2016 in Quetta and Lasbela where the ITA team was able to engage students, teachers, and members from other youth organizations in the National Education Policy revision process. The bold decision by the citizens of Pakistan to engage with the NEP 2016 policy and reforms process is matched by the same vigor and robustness as seen in the Annual Status of Education Report (ASER) data collection on learning, making the invisible visible through a citizen led effort. Recognizing the critical urgency of article 25 A – right to education and its implementation; the education sector plans and targets, and the upcoming Sustainable Development Goals (SDGs) – especially goal 4 and its accompanying 10 targets – it was essential to find a platform in collaboration with federal and provincial governments for citizens’, especially youth, to voice their concerns regarding the current education scenario in Pakistan. After all, youth comprise 31% of our population and they form the active ranks of students, teachers, entrepreneurs, and young parents, who rarely get an opportunity to voice their opinions.

Seeing as the NEP 2016 will affect their lives for the next 10 or 15 years, it was imperative to find a space for articulation and expression, not just in the mainstream capital cities, but also across the provinces, so as to give as many people as possible the opportunity to be heard and to make valuable contributions in the form of recommendations that will be included in the upcoming education policy.
This exercise would not have been possible without the active engagement and support of:
Mr. Munir Ahmed Nodazai, Additional Director (M&E) Secondary Education Department, Govt. of Baluchistan
Mr. Nazir Ahmed Jogezai, Focal Person Policy Planning and Implementation Unit, Education Department, Govt. of Baluchistan
UNDP – Pakistan who has supported the effort to mobilize voices for SDGs and Jawan Pakistan
Dubai Cares as part of its ongoing nationwide advocacy through ITA on policy and Right to Education
Teams from:
Pakistan Alliance for Independent Schools (PAIS) Mr. Mohammad Jamil Najam and other founding members
Education Youth Ambassadors (EYAs) and Right to Education (RTE)
ASER Pakistan
Idara-a-Taleem-o-Aagahi (ITA) public trust National and Provincial teams

Introduction
The National Education Policy (NEP) 2009 is part of a series of education policies dating back to the very inception of Pakistan. In August 2015, the Minister of Federal Education and Professional Training (MoE&PT) completed the first round of review of the implementation status of the NEP 2009 and acknowledged the process at the Inter Provincial Education Ministers Conference (IPEMC) – the highest inter provincial education body of the country, a forum of all federating units comprising Ministry of Federal Education and Professional Training, four provinces (Sindh, Baluchistan, Punjab & Khyber Pakhtunkhwa) and four Areas (FATA, GB, AJK and ICT). Further guidelines on review and updating of the NEP 2009 were issued with timelines to all units. Civil society working on cutting edge evidence based reforms stepped in to consult and include citizens’ voices particularly the youth, as students, teachers, head teachers, edu-preneurs, and CSOs at the district level across the country with support from the departments of education and their focal persons for NEP 2009 review from each province.

<table>
<thead>
<tr>
<th>National Education Policy 2009</th>
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The 18th Amendment to the Constitution of Pakistan was passed shortly after the NEP 2009 was formally passed by the cabinet (September 2009) on 19th April 2010. This amendment led to major shifts in entitlements, decision making, and responsibilities across the federation, necessitating review of the national education policy 2009. However, this review was put off through an agreement across Provinces and the Federal Government in September 2011 to honor NEP 2009 and the National Curriculum 2006/7. Since subjects on which earlier both federal and provincial governments could make laws were devolved completely to the provinces, the NEP 2009, particularly its assumptions on governance and financing became increasingly difficult to sustain.

<table>
<thead>
<tr>
<th>18th Amendment-- New Fundamental Rights and Key Shifts</th>
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<tbody>
<tr>
<td>19A. Rights 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</td>
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<td>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 five to sixteen year in such manner as may be determined by law.”</td>
</tr>
</tbody>
</table>
Abolishing the concurrent list transferring the residuary powers to provinces for 47 subjects including Education and Health


Furthermore, in light of Article 25-A, the conclusion of MDGs in December 2015 and the recently endorsed Sustainable Development Goals (SDGs) 2030 – especially Goal 4 and its 7 accompanying targets and 3 strategies, on education, the need for a review of the 2009 Policy became even more pressing.

Article 25-A

“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.”

