



**Virtual University of Pakistan**  
FEDERAL GOVERNMENT UNIVERSITY

**COURSE HANDOUTS**

# Educational Development in Pakistan

**EDU505**

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## Educational Development in Pakistan (EDU505)

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## Lesson No.01

## DEFINING EDUCATION

## TOPIC (1-6)

## Topic 1

Defining Education*Origin*

The term “Education” has been derived from two Latin words: ‘Educare’ (Educere) and ‘Educatum’.

- ***Educare (Educere)***
  - ◇ to train or mould - indicates the development of the latent faculties of the child.  
*(moulding is a directional act – is objective oriented)*  
*(latent: hidden, concealed, undeveloped)*
  - ◇ ‘Educare’ basically means to bring up, to lead out, to draw out, or propulsion from inward to outward.
- ***Educatum***
  - ◇ denotes the act of teaching
  - ◇ throws light on the principles and practices of teaching

The Education Process

- A combination of ‘Educatum’ and ‘Educere’ is what is known as “Education”
- It is the process of the educator helping the child explore and develop his or her latent faculties.
- According to Oxford dictionary: The process of receiving or giving systematic instruction, especially at a school or university

## Topic 2

Definitions*(Western Perspective)*

- **Plato:** Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of.
- **Aristotle** Education is the creation of sound mind in a sound body. It develops man's faculty specially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty.
- **Rousseau** Education is a child's development from within.
- **Froebel** Education is enfoldment of what is already enfolded in the germ. It is the process through which the child makes the internal-external.
- **Pestalozzi** Education is the harmonious and progressive development of all the innate powers and faculties of man-physical, intellectual and moral.

It is evident in these definitions that for these Western philosophers, education is mostly about developing one's mental faculties.

### Topic 3

#### Definitions

##### *(Eastern Perspective)*

Education is a contextual process, in which context and environment are very important factors. Therefore, let us view some of the definitions of education from various eastern philosophers and educationists in order to give a general idea of what it implies in the subcontinent.

- **Swami Vivekananda** Education is the manifestation of perfection already in man. Like fire in a piece of flint, knowledge exists in the mind. Suggestion is the friction; which brings it out.
- **Mahatma Gandhi** by education I mean an all-round drawing out of the best in child and man's body, mind and spirit.
- **Rabindranath Tagore** the highest education is that which does not merely give us information but makes our life in harmony with all existence.
- **Rigveda** Education is something which makes a man self-reliant and selfless.
- **Upanishada** Education is that whose end product is salvation.

- **Radhakrishnan** Education according to Indian tradition is not merely a means of earning a living; nor is it only a nursery of thought or a school for citizenship. It is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue (*morality, honesty, goodness*).

These definitions, in comparison with the definitions of the Western philosophers, show how education is not only about knowledge for the people of the subcontinent, but are also about spiritual enlightenment and living a virtuous life.

#### Topic 4

##### Education in the Subcontinent

**Siksha (Shiksha)** In Hindi, the term “Siksha” has come from Sanskrit word “Shash” – which means: to discipline, to control, to order, to direct, to rule, etc. (very different from Western values which inculcate democratic beliefs and principles).

- Education, in the traditional sense, means controlling or disciplining the behaviour of an individual.
- There is a difference between defining education in the West and in the East because of the differing views about the aims of life.
- Philosophers like Plato and Aristotle were concerned with the education of the aristocracy who had enough leisure and means not to be concerned with the everyday chores (*tasks, errands, responsibilities*) of life.
- Gandhi, Tagore and the other Eastern philosophers on the other hand were concerned with the education of the masses, the underprivileged.

#### Topic 5

##### General Definition

In a real sense, education is a sort of synthesis of all the various, differing viewpoints.

Generally speaking, ‘Education’ is utilized in three senses:

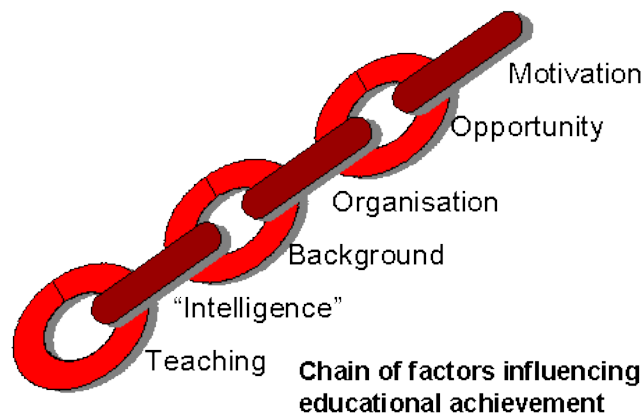
- Knowledge

- Subject
- Process

Education includes the individuals, the society, the environment, the social fabric and the prevailing traditions.

It may be purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about individual development to the fullest extent and also the maximum development of the society.

Education is the development of individual according to his or her needs and demands of the society, of which he or she is an integral part.



## Topic 6

### Features of Education

Following are some of the general features of education:

- Education is both unilateral as well as bipolar in nature.
- It is a continuous process
- It is knowledge of experience

- It is the development of particular aspects of human personality or a harmonious integrated growth.
- It is conducive for the good of the individual or the welfare of the society.
- It is a liberal discipline or a vocational course.
- It is a stabilizer of social order, conservator of culture, an instrument of change and social reconstruction.

## Lesson No. 02

### AIMS OF EDUCATION TOPIC (7-12)

#### Topic 7

##### Needs of Aims

***What is an aim?*** The purpose of doing something; what somebody is trying to achieve. (Oxford Dictionary)

***Educational aims*** These are general statements that provide direction or intent to educational action

- Education is a purposeful activity – benefiting an individual, and/ or the society as a whole.
- By education we intend to bring certain desirable changes in the students – at micro and macro levels.
- Education is a conscious effort and, as such, it has definite aims and objectives.
- Education without an aim is quite meaningless.
- Aims give direction to the activities.
- Every stage of human development has its own set of aims.

***Curriculum*** In the light of these aims, the curriculum is determined and the academic achievements of the student are measured.

***Aims of life*** Aims of life determine the aims of education.

***Dynamic Aims***

- The aims of education have changed from time to time, as life changes over time
- Aims of education are dynamic, as aims of life are dynamic in nature.

## Topic 8

### Nature of Aims

In order to know the aims of education, we must know the nature of the aims.

- Aims of education are not fixed, eternal (*everlasting, timeless, never-ending*) and universal (*worldwide, widespread, general*)
- They are changeable and relative
- They keep on changing and developing

The nature of the aims of education can properly be understood in light of two distinct philosophies of life: idealism and pragmatism.

- **Idealism** stands for absolute, ultimate, eternal and universal values.
  - it advocates ideals of life, which are mainly spiritual in nature.
  - it pleads “knowledge for knowledge sake”
  - in an idealist society, education is for the general and moral development of a person
  - according to idealism, the aims of the education are spiritual and idealistic in nature and they are predetermined, absolute, unchangeable and universal.
  - the aim of idealist education is to realize these pre-existing, absolute and universal values. It is “Education for complete living”.

### ***Extra Reading***

***Idealism*** is a philosophical approach that has as its central ideology that ideas are the only true reality, the only thing worth knowing. Plato, father of Idealism, believed that there are two worlds. The first is the spiritual or mental world, which is eternal, permanent, orderly, regular, and universal. The second is the world of appearance, the world experienced through sight, touch, smell, taste, and sound that is changing, imperfect, and disorderly. This division is often referred to as the duality of mind and body. Plato described a perfect society in which "education to body and soul all the beauty and perfection of which they are capable" as an ideal.

