Teachers form the nucleus of any education system: a learning institution, classrooms and learning materials are of little value without a catalyst or in other words a teacher. The UNESCO Annual Global Monitoring Report (2005), entitled “The Quality Imperative” focuses on the burning issue of Quality vis a vis Education For All (EFA) and the Millennium Development Goals (MDGs). “Quality” education can only be practically ensured if the teaching community itself is capable of and is galvanized towards translating multi-dimensional elements of quality in their delivery. However, these “change agents” need minimum standards as essential guidelines for practical outcomes.

In Pakistan where once Matric PTC was a recognized certificate for primary teachers across the country, this reality has now changed! 11 years of schooling is now clearly seen as being insufficient for managing learning needs of children (5-12 years) in diverse and complex settings. Some provinces have already taken matters in their own hands by upgrading the requisite qualifications needed to teach at each level of education. As a result, 14 years of schooling has now become the minimum requirement in Punjab for primary teacher along with a teacher education certification such as B.Ed. Furthermore, the province has also taken an initiative to introduce new recruitment policies, hiring teachers as 'educators' who are contract and school based. This contractual appointment of teachers has, in many ways, devalued teachers who are now not given tenured posts and their contracts are subject to renewal from time to time. This new recruitment policy has led to job insecurity amongst the newly hired teachers and sometimes is a disincentive, promoting absenteeism and alternate job hunting. A two-tier system of incentives has also emerged as a result in which teachers enjoying permanent status have access to in-service training, transfers, promotion and salary increments whilst the newly recruited teachers on fixed-term contracts do not have such entitlements. This complication adds to the ongoing “status war” or enfranchisement/disenfranchisement issue between private, public sector and non-formal sector teachers.

Continuous professional development of teachers is at the heart of discussions pertaining to quality education. However, it is vital that training for teachers offered is in accordance with set standards. A number of public and private institutions in the country are offering a variety of training programs for teachers. Most of these programs are being conducted without uniformity of standards. The training programs need to be evaluated and accredited by a national body. Though the idea of accreditation is not new in Pakistan, there is no formal, national accrediting body in the country. The Higher Education Commission has recently taken an initiative in this regard and has proposed the formation of a National Accreditation Council in Pakistan.
Celebrated on 5th October each year, World Teachers' Day provides an opportunity to draw public attention to the important role of teachers within a society. According to UNESCO, World Teachers' Day is symbolic of global awareness and appreciation displayed for the vital contribution that teachers make to education and development. UNESCO inaugurated October 5 as World Teachers’ Day in 1994 to commemorate the joint signing of the UNESCO/ILO Recommendation concerning the Status of Teachers on 5 October in 1966.

**Theme for World Teachers' Day, 2006 “Quality Teachers for Quality Education”:**

Quality Teachers for Quality Education is the theme for World Teachers' Day launched globally in 2004 and has been used each year up to 2006. The theme covers a wide range of issues of crucial importance to both teachers and learners worldwide. In this context, World Teachers' Day each year provides the perfect opportunity for teacher unions and education supporters to lobby their governments for policy support, mobilization of financial and human resources to achieve Quality Education for All.

(For further details, kindly refer to: http://portal.unesco.org/education/en/ev.php-URL_ID=27389&URL_DO=DO_TOPIC&URL_SECTION=279.html)
Teacher's comprise of nearly 1.4 million of the workforce in the education sector of Pakistan (public and private). Despite their overwhelmingly presence, they are rarely acknowledged or encouraged for articulating their professional needs or for lending their voices to policy and reforms. Recent debates in Pakistan related to the teaching profession in the country have focused on the issues of governance, incentives, contracts and an accreditation system. World Teachers' Day 2006, therefore, was an appropriate occasion to engage teachers in social dialogues pertaining to accreditation, addressing quality issues and the status of the teaching profession in the country.