Well known for its work with youth across Pakistan, especially for the citizen led country wide initiative ASER with 10,000 youth volunteers, its work with Education Youth Ambassadors (EYAs) program, and its close engagement with the SDGs post 2015 agenda, Idara-e-Taleem-o-Aagahi (ITA) was naturally inclined to take the NEP 2016 consultations forward and upon the request of the MoE&PT provided technical assistance with the NEP 2016 revisions process. ITA set up a website dedicated to the review effort ([http://itacec.org/nep.php](http://itacec.org/nep.php)) ensuring all relevant reference documents at the provincial, national and global levels are at one place.

ITA along with ASER, Right to Education Teams (RTE) and PAIS conducted 14 consultative meetings across Pakistan in order to mobilize public opinion and to provide inputs to revise National Education Policy. The aim of the consultation was to provide the Pakistani youth (teachers, associations, students, education youth ambassadors /activists, young entrepreneurs in education and learning), civil society, and experts with a platform to give their input on the upcoming new National Education Policy 2016, a policy that will undoubtedly have an impact on their lives for years to come.

More specifically, the broader objective of the NEP 2016 exercise is to engage with focused constituencies, especially youth through consultations, face to face and through social media for the NEP 2016 ensuring links with 25 A and the Sustainable Development Goal No 4 for voice and recommendations.

The reports/recommendations of each consultation have been shared with and formally signed off by the provinces and federal government representatives, so that they may be integrated within specific segments of the NEP 2016.

NEP Consultations – Baluchistan

After successful consultation sessions in Punjab, Sindh, AJK and KP, ITA took on Baluchistan and held two sessions in the province. This exercise was carried out with the aim of gauging and recording the response of youth as well as other stakeholders across Pakistan for the upcoming NEP 2016 and initiating a debate on the strengths and weaknesses of the existing policy. Through this debate, ITA’s goal was to mobilize target groups to provide their inputs on revising the education policy; a policy that will have an impact on their lives for the next 10 to 15 years.

Figure 1: Number of Consultations conducted in each province/administrative unit
The Directorate of Education(Schools) Govt. of Baluchistan, Idara-e-Taleem-o-Aagahi (ITA) Public Trust the Pakistan Alliance of Independent Schools (PAIS) and Right to Education teams in collaboration with UNDP organized a consultative meeting session in Quetta and Lasbela to discuss and review previous education policies chalking pathways for the future.

In Quetta, following a presentation on the overview of the NEP 2009, explaining the current structure, outcomes, and shortcomings of the existing policy, and the need for a review by Ms Naghmana Ambreen, Provincial Communications Coordinator ITA Baluchistan, Mr.Nazir Ahmed Joegezai focal person of Policy Planning and Implementation Unit (PPIU), Education Department of Baluchistan gave a very through presentation on findings of a policy dialogue that was held in the previous month. The idea was to make the participants fully aware of the shortcomings of the current education scenario in Baluchistan so that those present can make informed recommendations.

Mr. Joegezai spoke about problems in access, quality, higher education and the need for education management information systems. He informed the audience about the need for improving teacher quality, revision of curriculum and textbooks, holistic student assessments, and creating an improved learning environment. He emphasized the role communities can play in improving the existing education set-up and the benefits the education sector can draw from Public Private Partnerships (PPPs).

Mr. Munir Ahmed, Additional Director (M&E) Secondary Education Department, Govt. of Baluchistan also present at the occasion was pleased with the involvement of youth in the policy making process and said “this is a great platform to get the youth involved. They are one of the main stakeholders and are the ones who will help us bring out the change we want to see”.

With the aim of including voices in distant areas of Pakistan and enabling for early ownership in the process, 14 consultations were held across Pakistan in 12 districts including Hyderabad, Mithi and Sukkur in Sindh; Quetta and Lasbela in Baluchistan and Muzaffarabad in AJK. These sessions were attended by over 800 participants including youth, teachers, civil society members and government representatives.

The pie chart below shows that of over 800 participants, 18% from Sindh. Table 1 in the Appendix shows the number of participants from each district.

Figure 2: Percentage of participants from each province/administrative unit

Tools for Consultations
For this process to be an effective one, ITA developed a sector wide analysis on the education sector and its sub-sectors. For each sub-sector, the analysis included national commitments (NEP 2009 policy actions), provincial commitments (education sector plans), international commitments (SDGs and EFA etc.), current baseline on key indicators pertinent to the sector and the challenges that need to be overcome. By providing the participants with critical reference documents including sector plans from each province, ITA was able to engage in and receive meaningful recommendations. Furthermore, a number of additional tools were used to make the exercise a successful and meaningful one.