*In idealism, the aim of education is to discover and develop each individual's abilities and full moral excellence in order to better serve society*

## Topic 9

### Nature of Aims

- **Pragmatism** deals with life as it is and not as it should be
  - it is also known as the realistic approach to life.

- it pleads “knowledge for knowledge sake”
  - in realism the existing or prevailing social, political and economic conditions of life are taken into consideration.
  - the existing conditions of life determine the aims of pragmatic education.
  - pragmatism does not believe in absolute and eternal values; philosophy of life is reflected in the aims of education.
- Plato considered that the guardians of the state should have high philosophical ideals.
  - Locke emphasized “the disciplined and well-ordered mind”.
  - Hegel stressed on idealistic aim of education, i.e. glorification of the state and the fulfillment of the will of the absolute.
  - Marx emphasized material aim of education, i.e. the practical economic needs of man.

### *Extra Reading*

**Pragmatism** (Experientialism) - For pragmatists, only those things that are experienced or observed are real. In this late 19th century American philosophy, the focus is on the reality of experience. Pragmatists believe that reality is constantly changing and that we learn best through applying our experiences and thoughts to problems, as they arise. There is no absolute and unchanging truth, but rather, truth is what works. Pragmatism is derived from the teaching of Charles Sanders Peirce (1839-1914), who believed that thought must produce action, rather than linger in the mind and lead to indecisiveness.

John Dewey (1859-1952) applied pragmatist philosophy in his progressive approaches. He believed that learners must adapt to each other and to their environment. Schools should emphasize the subject matter of social experience. All learning is dependent on the context of place, time, and circumstance. Different cultural and ethnic groups learn to work cooperatively and contribute to a democratic society. The ultimate purpose is the creation of a new social order. Character development is based on making group decisions in light of consequences.

For Pragmatists, teaching methods focus on hands-on problem solving, experimenting, and projects, often having students work in groups. Curriculum should bring the disciplines together to focus on solving problems in an interdisciplinary way. Rather than passing down organized bodies of knowledge to new learners, Pragmatists believe that learners should apply their knowledge to real situations through experimental inquiry. This prepares students for citizenship, daily living, and future careers.

## Topic 10

### Socio-political Ideologies

The socio-political ideologies also determine the aims of education.

- A democratic government, a fascist government, a communist government – each one formulates its own ends and means of education.
  - Democratic ideals of life are flexible and change with the changing conditions of life.

- Hence, a democracy aims at the highest development of the innate (*inborn, instinctive, natural*) potentialities of the individual.
- In fascism, the individual exists for the state, and education aims at glorification and welfare of the state.
- Man is regarded to be the creature of the state.
- Social and economic issues also serve as determinants of educational aims and objectives
- Education must prepare the future generation for the economic and social system of the country.
- In determining its educational objectives, every country has to take into consideration its economic conditions.
- As the political, social and economic conditions change and new problems arise, it becomes necessary to re-examine carefully and re-state clearly the objectives which education at definite stage should keep in view.

## Topic 11

### Evolution of Aims

- In ancient India, the ideal of life was spiritualistic.
- Educational aim was determined by the conception of life.
- Thus, the aim of education was self-realization, or the realization of Brahma or the Absolute.

***Degeneration of Education*** With the passage of time this liberal humanistic education degenerated into an artificial and formal system.

### ***Realistic Movement***

Against this artificial education the Realistic movement started

- According to it, ignorance was at the root of all evils.
- Proponents (*advocates, supporters, promoters*) of the Realistic movement pleaded (*defended, argued, asserted*) spread of universal and integrated knowledge.
- The child's individuality, his powers and interests were given supreme importance

Due to religious, social, psychological and pedagogical reasons a new theory of education, known as **theory of mental or formal discipline** came into vogue (*fashion, trend, style*).

**Locke** For John Locke, the aim of education came to be to produce a sound mind in a society.

- The aim of the education would be to discipline all the faculties, such as, memory, imagination, perception, and thinking.

## Topic 12

### Evolution of Aims

**Individualistic Aim** Rousseau introduced the first truly individualistic ideal of education in the 18<sup>th</sup> century.

- He revolted against the existing artificial and demoralized system of education.

**Naturalism** Rousseau not only championed the cause of the common people but also the cause of the child in the field of education

- Thus 'naturalism' appeared in education.

**Emanuel Kant** Kant was greatly influenced by the individualistic concept of education, and defined education as the process by which man becomes man through his voluntary efforts.

**Pestalozzi** Pestalozzi introduced the **psychological tendency** in education, and with it the child-centric movement in education received a new momentum and fillip (*boost, stimulus, inspiration*)

**Froebel** Froebel, the German idealist, regarded education as the spontaneous development of a joyful, creative self-activity.

This discussion of educational ideals makes it evident that the aims and functions of education have been variously defined in different ages by different educators.

Hence, we can conclude by saying that aims of education are not fixed and static but these are subject to constant change, and are dynamic in nature.

## Lesson No. 03

## DIFFERENT AIMS OF EDUCATION

## TOPIC (13-24)

## Topic 13

Vocational Aims

(also known as the “utilitarian aims” or the “bread and butter aims”)

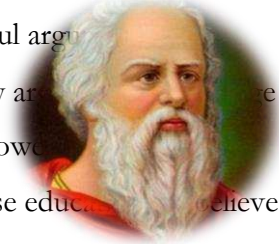
- The above stated ideals of education are useless unless these aims enable us to procure the primary needs of our life – food, shelter and clothing.
- Vocational education includes every form of education that aims to the acquirement of qualifications related to a certain profession, art or employment, or that provides the necessary training and the appropriate **skills** as well as **technical knowledge**.
- Therefore, vocational education aims to enable the students to exercise a profession, art or activity independent of their age and their training level, even if the training programme contains elements of general education as well.
- Education must help the child to earn his livelihood.
- Education, therefore, must prepare the child for some future profession, vocation (*job, occupation, work*) or trade.
- Vocational aim is a narrow aim of education.
- Therefore, the vocational aim is not a complete aim by itself.



## Topic 14

### The Knowledge or Informational Aim

- Knowledge is a powerful agent for intellectual satisfaction.
- The present civilization has come to pass through the dissemination of knowledge through the medium of education
- Educationists who hold the knowledge or information aim of education justify their stand with powerful arguments.
  - They argue that knowledge is indispensable for all right actions, and it is the source of all power. **“One who had true knowledge could not be other than virtuous”**
  - These educationists believe that it is knowledge which makes a realist a visionary success in any profession.
- Some of the merits on which knowledge is accepted as an aim of education:
  - Instrument of education
  - Essential for adjustment
  - Essential for growth of society
  - Basis of moral behavior
  - Means of human happiness
  - Valuable asset



## Topic 15

### The Cultural Aim

The cultural aim refers to the **refinement of the personality**.

- Mere knowledge is not enough
- Education should lead that quality of mind which may be reflected in daily conduct.
- Education is a medium through which the cultural traditions and values of the past are transferred on to the next generation.
- The cultural aim of education helps in producing men of culture.
- But it is ambiguous and has too many meanings.
- It cannot serve as the major aim of education.

- The cultural aim of education has been suggested to supplement the narrow view of knowledge aim.

## Topic 16

### The Character Formation Aim

Character has fundamental worth for a society and for an individual.