<table>
<thead>
<tr>
<th>Area</th>
<th>Public institutions</th>
<th>Private institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>723,876</td>
<td>632,262</td>
</tr>
<tr>
<td>Punjab</td>
<td>349,381</td>
<td>367,387</td>
</tr>
<tr>
<td>Sindh</td>
<td>155,632</td>
<td>135,117</td>
</tr>
<tr>
<td>NWFP</td>
<td>120,002</td>
<td>78,891</td>
</tr>
<tr>
<td>Balochistan</td>
<td>38,868</td>
<td>12,025</td>
</tr>
<tr>
<td>ICT</td>
<td>10,398</td>
<td>8,991</td>
</tr>
<tr>
<td>FATA</td>
<td>18,259</td>
<td>3,820</td>
</tr>
<tr>
<td>FANA</td>
<td>5,935</td>
<td>9,271</td>
</tr>
<tr>
<td>AJK</td>
<td>25,413</td>
<td>17,424</td>
</tr>
</tbody>
</table>

Source: National Education Census, 2006

Keeping its tradition alive, ITA in collaboration with UNESCO, ILO and Punjab Education Foundation organized social dialogues across the country to commemorate World Teachers’ Day, 2006. The discussion in these dialogues revolved around:

- elements contributing to quality in education
- status of teachers,
- recruitment policies,
- pay structures and
- an accreditation system

Following the above themes, in addition to the dialogues, a survey was also conducted to find out teachers' perspective regarding these issues. The survey helped to maximize the outreach, ensure that opinion of maximum possible number of teachers from various sectors, different regions and different levels of education could be included in the Dialogue held on October 6th, 2006. For this purpose, 1800 forms were distributed around the country to urban and rural areas, and to government and private schools.

A culminating dialogue was held at the ILO auditorium Islamabad on 6th October, 2006. The Social Dialogue was not only attended by policy makers but by teachers and educators from all over the country exuberantly participated in the discussion.

The panel of experts at the occasion included:

- Mr. Javed Hasan Aly, National Team Leader, Education Policy Review Team
- Dr. Ruksana Zia, Director, Directorate of Staff Development
- Mr. Jorge Sequeira, Director, UNESCO Pakistan
- Dr. Allah Baksh Malik, M.D. Punjab Education Foundation
- Dr. Shahid Siddiqui, Professor, Lahore School of Economics
- Ms. Rehana Masur, Chairperson, Department of Secondary Teacher Education, AIOU
- Dr. Mukhtar Ahmad, Member Operations & Planning, HEC
- Mr. Saif Ullah Chaudhry, Senior Program Officer, ILO
- Teachers’ representative from the four provinces and AJK region.
Survey Results

1800 forms were distributed in all four provinces and the AJK region. It was ensured that teachers from private and public sector, rural and urban regions and all levels of education participate in the survey. To ascertain a maximum outreach, the survey was carried out in collaboration with various partners, including the Alliance for Education Development partner organizations and Punjab Education Foundation. The survey was carried out in the month of September and October 2006. Survey instrument was made available in both English and Urdu.

Total forms received: 1169
Total Districts/Areas Covered: 36
Number of Provinces Covered: 4 and 2 Federally Administered Areas

Punjab

Balochistan
Lora Lai

Sindh
Shikar Pur, Dadu

NWFP
Peshawar, Dir Bala, Mansehra

AJK
Bagh, Muzzafarabad

Islamabad

Profile of the Respondents:
- 63% of the respondents were females whereas 37% were male, confirming the feminization of the profession at the elementary level of education, as a majority of respondents were from this level.
- 81% of the respondents belonged to the urban areas and the remaining 19% were from rural areas. It is important to note that the urban localities included small towns and district headquarters of districts such as Rajanpur, Muzaffargarh, Lora Lai, Dir etc. which are themselves only at the most 10-19% urbanized and depict more rural than urban characteristics.
- The respondents predominantly represented primary teachers (52%) followed by (25%) teachers from secondary and higher secondary classes, (10.4%) middle school teachers, (3.5%) colleges/university and (10%) others which represented non-formal schools, madaris and unreported level of teaching.
- 46.5% of the respondents were from the government institutions whereas 52.4% of the respondents were affiliated with private institutions.