Framework for Engagement with the NEP 2016 Architecture
The sessions started with a presentation on the overview of NEP 2009, explaining the current structure, outcomes, and shortcomings of the existing policy, and explaining the need for a review. It further highlighted the need to match and upgrade the national education policy in light of the 18th amendment, article 25-A, and the upcoming SDGs. A presentation on the relevant Right to Education Act was also presented to the audience.

These presentations can be found online [here](#).

At the directive of the Government, ITA ensured inclusion of 25-A requirements, ICTs, TVET and post 2015 SDGs with a strong leaning towards equity, public private partnerships (PPPs) and gender equality during the consultation sessions. A thematic note on life skills based education was developed by the SRHR groups (led by Rutgers WPF) to share with the participants in the aftermath of Kasur tragedy in
August 2015, which was a frightening wake up call for educators and schools alike (Annex A in the Appendix). The format of the consultations was sharp and intensive; following the presentations and remarks from special guest/s, the audience was split into seven groups, each group evenly consisting of students(college/university) youth groups, teachers and government representatives. The seven groups were as follows:
1. Early Childhood Education
2. Primary Education
3. Secondary Education
4. TEVT and Special Education
5. NFE and Adult Literacy
6. Governance and Financing for Education
7. Madrassas

The groups were then given a set of guidelines and questions (Annex B in the Appendix) to consider during their discussions. Groups were also provided with a specially prepared working note on the sub-sector with the current status of key indicators/progress and challenges as well as the key policy actions as contained in the NEP 2009 which can be found online on the website designed specifically to assist with the review process. The metrics/data and current implementation status of the key actions of NEP would help focus on how to make the recommendations more meaningful and evidence based.

The audience was also provided a guided set of questions or group discussions and recommendations (Annex C in the Appendix), allowing the team to gather inputs in a systematic way.

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**NEP Website**

A comprehensive [website](#) hosting all documents – national and international – relevant to the NEP review process including NEP 2009, Right to Education Acts, Provincial Education Sector Plans, SDGs, draft of Framework of Action and others, was created for stakeholders to inform themselves regarding previous policies as well as keep abreast of new developments with regards to the NEP. Furthermore, proceedings and recommendations/reports from each districts’ consultation sessions were also uploaded.

**Social Media Campaign**

In order to mobilize the maximum number to people and make this exercise as visible as possible, the ITA team posted NEP sessions on the official ITA Facebook page and live Tweeted the proceedings as well.
Additionally, ITA created an interactive forum where likeminded individuals could start conversations and have discussions with fellow stakeholders regarding the policy. The discussion forum is here and the blog posts here.

The NEP consultations also received extensive media coverage across Pakistan. Clipping and articles can be found online here.

<table>
<thead>
<tr>
<th>SDG Goal 4: Ensure inclusive and equitable education and promote life-long learning opportunities.</th>
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<tr>
<td>4.1. by 2030 ensure all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes (Right to Education)</td>
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<tr>
<td>4.2. by 2030 ensure all girls and boys have access to quality early childhood development, care and pre-primary education so they are ready for primary education (Early Childhood Education)</td>
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<tr>
<td>4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</td>
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<td>4.4. By 2030, increase by [x] per cent the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</td>
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<td>4.5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</td>
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<tr>
<td>4.6. By 2030, ensure that all youth and at least [x] per cent of adults, both men and women, achieve literacy and numeracy</td>
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<tr>
<td>4.7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development</td>
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<tr>
<td>4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</td>
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<tr>
<td>4.b. By 2020, expand by [x] per cent globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries</td>
</tr>
<tr>
<td>4.c. By 2030, increased by [X] per cent the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and Small Island developing States.</td>
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Summary of the Recommendations – Sub-Sector Wise

Early Childhood Education

The Baluchistan Education Sector Plan 2013-2017 states that in the ECE area, the government will (1) increase acceptance of the concept within the education sector, (2) institutionalize ECE policy framework for sustainability and (3) expand ECE beyond the current small number of schools. It further links child health and nutrition to the ECE framework.