- Character is the cream of life and, as such, it should be the aim of education.
- Students' moral development is both implicit (*hidden, implied, understood*) and inevitable (*unavoidable, expected, certain*) in standard educational practice.

“Development of character is a solution to social problems and a worthy educational ideal” – Miller and Kim, 1988

### ***Character Formation***

There are four major questions to be addresses when focusing on character development:

- 1) What is good character?
- 2) What causes or prevents it?
- 3) How can it be measured so that efforts at improvement can have corrective feedback; and
- 4) How can it best be developed?

*Campbell and Bond – 1982*

- Character formation traditionally has focused on those traits (*qualities, characteristics, behaviours*) and values appropriate for the industrial age such as obedience to authority, work ethic, working in group under supervision, etc.
- However, modern education must promote character based on values appropriate for the information age: truthfulness, honesty, integrity, individual responsibility, humility (*humbleness, modesty, simplicity*) wisdom, justice, steadfastness (*loyalty, persistence, determination*) dependability, etc.

“Character education has to be visualized not in a social vacuum but with reference to contemporary (*modern, present, up-to-date*) socio-economic and political situation” –  
The Secondary Education Commission (1951-52)

## Topic 17

- Therefore, we can conclude that only character building cannot be the aim of education.

### The Spiritual Aim

Spiritual aims of education refer to those aims through which **national ideology and values** are injected in the character of the present and future generations.

- The idealist thinkers have opined that the spiritual development of an individual should be the supreme aim of education.
- They feel that all the miseries and exertions (*efforts, struggles, hard work*) of man are born out of his love and preference for materialism.
- Children have to be brought face to face with the ultimate values and truths, and this is possible if spiritual orientation is given to education.
- The idealist thinkers believe that spiritual education is essential to avoid and remedy mental disorders born out of frustration and disappointments.
- The spiritual aim of education believes that without the realization of self (*fulfillment by oneself of the possibilities of one's character or personality*), man does not rise higher than the level of animal.



“Persistent questioning and healthy inquisitiveness are the first requisites for acquiring learning of any kind”.

Gandhi

## Topic 18

### The Social Aim

The social aim of education believes in the **progress of the society**.

- Its supporters believe that society or state is supreme or real
- Education is for the society and of the society
- The function of education is for the welfare of the state
- The state will make the individual as it desires

- It prepares the individual to play different roles in society
- Individuality has no value, and personality is meaningless apart from society
- If society will develop individual will develop automatically
- The legitimate needs, desires and interests of the individual are ignored for those of the society
- It is a narrow aim of education as society is the focal point of this aim and it reduces an individual to a mere non-entity

## Topic 19

### The Individual Aim

The individual aim of education focuses on the **development of individuality**.

- Individualistic focus in education has been supported by a number of educational philosophers, such as, Rousseau, A.S. Neil, T.P. Nunn, etc.
  - **T.P. Nunn** “Nothing good enters into the human world except in and through the free activities of individual men and women, and that educational practice must be shaped to accord with the truth”.
- Education in the modern times has started paying attention to the individualistic aims as it has become very child-oriented
- Following are the factors which are influencing this approach:
  - Effect of biological sciences
  - Effect of psychology
  - Influences of the progressives
  - Effect of democratic ideas

The emphasis that is nowadays being placed on the individual aims of education does not imply total neglect of the social aims.

- It is in fact a synthesis (*mixture, fusion, blend*) of the individual and social aims
- It is impossible to conceive of one in the total absence of other.

## Topic 20

### The Citizenship Training Aim

Citizenship education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society.

- A citizen has to perform multifarious civic duties and responsibilities
- Children should be so trained by education that they can successfully discharge their various civic duties and responsibilities.
- The Secondary Education Commission in India (1951-1952) has greatly emphasized citizenship training in schools.

Following are some of the qualities of character which this aim helps in developing:

- clear thinking
- clarity in speech and writing
- art of community living
- cooperation, toleration
- sense of patriotism, and
- sense of world citizenship

The problem posed by citizenship education is **how to blend together** the particular and the universal, the national and the international, the individual and the society.

Citizenship education addresses both the individual and the citizen, and provides an avenue (*opportunity, possibility; path*) for each individual citizen to acquire an understanding of the issues of peace in the world, and the challenges of the globalization of economic, environmental and cultural problems.

**EXTRA:** *Citizenship refers to the relationship between the individual and the state, and among individuals within a state.*

## Topic 21

### The Complete Living Aim

Some educationists have insisted upon the need for an all-comprehensive aim of education.

This viewpoint has led to the development of two aims:

1. the complete living aim, and
2. the harmonious development aims

According to the complete living aim, education should help the individual to fulfill the various needs and necessities of life.

Following are some of the goals of complete living aim of education:

- the individual must know the art of self-preservation
- education should enable a person to earn his/ her living
- a person should know how to take care of his/ her own children.
- he/ she must have the idea how to utilize the leisure hours properly in a profiting manner

According to **Herbert Spencer** the complete living aim should be a comprehensive aim of education.

- he advocates full development of individuality in all spheres rather than one or a few dimensions.



“Education must tell us, in what way to treat the body, in what way to manage our affairs, in what way to behave as citizens, in what way to utilize these sources for happiness which nature supplies.” – **Herbert Spencer**

## Topic 22

### The Harmonious Development Aim

It means harmonious development of a person's personality.

- Educationists are of the opinion that **all** the powers and capacities inherited by a child should be developed **harmoniously and simultaneously**.
  - The human personality is made up of many aspects, such as physiological, mental, etc.
  - In addition to this, each individual is born with certain instincts.
  - Education, according to this approach, must aim at a harmonious development of these aspects and instincts.

- Such a development amounts to a balanced development, which precludes the possibility of greater development of any one aspect at the expense of another.

Harmonious education aims at developing every aspect of a child's personality in order to prepare him/ her to face every possible situation.

Hence it leads to the creation of a balanced personality.

### Topic 23

#### The Adjustment Aim

Adjustment is the **primary rule** of human life.

- Without adjustment to environment none can survive
  - Life is a struggle for adjustment
- 
- Education is a social function.
  - The school assists the child in his/ her adjustment to society.
  - As the society is constantly changing, the adjustment must be flexible and progressive.
  - Education must enable the child to not only make a temporary adjustment, but he/ she must acquire capacity for re-adjustment

The materials of a curriculum should be a selection of subject-matter and experiences chosen and arranged to stimulate the growth of the child and to assist him/ her in fitting into his/ her environment.

“Basic education links the children,  
whether of the cities or the villages, to  
all that is best and lasting in India”.



- **Gandhi**

### Topic 24

#### The Leisure Aim

“Free and unoccupied time” of an individual is generally known as leisure.

- In the classical tradition, lifelong learning is the occupation of leisure.
- Unlike the common use of the word today, the ancient Greeks considered leisure as more than free time, relaxation, entertainment, or recreation.
- They associated leisure with contemplation, music, and the types of lifelong learning embodied in their finest academies.
- These ancient Greeks seemed to know that the quality of a civilization is determined by the quality of its leisure – and the quality of leisure is determined by the intellectual power of the individual.
- This was true in the ancient Greece as it is today, for in leisure we ask ourselves what we ought to do with our freedom.
- During leisure we can pursue an activity for own sake and not for earning a living, which is dull and monotonous.
- Lifelong learning, as it concerns cultural continuity and the sustainability of life, and its supporting systems, depends on leisure.

