



# Recommendations

## World Teachers Day 2008 - Pakistan

Extracted from a series of dialogues from October 7<sup>th</sup> - 21<sup>st</sup> 2008.

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&

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## World Teachers' Day 2008 – Pakistan - Recommendations

### 1. Preamble

On the occasion of the World Teachers' Day 2008 over 500 teachers/educators participated in social dialogues in five locations in Pakistan from October 7<sup>th</sup>- 21<sup>st</sup>, sharing critical recommendations on "Exploring Spaces & Modalities for Professional Development", to address the compelling challenges of quality, standards and opportunities for capacity building for meeting the EFA Goals and the MDGs.

The main objectives of the dialogues were:

- To mobilize and provide a platform for teachers and educators across Pakistan for sharing of experiences and ideas on the need and spaces for continuous professional development
- To provide evidence and recommendations on: teachers' networks; cluster resource centres and ICTs for professional development
- To explore avenues for raising the status of teachers through continuous professional development

**Strengthening Teachers Education in Pakistan (STEP)** is a USAID funded project, implemented by UNESCO since 2005, in collaboration with the Government of Pakistan. Its key objectives include, the development of a framework for policy dialogue and coordination in teacher education, and a strategic framework for teacher education based on standards and quality assurance mechanism. The five dialogues held on the occasion of World Teachers' Day 2008 were supported by the STEP project.

### 2. Recommendations

Teachers, educators and policy makers held day long dialogues and made the following recommendations. At the end of each recommendation, the level which that particular recommendation was made to is expressed as F (Federal), P (Provincial), and D (District) and PS (Private Sector).

#### **2.1 General Recommendations:**

- **National Standards and Competencies** must be agreed for the teaching profession as benchmarks for accreditation of institutions and professional degrees to elevate teachers' status (F/P)
- **A national policy framework for teacher education** including conditions of work must be finalized to fully professionalize the teaching profession from early childhood to tertiary levels (F/P)
- **Continuous Professional Development** is essential for teaching profession; good examples of professional development initiatives must be recognized and encouraged (HEC/F/PS)
- **Merit based recruitment** of teachers is urgently required so that teaching is recognized as a profession and professional development programs yield positive and lasting outcomes (P/F/D)
- **Resources** for teacher education, continuous professional development (CPD), standards and research must be enhanced in the national, provincial and district budgets to ensure sustainability of quality innovations in teaching and learning practice (F/P/D)

- **The National Curriculum** (for ECE, Primary, Middle, Secondary, Higher Secondary, Technical Education, Literacy and Tertiary levels) must be readily accessible to teachers /educators in national, local languages and English through print and ICT modes (F/P/PS).
- Municipal or local government schools must not be bypassed in training programs, ICTs and salary reviews, there is an urgent need to **end isolation of municipal schools** (P/D)

## 2.2 Specific Recommendations

### Networks

- Subject based network for teachers (science, mathematics, language and ECE) at Taluka, Tehsil or sub-district level must be established (D/P/PS)
- Networks need urgent resources for coordination and information dissemination. Mechanism to ensure financial transparency should also be in place (P/D/PS)
- Networks' activities must be arranged after school timing, ensuring teachers' presence in classrooms (D/P)
- ICTs must be utilized for effective networking; key research, national curriculum, professional documents . and training modules must be available on the websites of Ministry/Department of Education and training institutions (F/P/PS)
- Networks must not be politicized but remain self-motivated forums for professional development and support (P/PS)
- The six Education Foundations at provincial and national level must encourage formation of networks and resource centres for private schools in all areas of operation for upgrading teachers competencies and students' learning outcome (F/P& Foundations)
- Public- private partnership must be actively promoted ; excellent examples of professional networks in education run by non-governmental and private sector must be recognized and supported by the government such as the Society for Pakistan English Language Teachers (SPELT), Professional Teachers Association Network (PTAN) and others (P/F)
- A network for URDU teachers must be established on similar lines as SPELT (PS)

### Information Communication Technologies (ICTs)

- A national consensus on the policy for ICT, its integration in national curriculum and an operationalization strategy through public-private partnerships must be developed (F/P)
- ICTs in education must be introduced from Grade VI instead of Grade IX as per the new curriculum and even in primary grades where resources permit (P/D/PS)
- Government in collaboration with ICT specialists (private/NGOs) must support the development of and access to on-line courses for teacher trainers/teachers for capacity building (PS/N/P)
- Internet and e-mail access must be available at school (Middle/High), district, provincial, national level government offices and training teacher education institutions (D/P/F/PS)

- Libraries of middle/high schools must include computer software such as Microsoft Encarta; Oxford Talking Dictionary, PowerPoint Presentations; Typing Tutor, In-page, Educational games & Web resources, etc (P/F)
- Collaborative pilot programs in ICTs/Learning technologies must be undertaken by the government (education and IT departments/ministries) and private sector and must be evaluated through well documented research to influence policy (F/P/PS)
- Private companies must be tapped for providing low cost computers in schools, colleges and training institutions according to required norms of corporate social responsibility (PS/P)
- Private companies' / NGOs' ICT projects must share all information with the government and make it available on website for better coordination

#### **Clusters & Teachers Resource Centres**

- Local cluster TRCs must be supported as low cost, accessible and efficient solutions for the continuous professional development and communities of practice of teachers. All teachers should have access to a TRC within a distance of 5 -10 km (D/P)
- Cluster TRCs for professional development must be accessible to both public and private teachers (P/D/PS)
- TRC/Clusters support centres must not be merely project based and donor supported but be mainstreamed government program, reflected in budgets with regular designated posts at district and provincial levels (P/D/F)
- Cluster TRCs must be allocated recurrent costs for consumables and be well equipped with teaching and learning materials, science and IT labs (P/D)
- All schools must have access to and be allowed to purchase excellent training and materials, teaching aides developed across the country under various initiatives (F/P/D)
- All high schools and middle schools with good facilities and space must be converted into learning hubs for government and low cost area private schools (P/D)
- EDO Education's Terms of Reference must entail planning, coordination and delivery of professional development opportunities for teachers and reflected in the district work plans (P/D)