Despite this commitment, Baluchistan has not seen the kind of improvements one would expect. As a result, during the consultation session in Quetta, the following recommendations were made:

- The number of ECE schools needs to significantly increase. ECE classroom can be installed in existing primary schools rather than wait for new ECE specific schools to be set up.
- All ECE school must also be fully equipped with learning materials and teaching kits.
- Age of ECE students should be 3-5
- Media can be used to create awareness regarding the benefits of ECE in communities and especially amongst mothers. A door to door campaign would also be useful. Furthermore, there should be coordination between teachers, parents, and the community for improving access and creating awareness.
- All ECE teachers must be qualified and have the training to successfully address the challenges of early childhood learning.

Primary Education

The provincial education sector plan of Baluchistan endorses: “(1) Child friendly school designs should be developed in consultations with educationists for all future constructions. (2) Develop separate but linked approaches to teaching and learning for primary, middle and secondary education. (3) Minimize impact of multi-grade teaching in primary schools. (4) Minimize impact of multi-grade teaching through teacher training and material development. (5) Reduce the number of single room and two room primary schools. (6) Vertical Expansion through up-gradation of primary and middle school to middle and high school respectively. (7) Increase in number of classrooms in primary school. (8) Increase number of 5 room primary schools. (9) One school meal at the primary level with eventual expansion to middle and higher levels.”

Once again, ASER data shows that the desired enrollment rates were not achieved. Through group discussions, the following recommendations were gathered:

- Minimum qualification for any teacher hired should be masters.
- Till multi-grade teaching can be eliminated, teachers must be given the proper training to deal with the challenges of instructing pupils with different ages, grades and abilities at the same time.
- Method of teaching should be more activity based and creative so as to eliminate the culture of rote learning and instill in students a passion for learning.
- Counseling for students should be made available at primary level as well, so students are aware of all the many career paths they can chose in the future. Activities such as Career Days where parents come and talk about their professions should be introduced as well.
- Student health and wellness should be given importance as well.

Secondary Education

With regards to secondary education, Baluchistan Education Sector Plan 2013-2017 highlights: “(1) Develop separate but linked approaches to teaching and learning for primary, middle and secondary education. (2) Functional laboratories should be provided in all secondary schools that include funds for
replenishment and technical expertise. (3) Revise language courses at secondary and higher secondary levels to shift away from literature heavy content. (4) Develop of optional courses in local languages at the middle and secondary level. (5) Remove school availability bottlenecks at middle and secondary level.”

There are still huge gaps in provision of secondary school facilities and learning outcomes continue to remain a major challenge as illustrated by ASER data. Through group discussions, the following recommendations were gathered:

- All teachers must be subject specialists only. Teachers must also be IT literate so they can ensure students are well equipped to function in a tech driven world.
- Students must have access to fully stocked and functional labs and other facilities. Greater funds must be released to ensure access to learning facilities.
- Trained and certified career counselors should be present on all campuses.
- Life skills based education should be made part of the curriculum.
- The numbers of secondary schools need to increase so as to accommodate the large number of incoming primary level students.

Non Formal Education

The 2013-2017 Baluchistan Education Sector Plan states that “Institutionalization of Youth/Adult literacy (YAL) and Non-Formal Basic Education (NFBE) Programs in the Province to the mainstream of education system of the province”. It further identifies 4 strategies “(1) Develop a policy framework for literacy and NFE sector at the provincial level (2) Greater focus on adolescent and youth literacy (3) Improve on the current teaching learning material on literacy (4) Capacity development to undertake literacy and NFE programs.(5) Retrieve and mainstream dropped out children through improving the effectiveness of non-formal education.”

Despite these commitments, literacy and learning levels are consistently low and the numbers of literacy programs in the province are not high enough. The following recommendations were gathered during the consultation session in Quetta:

- A national target should be set for the literacy rate to be achieved and subsequent steps should be taken to ensure that the targets are met.
- There is a need to educate the masses regarding NFE opportunities as well as to allocate a greater proportion of the budget to this education sub-sector.
- Tailored curriculum and training modules should be developed, keeping in mind the local culture, norms, and markets etc. e.g. fishery, agriculture, carpentry and so on.
- To make NFE more accessible, government schools should be used as NFE centers after hours.
- A formal body should be introduced who can ensure proper coordination, monitoring and evaluation, and information dissemination.