#### Lesson No. 04

### FUNCTIONS OF EDUCATION

#### TOPIC (25-30)

#### Topic 25

#### Defining Function

**Definition:** An action performed by a device, department, or person that produces a result

- Function remains more or less fixed, whereas the **purpose** (*which indicates intention or objective*) generally changes.
  - Example: Some teachers believe that the transmission of knowledge is the primary **purpose** of education.
  - Example: Whereas the transfer of knowledge from school to the real world is something that happens naturally as a consequence of possessing that knowledge – a **function** of education.
- Because a purpose is an expressed goal, more effort is put into attaining it.
- Functions are assumed to occur without directed effort.

- However, for this reason it is valuable to figure out which outcomes you consider a fundamental purpose of education.

## Topic 26

### Philosophical Base of Education

In order to understand functions of education in a better manner we will be looking at philosophy and its relationship with education.

Philosophy has been derived from two Greek words: “Philo” (love), and “Sophia” (wisdom), meaning love of wisdom.

- Philosophy is love for the truth and a life’s necessity
- Education, in the widest sense of the term, is life itself and, in a narrow sense, it is the preparation for complete living.
- The interdependence of philosophy and education is evident from the fact that all great philosophers were great educators – Socrates in Greece, Confucius in China, Buddha, Tagore and Gandhi in India.
- Philosophy furnishes the goals of life and education gives the means to achieve those goals.

“Philosophy is an unceasing effort to discern the general truth that lies behind the particular facts.” - **Raymont**

- Education is nothing but human effort and activity.
- Philosophy, therefore, is inseparable from education.

### **Glossary**

**Discern:** Distinguish, Separate, Recognize, Notice, Discover, Detect

### **Extra Reading**

*Behind every school and every teacher is a set of related beliefs--a philosophy of education--that influences what and how students are taught. A philosophy of education represents answers to questions about the purpose of schooling, a teacher's role, and what should be taught and by what methods.*

Philosophy of Education - McGraw-Hill Education  
[higher.mheducation.com/sites/0072877723/student\\_view0/chapter9/](http://higher.mheducation.com/sites/0072877723/student_view0/chapter9/)

## Topic 27

### Manifest and Latent Functions of Education

#### *Manifest Functions*

- Manifest functions are those that are intended and recognized
- These are functions which people assume and expect the institutions to fulfill
  - Example: Schools are expected to educate children in knowledge and skills that they need
- The manifest functions are obvious, admitted and generally applauded

#### *Latent Functions*

- Latent functions are the unrecognized and unintended functions
- These are the unforeseen consequences of institutions
  - Example: Schools not only educate young they also provide mass entertainment
- Latent functions of an institution or partial structure may support the manifest functions
- Latent functions may be irrelevant to manifest functions
- These functions may even undermine manifest functions.

The distinction between manifest and latent functions is essentially relative and not absolute

- A function may appear to be manifest for some in the social system and latent for others.

#### *Extra Reading*

*The sociologist Robert Merton proposed that social institutions such as education in schools have functions that are both manifest and latent. The manifest functions are the ones that society intends those institutions to have. The latent functions are the ones that are not intended, but which come about even so.*

<http://www.enotes.com/homework-help/want-specific-examples-1-manifest-function-school-438489>

## Topic 28

### Functions of Education towards Individual

- Education is important for every society and individual

- It enables a person to be aware of his/ her highest self and objective(s)
- Following are some of the functions of education with regards to an individual:
  - Strengthens the personality
  - Develops ethical behavior
  - Helps in the transformation of an individual
  - Broadens the mind of an individual
  - Improves the future of a person
  - Improves reasoning and thinking power

Therefore, education plays a complementary (*completing, balancing*) role in the overall development of an individual by making a person conscious of his/ her capabilities and the goals that can be achieved with the help of those capabilities.

## Topic 29

### Functions of Education towards Society

- Education is a social process
- It takes place in society constituted of individuals
- Society is progressive and dynamic
- Since the child lives in a society, it is the social environment where the personality of the child can be developed.

In order to understand the impact of education on society and vice versa, we will be looking at sociological bases of education.

- Sociology has come from words “Societal” and “Logos”, meaning “society” and “science” respectively.
- Hence, scientific study of society is commonly known as “sociology”.

“Education is something essentially social in character, in its origin, and its functions. – **Emile Durkheim**”

- Educational sociology analyses and evaluates the groups and institutions in which learning takes place and the social process involved in learning and teaching.
  - It analyses and evaluates the social trends and the ideologies, which affect education
  - It helps us to understand that education is a means of social change.

According to Payne, from the educational sociology's viewpoint, there three main functions of education:

1. Transmission of social and cultural heritage
2. Development of new social patterns, and
3. Creative and constructive role.

Thus, from the sociological point of view, education can be regarded as a conservative force, a creative force and a critical force.

### Topic 30

#### **Functions of Education towards Nation**

- Education is a crucial sector in any nation
- Being a major investment in human capital development, it plays a critical role in long-term productivity and growth at both micro and macro levels.

Following are some of the national functions of education:

- Inculcation of national and civic responsibility
- Training for leadership
- National integration
- Total national development

Therefore, on a national level education is the live wire of a nation's industries, and also the foundation of moral regeneration and revival of its people.

It is also the force and bulwark of any nation's defense and it has been observed that no nation rises above the level of its education.

#### ***Glossary***

**Inculcation:** *teaching or impressing upon the mind by frequent instruction or repetition; ingrain; instilling.*

**Bulwark:** *fortification, barricade, barrier, safeguard*

## Lesson No. 05

### THE EDUCATION PROCESS

#### TOPIC (31-38)

#### Topic 31

##### Defining the Education Process

A process for certain periods from schooling to colleges through fixed time, fixed curriculum, fixed classes, and fixed subjects for degree or certificate.

- Education is a process by which knowledge or information on a subject is acquired.

##### *A Dynamic Process*

Education is not static but a dynamic (*lively, forceful, energetic*) process, which develops the child according to the changing situations and times.

- Education is the process of development of the child or the individual
- It is a life-long process

#### Topic 32

##### Philosophy and the Education Process

- Since the inception of this world man has been constantly trying to know the truth
- This “knowing” is philosophy.
- Human life cannot properly be understood without philosophy as philosophy gives self-consciousness and develops a spirit of enquiry after truth
- As life and education are inseparably connected, therefore, life has a philosophical base and so education also has a philosophical base.
- The truths and principles established by philosophy are applied in the conduct of education process, such as given below.

##### *Philosophy and Aims of Education*

- Every scheme of education has some aims to be attained
- Aims of education are determined by aims of life or philosophy of life

### **Philosophy and Curriculum**

- Philosophy determines the aims of education and curriculum determines how these aims can be attained.
- Curriculum is to be determined by the educational objectives which are again determined by philosophy
- Hence, the curriculum to be followed in schools has to conform to the prevailing philosophy.

## **Topic 33**

### **Philosophy and the Education Process**

#### ***Philosophy and Methods of Teaching***

- Method means the art of teaching, or the knowledge to which the teacher conforms to in the communication of knowledge to the students.
- The effectiveness of this teaching-learning process depends to a great extent on the nature or art of communication
- This art of communication or the classroom techniques are satisfactorily tackled by philosophy

#### ***Philosophy and Educational Administration***

- Educational administration is also not untouched by philosophical doctrine
- Mental tests and personality tests, which occupy a very important place in the field of educational administration, also require a definite philosophy

#### ***Philosophy and Evaluation***

- Evaluation is the continuous process of measuring the educational achievements in the light of educational aims already determined.
- Educational aims are determined by philosophy of life
- Hence, the first step of evaluation is the clear knowledge of educational aims.