Q1. What is necessary to ensure quality education?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified teachers</td>
<td>6.40%</td>
</tr>
<tr>
<td>Trained teachers</td>
<td>81.90%</td>
</tr>
<tr>
<td>More schools</td>
<td>2.29%</td>
</tr>
<tr>
<td>A comprehensive teacher evaluation system</td>
<td>9.50%</td>
</tr>
</tbody>
</table>

Q2. What should be the minimum qualification for any teacher?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matric/PTC</td>
<td>15.60%</td>
</tr>
<tr>
<td>F.A/CT</td>
<td>19.32%</td>
</tr>
<tr>
<td>B.A/B.Ed</td>
<td>53.78%</td>
</tr>
<tr>
<td>M.A/M.Ed</td>
<td>11.29%</td>
</tr>
</tbody>
</table>

Q3. Do you believe that teachers teaching junior levels should be less qualified as compared to teachers teaching higher levels?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2.43%</td>
</tr>
<tr>
<td>No</td>
<td>97.57%</td>
</tr>
</tbody>
</table>

Q4. Do you think an accreditation system is needed in Pakistan?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>89.19%</td>
</tr>
<tr>
<td>No</td>
<td>10.81%</td>
</tr>
</tbody>
</table>

Q5. If yes, then who should be responsible to do accreditation?

<table>
<thead>
<tr>
<th>Organization/Body</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>22.22%</td>
</tr>
<tr>
<td>Private organization (e.g. Beacon House University)</td>
<td>7.17%</td>
</tr>
<tr>
<td>Governmental organizations (e.g. Higher Education Commission)</td>
<td>70.31%</td>
</tr>
<tr>
<td>Independent professional organisation (as has been seen in America)</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Q6. Will this system have a positive influence on quality of education?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>93.20%</td>
</tr>
<tr>
<td>No</td>
<td>6.80%</td>
</tr>
</tbody>
</table>

Q7. Should the certification of teachers be a one time process or should it be renewed?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2.25%</td>
</tr>
<tr>
<td>No</td>
<td>97.75%</td>
</tr>
</tbody>
</table>

Q8. What should be the renewal period?

<table>
<thead>
<tr>
<th>Period</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>After 3 Years</td>
<td>84.77%</td>
</tr>
<tr>
<td>After 5 Years</td>
<td>13.43%</td>
</tr>
<tr>
<td>After 7 Years</td>
<td>1.80%</td>
</tr>
</tbody>
</table>

Q9. What should be minimum pay for teachers according to their qualification?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Salary Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matric/PTC</td>
<td>Rs. 4000</td>
</tr>
<tr>
<td>Rs. 5000</td>
<td>19.30%</td>
</tr>
<tr>
<td>Rs. 6000</td>
<td>49.32%</td>
</tr>
<tr>
<td>F.A/CT</td>
<td>Rs. 5000</td>
</tr>
<tr>
<td>Rs. 6000</td>
<td>35.56%</td>
</tr>
<tr>
<td>Rs. 7000</td>
<td>62.06%</td>
</tr>
<tr>
<td>B.A/B.Ed</td>
<td>Rs. 8000</td>
</tr>
<tr>
<td>Rs. 9000</td>
<td>16.30%</td>
</tr>
<tr>
<td>Rs. 10000</td>
<td>23.31%</td>
</tr>
<tr>
<td>M.A/M.Ed</td>
<td>Rs. 12000</td>
</tr>
<tr>
<td>Rs. 14000</td>
<td>11.14%</td>
</tr>
<tr>
<td>Rs. 15000</td>
<td>18.44%</td>
</tr>
<tr>
<td>Rs. 16000</td>
<td>70.42%</td>
</tr>
</tbody>
</table>

Q10. Should teachers be appointed on contractual basis all over the country?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26.11%</td>
</tr>
<tr>
<td>No</td>
<td>73.89%</td>
</tr>
</tbody>
</table>

Q11. What non-monetary incentives should be there for teachers?