Governance and Financing for Education

The Baluchistan Compulsory Education Act passed in 2014 is an act “to provide free and compulsory Education in the province of Baluchistan”. Data shows that issues of access and quality continue to remain problematic for Baluchistan, as the numbers of enrollments remain low and the dropout rates continue to remain high. Youth, teachers, government officials, and civil society members in attendance made the following policy recommendations to address issues of governance:

- Increase the percent of GDP allocated to the education sector. In particular, there is a need to allocate resources for upgrading existing schools and setting up new ones, as well as ensuring that children enrolled in schools have access to reading/writing materials.
- Budget allocation need to be more transparent so as to make monitoring and evaluation easier.
- The government should ensure the presence of master trainers who can further train teachers so they are fully equipped to teach in a creative and effective manner.
- The communities should be involved through SMCs in the budget allocation process.
• Third party monitoring and audits should be introduced as a monitoring mechanism. Furthermore, bi-annual or annual expenditure reports should be submitted to the secretary education, higher authorities, and the public at large.
• A performance based pay system should be introduced for education administrators. The better their schools perform, the higher their salaries should be.
• The government must introduce and enforce minimum standards for the education sector.

Madrassas
The NEP 2009 acknowledges that Deeni Madrassas form a component of the private sector, and that this parallel system consists of a curriculum that lies outside the mainstream. The discussion in Baluchistan focused on how madrassas can be mainstreamed. The following recommendations were gathered:
• Along with religious studies, madrassas should also be giving students skills trainings.
• The government should set an employment quota for madrass students, to help them with employment after they have graduate.
• All schools and madrassas should agree to teach a similar syllabus all across the board. The curriculum should be revised in a way that will allow madrassas to play a role in increasing literacy e.g. along with Quranic lessons, also teach math science, English, ICTs with life skills etc.
• Madrassas should undergo the same monitoring that other public schools undergo i.e. surprise visits etc.
Appendix

Table 1: Number of participants from each district

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<thead>
<tr>
<th>Sr.No</th>
<th>Province</th>
<th>District</th>
<th>No. of Participants</th>
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<tbody>
<tr>
<td>1</td>
<td>Punjab</td>
<td>Lahore</td>
<td>88</td>
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<tr>
<td>2</td>
<td>Bahawalpur</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Rawalpindi-University</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Lahore-University</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sindh</td>
<td>Hyderabad</td>
<td>45</td>
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<tr>
<td>6</td>
<td>Mithi</td>
<td>46</td>
<td></td>
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<tr>
<td>7</td>
<td>Sukkur</td>
<td>60</td>
<td></td>
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<tr>
<td>8</td>
<td>ICT</td>
<td>Islamabad</td>
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</tr>
<tr>
<td>9</td>
<td></td>
<td>Islamabad-University</td>
<td>67</td>
</tr>
<tr>
<td>10</td>
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<td>Quetta</td>
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<td>11</td>
<td></td>
<td>Lasbela</td>
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<td>12</td>
<td>KP</td>
<td>Peshawar</td>
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<tr>
<td>13</td>
<td></td>
<td>Mardan-University</td>
<td>51</td>
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<td>14</td>
<td>AJK</td>
<td>Muzaffarabad</td>
<td>55</td>
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Annex A: Guidelines for Breakout Session and Discussions

National Education Policy 2016 Consultative Meetings

Guidelines for Breakout Sessions/Group Work (All by sub-sectors and governance/financing)

- What are the gaps and challenges in 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 primary/elementary levels)
  - Teacher Education (pre-service) and training systems (in-service);
  - Assessment systems/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)**
  o Provincial Sector Plans to address access/gender, geography, class to reach unreached;
  o Role of private sector on its own resources/support through the education foundation
  o 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**
  o 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?
  o *Official role and scope of public private partnerships in public sector administrative and financing systems*
  o 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

**Annex B: Template for group discussions and recommendations**

**Recommendation from Group Discussion:**

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 should have access to reference documents. Please take 10 minutes to review documents in your folders.

*Note: Please reference any additional documents used (internet sources/journals/books/news articles etc.)*

**Group Title:**

**Name of Group Chair/Moderator:**

**Name of Presenter:**

**Name of Note taker:**

**Group Members:**

Please provide objectives of the sub-sector assigned:

**Target goals to be achieved (e.g. increase enrollment by x% by December 2016):**

**Target audience and Key stakeholders:**

**RECOMMENDATIONS AND WAY FORWARD:**

Annex B