#### ***Note***

*Philosophy and education are two different fields of studies but they are closely linked together, because without any rational thinking prior to education, the whole educational process is directionless.*

### Topic 34

#### Sociology and the Education Process

By educational sociology we mean the science which describes and explains institutions, social groups, social processes, and social relationships in which or through which the individual gains and organizes his/ her experiences.

- Educational Sociology is the study of interaction of the individual and his/ her cultural environment
- Thus, social interaction is the key area of educational sociology.



“The complete development of education takes place when an individual participates in the social process”

- **John Dewey**

- The educational process is nothing but a social process
- The school is a social institution, which purifies the society, progresses it and makes the individual conversant (*familiar, up-to-date, knowledgeable*) with the society.

Thus, Educational Sociology is the study of those phases of sociology that are of significance for educative processes.

#### **Note**

*The sociology of education is mostly concerned with the public or mass schooling systems of modern industrial societies.*

### Topic 35

#### Sociology and the Education Process

#### *Impact of Educational Sociology on Education*

- Educational sociology has a great impact on the modern educational theories and practices, such as:
  - Aims of Education
    - Educational sociology has its indirect impact on the aims and objectives of education
    - Educational sociologists think that education is a social process and it should be directed to social welfare
  - Curriculum Construction
    - The impact of educational sociology on the principles of curriculum construction cannot be ignored
    - In ancient times children were not the ultimate focus of curriculum formation.
    - Whereas the curriculum is now in conformity with the general aims of education and it must help in the total development of the child
    - Modern curriculum thus emphasizes the social need of education

### ***Extra Reading***

*Education takes place in society constituted of individuals. It is a social process. It has a social function as well as social relevance. A school is created by the society and the society is shaped and molded by the school. Thus, education is both a cause and product of society. It originates in the society and it must fulfill the needs and aspirations of the society. There is thus an intimate relationship between education and society. Modern education has two-fold functions. It must help in individual development as well as social progress. An individual can only develop in the right direction in social environment. Education helps to solve the multifarious social problems.*

### **Topic 36**

#### **Sociology and the Education Process**

##### ***The School***

- In modern education the school is regarded as a society in miniature
- The students learn through constant social interactions in the school
- Thus, schools are an important social agency or institution, which performs various social functions and responsibilities

##### ***The School Organization and Management***

- Many schools' administration has now been democratized
- The students are now allowed to participate in school administration and shoulder various administrative responsibilities

### ***The Teacher***

- In modern education the teacher is regarded as a friend, philosopher and guide
- To fulfill this responsibility the teacher must possess suitable personality.

### ***Human Relations***

- Educational sociology thinks that the work of education cannot be carried on properly without reference to human relations
- Human relations are developed among students in the school society.

Thus, it is evident that every aspect of education such as aims, functions, materials of instructions, and methods of teaching is greatly influenced by social factors.

## **Topic 37**

### **Psychology and the Education Process**

Educational psychology has developed to study scientifically the behavior of the students and to help the process of education.

- Educational psychology deals with various problems of learning and teaching
- The starting point in the process of education must be related to original tendency of the child.
- This stock of originality is conveniently classified as instinct, reflex action, emotion and intelligence.
- Original tendencies are adaptable and incomplete.
- These may be modified and improved in acquiring acceptable behavior – responses through education.
- As the original tendencies are adaptive these can be channelized in more progressive and socially desirable form of behavior.
- There are variations in general intelligence

- Psychology measures this ability.

Education psychology discusses processes of development of the students, learning, social adjustment of the students, individuals' differences in physical abilities and mental traits and powers, and various problems associated with the mental health of the students.

- The function of educational psychology is to know the child and his/ her educational process completely.

### Topic 38

#### Education Process in the Subcontinent

In the subcontinent, education is often viewed as a process of modernization, and cultural as well as scientific advancement.

- It is a process that involves developing democratic citizenship, vocational efficiency, development of personality and character, education for leadership, and increasing national productivity.
- Inculcation of social and civic duties in the minds of the students was also regarded as an important aim of education in those days.
- Education for occupation was another important aim.
- Character training and moral education was also regarded as a significant aim of education in the subcontinent.

The educational process is aimed at achieving social and national integration, the process of modernization, and cultivating social, moral and spiritual values.

### **GLOSSARY**

***Inculcation:*** *Teaching or impressing upon the mind by frequent instruction or repetition*

**EDUCATION UNDER COLONIAL RULE****TOPIC (39-44)****Topic 39****Indianization of Christianity**

The European expansion in India was, from the very beginning, accompanied by the missionary activities.

- Preaching Christianity was in one way or the other associated with spreading contemporary advanced knowledge.
- From the nineteenth century onwards, the colonial power became the principal agent in disseminating modern education in India.
- A large number of missionary societies contributed to it by their extensive work.
- Education, at that time, was linked to the relationship between the colonial power and the missionary societies, and between these two were divided the diverse sections of the Indian population.
- The change in the relationship between education and religion over the course of the missionaries of more than a century is evident in today's curriculum of both Indian and Pakistani education systems.
- This process of education was accompanied by a very subtle Indianization of Christianity.

***Extra Reading******Indianised Christianity (i.e combining Christian dogma with certain Hindu traditions)***

*During 16th century Roberto de Nobili an Italian Jesuit missionary to South India used a new process to expand Christianity, accepting many local customs of India which were, in his view, not opposing Christianity. Roberto de Nobili began to dress like a Sannyasin. De Nobili studied Sanskrit and Tamil literature and was willing to engage in dialogue with Hindu scholars on the truths of Christianity. He coined several tamil words to communicate the message to his audience like "kovil" for a place of worship, "prasadam" for grace, , "Vedam" for the Bible and embraced the customs of the three-stringed thread and the use of sandalwood paste on the forefront to confirm his faithfulness to the Tamil-Hindu culture.*

## Topic 40

### Religious Neutrality

Historians argue that while it is true that presence of British rule facilitated missionary activity, it is also true that in its 'official' capacity, the British Indian Government resolutely (*determinedly, stubbornly, decisively*) refused to champion (*defend, fight for, side with*) Christianity.

### *Lack of Religious Education*

Secular education, provided by the missionary schools had no place for any religious education.

- Initially religious instructions, whether in Hinduism, Islam or any other native religion were banned both during and after school hours in a missionary scheme of education.
- Indian Christians and foreign missionaries often found themselves in debate with the colonial and Indian authorities centered on the problem of linkage between secular education and religious instructions.
- From the mid-nineteenth century onwards, secular education was thought to be instrumental in undermining prevalent native religions.
- When expectations for a transition to Christianity with the help of Western education were not fulfilled, the British government continued the policy of religious neutrality, but allowed religious instructions outside school hours.

## Topic 41

### Religious Neutrality

Afraid of the reaction that meddling in the religious beliefs of its Indian subjects might provoke (*irritate, inflame, rouse*) them, the East India Company made it clear that it was not in India to challenge or undermine existing religious beliefs.

- The authorities were afraid of a religious mutiny (*rebellion, uprising, riot*) from the natives as in 1806 the mutiny of the native troops was widely attributed (*credited, ascribed, assigned*) to a reaction against overzealous (*overenthusiastic, fanatical, obsessive*) and insensitive missionary activity.