<table>
<thead>
<tr>
<th>Incentive</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>National awards</td>
<td>26.75%</td>
</tr>
<tr>
<td>Annual awards</td>
<td>56.44%</td>
</tr>
<tr>
<td>Annual Confidential Report</td>
<td>17.81%</td>
</tr>
</tbody>
</table>
Survey Results: Significant Differences in Responses

By Gender
Recruitment of Teachers - Gender Perspective

![Chart showing teacher appointment by gender](chart)

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>489</td>
<td>385</td>
</tr>
<tr>
<td>Yes</td>
<td>238</td>
<td>35</td>
</tr>
</tbody>
</table>

The most significant difference in response by male and female was in case of recruitment of teachers. 92% of the male teachers responded that teachers should not be appointed on contractual basis in comparison to 67% of females supported this. 33% of females as compared to 8% of the males supported the contractual appointment of teachers. The gender difference is significant since most of the contract teachers are currently women.

By Public Private Sector
Recruitment of Teachers - Views from Public and Private Sector

93% of the government teachers did not support the contractual employment of teachers whereas only 61% of the private teachers did not respond in favour of the contractual employment of teachers. In comparison to 6% of government teachers, 39% of teachers from the private sector supported contractual appointment of teachers.

![Chart showing teacher appointment by sector](chart)

<table>
<thead>
<tr>
<th></th>
<th>Government</th>
<th>Private</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>501</td>
<td>364</td>
<td>9</td>
</tr>
<tr>
<td>Yes</td>
<td>34</td>
<td>235</td>
<td>4</td>
</tr>
</tbody>
</table>
Key Recommendations

Government Policies
- Teachers should be involved in the policy making process and in designing of the curriculum.
- Inconsistent and frequently changing policies have a negative effect on the education system. For the education system to progress, it is vital that policies adopted are continuous. Moreover, the policies employed should be supporting the education system in a constructive manner rather than proving to be degrading for teachers. (like the Monitoring System introduced in Punjab)
- Extra duties (like those during election days, welcome to dignitaries) are demeaning for the teachers School children and teachers should not be involved in such activities which take away from learning time and learning outcomes
- There should be no discrimination against NGO supported/adopted schools.

Qualification and Training of Teachers
- Teachers teaching at junior levels need not be less qualified than teachers teaching at higher levels.
- Training of teachers is critical for ensuring quality education. However, arrangement of such, free of cost, training should be government’s responsibility. Training should be conducted at appropriate timings, causing minimal disruption in school schedule.

Budget Allocations
- Budget allocated to the education sector needs reconsideration. Though funding provided to head teachers for school improvement is a well appreciated initiative, head teachers should also be allowed to use these funds as and when required and there should be no time delays due to lengthy approval procedures.

Accreditation System
- Introduction of an accreditation system would have a positive impact on the quality of education. However, under an accreditation system, quality of education institutions can only be ensured if the accreditation body is capable of achieving standards in an accountable and a transparent manner. It can only be effective if its working and assessment standards are made transparent. Accreditation system should be under the jurisdiction of a government institution and should have equal representation from all provinces. If this is not ensured than such a body can misuse its powers.

Recruitment
- The forecast for meeting EFA goals and MDGs envisages recruitment of many more teachers who can manage quality. However, the recruitment of teachers has become a contested issue in the country. Limited job security for recruits hired on contractual basis is proving to be a disincentive for them to work hard, promoting absenteeism and job hunting.

Salary Structure
- Teachers existing pay scales should be revised. The existing salary structure for teachers in the country is a major hurdle in attracting quality human resource towards this profession. Because of the low salaries being offered, teaching is not considered an attractive profession and is only opted for in the absence of any alternate profession.
- Differentiation in pay scales within the profession needs reconsideration. Because teachers teaching at lower levels are being paid less than teachers teaching higher levels, the primary sections in schools, are suffering from a serious dearth of well qualified teachers.
- As recommended by teachers, the minimum salary of a Matric PTC should be Rs.6000 per month, of a FA CT should be Rs. 7000 per month, B.A. B.Ed should be Rs. 10,000 per month and that of a M.A. M.Ed teacher should be Rs. 15,000 per month.
Globally it is a truism that the most critical source and enabling agent for quality education is the teacher. In a recent round table on policy for teacher education, it was recommended that a teacher should be recognized as a change agent in the education sector, within the classroom and community. However, if the teacher is to be seen as being the key to quality education, it is imperative that “quality” of this “change agent” is provided for. Therefore, some minimum standards need to be identified as basic requirements for appropriate learning levels which when mastered must be certified or licensed for recognition/credit and are then commonly accepted across a given territory.