### ***Proposed Use of Bible***

The Madras Council of Education proposed to permit the use of Bible in classes in the government schools.

### ***Court of Directors, London***

The Court of Directors in London disallowed the proposal, declaring:

“We cannot consider it either expedient (*convenient, useful, appropriate*) or prudent (*practical, wise, farsighted*) to introduce any branch of study which can in any way interfere with the religious feelings and opinions of people”

### ***Outlawing Religious Practices***

In instances where the British Government had to outlaw certain practices, such as *sati* (*widow burning*) ( *ستی - ستی کی رسم -* ) owed great reluctance and repeatedly and emphatically (*forcefully, insistently, categorically*) declared their religious neutrality.

## **Topic 42**

### **The Missionaries**

#### ***Clapham Saints***

The Clapham Sect or Clapham Saints were a group of Church of England social reformed based in Clapham, London, at the beginning of the 19<sup>th</sup> century.

- These were the missionaries who went on preaching Christianity in the subcontinent when the East India Company established its rule in the area.
- Initially the Clapham Saints were allowed to operate only on the Company-controlled territory with Company's permission and with many constraints.

#### ***1813 Charter***

In 1813, the Clapham Saints finally succeeded in getting the East India Company's charter amended, allowing them more liberty to preach Christianity and undertake further missionary activities.

### ***Translation of the Bible***

Among other efforts of the missionaries, the most notable one is the translation of Bible in local languages.

- The Bible was fully translated into six local languages (including Sanskrit) and was also partly translated into additional 29 local languages.

### **Topic 43**

#### **Missionary Schools**

Translating the Bible and preaching to the heathen (*infidel, pagan, a person who does not acknowledge your god*) were accompanied by another tactic – an emphasis on schooling as an aspect of the preaching endeavor (*effort, attempt, work*).

- From 1811, the missionaries began establishing a network of schools around Serampur
- The schools provided an elementary education, accompanied by religious instruction.

### ***The Madras System***

They were modeled on the system devised (*developed, formulated, set up*) by Joseph Lancaster called the “Madras” or the monitorial system.

- The Madras system was considered to be one of the three ‘powerful engines’ alongside missionary and Bible societies to facilitate the spread of gospel over the world.
- Schools were established by other missionary bodies as well, and in 1818, the BMS added to its growing educational infrastructure by establishing a Christian college.
- While many of the schools established in this period did not survive for long, the idea that education might serve to prepare young minds for a conversion took deep root.

### **Topic 44**

#### **Praeparatio Evangelica**

Praeparatio Evangelica: the term means preparation for Gospel.

- By the early decades of 19<sup>th</sup> century, conversions had been few and those too overwhelmingly among low castes, outcastes and tribal groups.
- The 'heartlands' of upper-caste Hinduism remained not simply unconquered, but almost untouched.
- In response to this, many churchmen began to promote extensive involvement in education as an essential and even predominant aspect of the mission to win over souls.
- The importance being assigned to education here was not just the commonplace idea of 'getting them young'.
- But the notion had taken hold that educating the young was necessary to prepare the minds of Hindus for later receptiveness to the World of God – that education was, in a phrase, often used at the time, a 'praeparatio evangelica'.
- However, Western education did not prove to be as potent in spreading Christianity as has been expected.
- In fact, it led – or some believed – to many educated Indians being deprived of the certainties of an old word and its moral code, without any replacements for this being found.

**Lesson No. 07****EDUCATION AND CULTURAL CHANGE**  
**TOPIC (45-56)****Topic 45****Educational Discourse in Subcontinent**

With the emergence of national education system in the 19<sup>th</sup> century Europe, the state as a monopolistic agency began to control the definition and dissemination of knowledge.

Educational thoughts, concepts, and practices in European countries – even when part of a repressive praxis – developed in accordance with their own dynamics and within their own horizons.

- The situation in subcontinent was different
- As a colonized country, subcontinent and its population after the 18<sup>th</sup> century were subject to various manifestations of power and suppression
- They not only suffered from economic exploitation but were deprived of political and sociocultural autonomy

With the expansion of British rule and the establishment of British administrative structures, the natives lost control over their own affairs and any effort to transform and/ or reconstruct or develop new indigenous institutions was severely restricted.

Just as the creation of ‘citizens’ was an important step for the consolidation of European nation-states, the British in the subcontinent made a strong effort to construct the ‘colonial citizen’ who was to support and strengthen the colonial system.

## **Topic 46**

### **Colonial Education and the Issue of Identity Crisis**

The problem of identity formation was another significant issue in the subcontinent.

#### ***Pre-colonial India***

- Forms of learning in the pre-colonial India differed according to social and ritual status.
- Classical Indian learning – spiritual and intellectual rather than for practical purposes – was confined to the upper strata of society
- The curriculum consisted of reading, writing, and arithmetic; and was adapted to the local situation

With the expansion of Western – often Christian – education in the subcontinent, indigenous traditions of knowledge and the texts representing them were rejected.

School-related knowledge was based on the Western curricula, often prepared by the Christian missionaries.

The discrepancy between school and home, between modern, rational and Christian and ‘traditional’ ideas and values often led to ‘identity crisis’.

It involves acknowledging, on the one hand, that Western education questions cultural norms, practice, behaviour and life projects, but that this new learning, on the other hand, often had a liberating impact on the individual, including those belonging to the lower castes and deprived sections of society and opened up new options and opportunities for them.

## **Topic 47**

### **Emancipatory Potential of Education**

When dealing with the role of education in the colonial context of the subcontinent, its emancipation (*liberating, releasing, setting free from servitude*) potential for the oppressed is very evident.

It was education which initially led to the formation of the 'lower caste elite' in the subcontinent, who eventually took up the struggle for equality against upper caste/ class domination.

Jyotirao Phule, one of the main leaders of the non-Brahmin movement, considered British rule beneficial and supportive to the low castes.

These low castes drew the energy for their struggle from the important resources such as: civil service and liberal professions (legal practices and teaching).

Jyotirao Phule further believed education to be a potent weapon in bringing about the social change; and in 1848 he introduced the first school for the low-caste girls.

### ***Egalitarian Movements***

All these egalitarian movements taking place at the time resulted in spreading elementary education among the oppressed in an attempt to open up new life opportunities.

The educated non-elite, like the intellectual elite, succeeded in grasping new opportunities, developing perspectives, and acquiring a positive image.

While Western education was the primary instrument of colonial ideological domination, it was, simultaneously, the main channel of modern liberal ideas to reach the subcontinent and also for the struggle for emancipation from colonial rule.

## **Topic 48**

### **Colonial Education and Gender Equality**

The institutionalized or 'formalized' education had long been the privilege of (male) members of the upper strata of society.

However, women education became a public issue under the colonial rule.

The women's issue was first taken up by male education reformers, who linked the effort of improving women's status to their modernization agenda.

Focusing on what they perceived as degrading practice in Hinduism such as sati, child marriage, purdah and widow status, they propagated education for women.

However, these male reformers beheld women as their subjects to be changed.

Concerned with modifying relationships with their own families, they favored the 'limited' and controlled' emancipation of their wives and female relatives, but did not recognize them as equal partners.

- It was at a much later stage that women themselves came to the forefront
- Urban upper- and middle-class women, in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries built up large organizational networks
- These organizations engaged in campaigns against child marriage, women's suffrage and equal rights.
- They promoted higher education and opened up new professions for women in teaching medicine and law.