The idea of accreditation is not new in Pakistan. However, on account of the pressure on quality and low outcomes of learning in both public and private schools, standards have now become a hot topic of discussion for which solutions are being sought. Accreditation is a quality management process of ascertaining and verifying the quality of programs that prepare individuals for teaching certifications. The purpose of accreditation is to ensure that those who teach have the knowledge, skills and ability necessary to be effective classroom teachers. An efficient system is one that monitors performance in a manner that is, for institutions, the least disruptive, intrusive and expensive. An effective accreditation system is one that provides quality assurance across institutions in a fair and a consistent way. The two processes of quality assurance and accreditation should be seen as being complementary to each other.

Quality assurance is an ongoing process that ensures the delivery of agreed standards. These agreed standards should make sure that every educational institution, for which the quality is assured, has the ability to achieve a high quality of content. The goal of quality assurance is to improve education and therefore it should take place on all levels and be a continuous process.

Accreditation is both a status and a process. It should provide a public certification of acceptable minimum quality as well as the opportunity and incentive for self-improvement in the program accredited. The process of accreditation should provide institutions with an opportunity for critical self-analysis leading to improvement of quality and for consultation and advice from other education institutions.

Accreditation can be of both institutions and of programs. Institutional accreditation deals with teaching at institutions whereas program accreditation targets the curriculum.

### Critical Questions on Accreditation of Teachers in Pakistan

- What does accreditation entail for Pakistan? What would be the minimum qualifications and certification requirements for all teachers irrespective of which level of schooling?
- Once achieved, is it a license to teach anywhere in Pakistan?
- Will this apply to all education systems? Viz. public (armed forces), private, NFE madaris etc.?
- What would be duration of the program of accreditation?
- Will this be available in designate universities? /all teacher training institutions both public and private? All professional institutions including NIPA/Armed Forces training institutions etc.

### Costs for Accreditation for Existing Teaching Staff

- What kinds of costs are involved?
- Will the costs be borne by the government for teachers already in their professions? Will there be subsidies for private sector/madaris and NFE teachers for getting certification?
- While existing teachers undergo accreditation who will be substituting their presence in the classrooms if this is during term time? Will there be substitute teachers?
- Will accreditation of existing teachers take place over summer vacations?
- Once certified what sort of salary scales are to be expected?
Renewal & Linkages for Pre and In-service Training

Will there be renewal of licenses or certification after every 5 years? 8 years?

How will continuous professional development (CPD) approaches/programs be linked to accreditation systems or the linkage between pre and in-service programs?

Who will design the course for Accreditation? What would be the core contents.. will ICT’s be included..?

Accreditation Body/Bodies

Who will be the Accreditation Body? Government? Autonomous? Private?

Can there be more than one accreditation/certification body for standards?

HEC & Accreditation

Will HEC have a role to play in Accreditation of Teachers/Standards/Quality Assurance? Would Accreditation involve post secondary diplomas/qualifications at the university level?

Can HEC be mobilized to fund this initiative as Quality Assurance for a Profession across Pakistan in close collaboration with a Task Force drawn from all provinces?

Acknowledgment

Idara-e-Taleem-o-Aagahi (ITA) acknowledges at the outset that this work would not have been possible without the support of UNESCO, ILO, Punjab Education Foundation and ITA’s alliance partners who are fully committed to the issue of teachers, their pivotal role in society and status closely linked to the quality of learning and teaching. These partners include many government, civil society institutions and individual members of the School Improvement Network Pakistan (SINP). The support of each one has been very special during the survey and holding of social dialogues. This initiative would not have been possible without the hard effort and dedication of ITA’s team in Lahore and Islamabad. Last but not the least, we would also like to thank all the teachers who participated in the social dialogue and surveys for their valuable time and very insightful inputs.

For more information about the World Teachers’ 2006 activities and relevant reading material, kindly log on to http://www.itacc.org/wtd%202005-06/home.htm

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