Therefore, colonial education revealed its emancipatory potential in the promotion of self-confidence among members of all social strata and the subsequent emergence of national consciousness among the colonial subjects.

## Topic 49

### Citizenship Concept in the Subcontinent

The concept of citizenship emerged from the social philosophy of liberalism that developed in the 18<sup>th</sup> century England.

Its vision of true citizen was based on individuality and individual rights, equality and private property, and it was the role of the state to ensure this.

The citizen was also the representative and upholder of civil society, an arena of associational groups, free discussion and critique – set apart from (and often opposed to) the state.

Although the educated English-speaking Indian elite enjoyed higher status and certain privileges in the colonial state, they did not have full citizen rights and remained in a subordinate position in the colonial frame.

However, their social privileged position enabled them to develop elements of civil society, constituting a critical space in which both Indian and Western traditions, structures, and politics became the subject of reflection, debate and transformative action.

## **Topic 50**

### **Self Interest in Education**

Towards the end of the colonial rule, the colonized themselves became an effective force in the field of education.

They submitted their own ideas about a future educational system while partly gaining experience in running the existing one.

In the eyes of the natives, education was intended to play a vital role in the process of future nation-state formation, a role it once performed successfully in Europe.

### **Creating of a National Culture**

The natives felt that education was the path that would lead towards the creation of a national culture, thus strengthening their control over their own lives.

In a state with a unified schooling system, education provided not only trained cadres for the government and army, it also generated the required skills for running civil society.

They further believed that education was an integrative element in popularizing the notion of citizenship and concepts of nationhood and national character.

## **Topic 51**

### **Primary Education under Dyarchy**

**Dyarchy:** Government in which power is vested in two rulers or authorities.

Under the Government Act of 1919 the departments of education in provinces were transferred to the Indian ministers.

This resulted in enormous administrative power and control coming into the hands of local authorities.

These local bodies proved to be very incompetent in spreading education and gravely abused their power for political and other purposes.

- There was a quantitative expansion in primary education between 1922 to 1927.
- But at the same time the rate of children withdrawal from schools before completion of primary education also increased.
- Majority of these schools only had one teacher
- These teachers were also inadequately trained, under paid and often transferred

The curriculum being taught in these schools was also very uninspiring and uninteresting and emphasized on books and book learning.

With poverty looming large parents preferred sending their children to small jobs rather than schools as the former enabled them to contribute – even if very little – to their families' budgets.

## Topic 52

### Wardha Scheme

- A Scheme of basic primary education known as the Wardha Scheme was implemented in 1937.
- It was made the official policy of Congress provincial governments under the label of the national education
- According to this scheme compulsory education for boys and girls was extended from 7 to 14 years of age.
- State was held responsible for providing free of charge education.

According to the Wardha Scheme, all the children were to be admitted in same schools and given equal educational opportunities irrespective of their caste or creed.

The Wardha Scheme tried to overcome the attitude which considered manual labour menial.

- It aimed at eradicating the artificial distinction between physical and mental work
- The scheme emphasized on work which would be educationally productive and socially useful.

Educating children by keeping in mind their native culture was another aim of this scheme.

For this reason, education during the first few years of the school was given in the child's mother tongue and not in Hindi or any foreign language.

The scheme further focused on developing basic attitudes and abilities in the children which were considered significant for establishing and strengthening a democratic society.

### Topic 53

#### National Education with an Unresolved Issue

Education was bound to become an area of contestation in a country where people belonged to different communities and cultures.

- For majority, education was linked to a larger Hindu religious cultural background
- However, for minorities religion was also linked to a specific culture

It further believed that loyalty and affiliation to cultural and religious features of a specific community were the main obstacles to national unity.

- Common political and economic interests of the Hindus, Muslims and other communities were underlined in the national approach.
- Struggle for freedom was of primary importance

*“Religion recedes into the background and nationalism appears in the aggressive garbs, and behind nationalism other isms which talk in social and economic terms” – Nehru*

The Wardha Scheme was framed in the spirit of Indian nationalism.

Hence, it did not take into consideration the education of country's major communities with regards to their diverse cultural and religious traits.

- However, the scheme did not discourage any form of religious observance
- Public schools' premises were allowed to be used for religious instructions after school hours.

The issues of religious education to be made an official part of the school curriculum or not remained unresolved as many were in support of the idea, while there were others who believed education needed to remain secular.

## Topic 54

### Muslim Opposition to Wardha Scheme

The scheme of national education based on the Wardha Scheme under the responsibility of Congress provincial government was criticized in different ways.

The scheme was already rejected by the All India Muslim Educational Conference in October 1938.

A demand was made by the conference in 1939 for the formation of a comprehensive scheme of education in accordance with the Muslims' cultural and social needs.

### The Vidya Mandir Scheme (VMS)

This scheme was introduced in the Central Provinces to provide basic education in villages at nominal costs.

- From the very beginning there was opposition to the name of this scheme
- In 1939 the Vidya Mandir Bill was passed in the assembly of Central Provinces and Berar which was opposed by entire body of Muslim members.

### The CP and Berar Nationalist Muslim Conference

Disappointment was shown by the conference at the treatment being given by the CP government to Urdu Language and script

- It further emphasized the need for the fulfillment of fundamental rights of Muslims by the Congress Working Committee which were initially promised to them.
- Therefore, it was the subject of education which in its own way contributed to the deterioration of communal situation

Congress provincial government and other in charge parties underestimated the strength and depth of religious feelings among large sections of Indian Muslims in relation to education and culture.

## Topic 55

### Muslim League and Education as Campaign Issue

From 1937, the criticism and rejection of the provincial government educational policies became one of the main agendas of All India Muslim League to get the support of Muslim electorate and attack the policies of Indian National Congress.

In April 1938, during a session of Muslim League, M.A.Jinnah charged the Congress provincial governments with forcing Hindu philosophy, literature and ideals upon Muslim students.

Later on, Jinnah became more vocal about other problems being faced by Muslims, such as:

- Muslim representation in legislatures
- Mass contact programme

Muslim League declared the textbooks prescribed by the provincial governments to be 'not just offensive to the feelings of the Muslims but mainly devoted to the praise of Hindu religion and philosophy.

### **Discriminatory Actions against Muslims**

A lack of Urdu schools was observed even in districts which had sufficient number of Muslims to justify the opening of such schools.

- Muslim boys were being forced to greet Hindu goddess with folded hands
- Applications written in Urdu were ignored by municipal committees
- Assembly speeches were delivered in Urdu but reported only in Hindi

Therefore, it can be concluded that the concept and policy of Congress provincial governments in the field of education contributed to Muslim League gaining such momentum.

This policy was portrayed by the Muslim League leadership as an attempt to undermine the cultural distinctiveness of the Indian Muslims.

## **Topic 56**

### **Laying Foundations of Muslim Education System**

With opposition to the Wardha Scheme, a number of people thought of forming a distinct system of education for the Muslims.

The idea of separation was favored in a scheme submitted by Abdul Latif in 1939.

### ***Aligarh Scheme***

This scheme was proposed in August 1939.

- It's aim was to launch a number of constructive programmes for social, educational and economic improvement of Muslims.
- One of the strongest supporters of Aligarh Scheme was M. Afzal Hussain Qadri.
- In a letter written by him to Jinnah, he emphasized on the importance of 'an educational system for the Muslims independent of any non-Muslim control or influence'.

In January 1945, during an address Jinnah referred to a special subcommittee set up 'to draft a scheme for the education of Muslims in India'.

As, he believed education to be a precondition for 'any real, speedy and substantial progress

**Lesson No. 08**

## **EDUCATION AND NATIONAL BUILDING 1**

### **TOPIC (57-62)**

#### **Topic 57**

#### **Foundations of National Education**

The foundations of education were laid during the early period of first military rule imposed by General Ayub Khan (1956-68).

Prior to Ayub Khan's takeover, various recommendations had been put forward in meetings and conferences regarding the national education policy.

However, a comprehensive national educational policy was not formulated.

The situation of education was reviewed in 1952 and a National Plan for Educational Development was devised, but the implementations of this plan remained weak.

Later on, in 1957 the Educational Reforms Commission for East Pakistan made a series of recommendations.

Ideas and suggestions regarding education in Pakistan were being given in international conferences and seminars as well.

However, majority of these ideas and suggestions were not being implemented.

## **Topic 58**

### **The Sharif Commission**

The commission was constituted by Ayub Khan's government in 1958.

It was entrusted with the task of reorganizing and reorienting the educational system of Pakistan.

The recommendations of the Sharif Commission Report of 1959 became the basis of Pakistan's educational system in the following decade.

### **Report of the Commission on National Education**

It aimed to reconstruct not just the educational system but the national consciousness as well.

This reconstruction was aimed to be done along the lines of modernity, development and Pakistani nationalism.

## **Topic 59**

### **Educational Policy in Ayub's Era**

Ayub Khan's military government accorded high priority to the educational reform.

This was because of the centrality of education in the construction of 'nationalism', and its anticipated capacity to usher in modernity.

In one of the addresses at the Curriculum Committee meetings, Ayub Khan said: "Of all the reforms we have initiated in the last 20 months, the reconstruction of the education system is the one closest and dearest to my heart".

According to him, these reforms constituted the first landmark in Pakistan's endeavor to bring the educational system in line with the requirements and realities of modern life.

Following are two of the most important educational imperatives of Ayub Khan's military regime:

- National integration and homogenization
- Modernization of economy and society

In order to achieve these two aims of contemporary times, it was essential to erase or at least diminish the pre-modern identities arising from the ethnic, caste, regional or sectarian belongings, and simultaneously to loosen the hold of tradition, local cultures, the past, and the alleged scientific outlook of the people.

## **Topic 60**

### **Forging a National Identity**

Newly independent postcolonial states have tended to rely fairly on education to create a sense of 'common brotherhood'.

A shared national ethos which would override the divisions and distinctions based on class, ethnicity, tribal, and sectarian affiliations, and reduce the consciousness of regional disparities.

The move towards modernity, in case of Pakistan, meant that tribal and local loyalties are shunned in favor of the larger collectivity represented by the centralizing bureaucratic state.

Social sciences and social studies, especially the subjects of history and civic, have been assigned the role defined in educational policies as 'nation-building' and creating citizenship of civic values.

Educational discourse in Pakistan has also centered heavily on the idea of nation building and citizenship formation.

## **Topic 61**

### **Forging a National Identity**

Consistent with the premise of two-nation theory, religion was invoked for the purpose of national integration.

Since religion seemed to be the only common thread tying the different regions together, it was deployed as a strategy for national unification.

However, religion proved to be a weak bond when it came to the ethnic consciousness, especially as religion is interpreted very differently across regions, sects and classes.

### **National Identity and Language**

The Sharif Report states that language, as the repository of thought and culture of people and as a link between the past and present, is also a part of the concept of nationhood.

National language is thus an icon which constructs the 'nation' as unified and homogenized.

The Sharif Report further gives importance to the script in preserving the cultural heritage.

### **Topic 62**

#### **Making of the Citizen**

An important task that education is expected to perform in contemporary nation-states is the forging of modern and moral citizens.

Apart from homogenization and developing an emotional relation to the idea of the 'one nation', people have to be disciplined and regimented into the requirements of modern citizenship.

The qualities of a good citizen, according to the Sharif Report, include: discipline, helpfulness, honesty in private and public life, self-sacrifice, integrity, justice, efficiency, good character, cooperation, etc.

Throughout the report there are references to 'reorganizing and reorienting education to our aspirations'.

The most central quality required in a good citizen is patriotism on which there is repeated emphasis.

In order to become modern citizens, people must relinquish their pre-modern narrower identities and loyalties.

Regional and communal consciousness must give way to modern consciousness rooted in the 'rational' idea of the enlightened citizen of the state.

While in most of Ayub Khan's speeches and statements, religion is called upon to usher in a modern, rational and contemporary sensibility in education, it is also expected to create a 'moral citizen'.

It was further argued by him in a number of his speeches that the corruption of politicians, black marketeering, dishonesty in public dealing and other moral depravations can be avoided with the help of education as it instills morality and good character.

## Lesson No. 09

**EDUCATION AND NATIONAL BUILDING 2**  
**TOPIC (63-68)****Topic 63****Construction of Citizenship**

A citizen must have deep and abiding love for his/ her country.

Pride in nation's past, an enthusiasm for its present, a firm confidence in its future, and a conviction that every citizen must have a basic responsibility to contribute what he/ she can to the growth and strength of Pakistan.

The essence of patriotism is a feeling of national solidarity in which the individual identifies him/ herself with the common aspirations of all citizens and develops a consciousness of affinity (*like-mindedness, similarity, attraction*) and kinship (*relationship, bond, affiliation*).

He/ she feels a sense of belonging to Pakistan in the same way that one belongs to his/ her family and believes that whatever happens to Pakistan happens to him/ her.

The citizens, as a member of the state, must think in terms of territory, rather than his/ her belongings on a common language or other shared symbolic universe.

In constructing citizens imbued (*filled, instilled, saturated*) with a 'national spirit', traditions were held in the highest regard, and the past deemed too important to be ignored for the sake of future.

*"The cultural heritage of Pakistan is both rich and old. Each period of this heritage has its distinct characteristics, and every race or people who came and settled here, left their individual racial, religious and other marks" – Ayub Kahn, 26<sup>th</sup> October, 1961.*

***Extra Reading:***

Culture may be defined as behavior peculiar to human beings, together with material objects used. Culture consists of language, ideas, beliefs, customs, codes, institution, tools, techniques, works of arts, ceremonies and so on. According to Allama Iqbal:

"Culture encompasses all the mental, spiritual and physical activities of a nation. It includes the basic beliefs and faith, values and literature, art and architecture, music and mode of dress, manners and customs prevalent in a given society."

The legacy of our predecessors at the time of our independence, on August 14, 1947, came to us as a treasure which may be called as Pakistan's national heritage. So rich and diversified is this heritage that Pakistani nation can be proud of its glorious past, be Islamic, Post Islamic or pre-Islamic period as far back as pre-historic times. No other country of the world can produce the treasure of by gone days as can be found in Pakistan. It is now incumbent upon us to treasure our national heritage and save it from further deterioration and theft

## Topic 64

### Becoming Modern

*"Our present education system is a legacy form the past. It was designed and devised to meet an entirely different set of conditions; it needs to be revised to meet the requirements of a free nation". – Ayub Khan, 9<sup>th</sup> December, 1958.*

The Sharif Commission has been given task to suggest 'ways in which education in Pakistan might be given a new orientation to fit the needs and aspirations of our people'.

In order to approach this task, there was a need to think of the future of this society which education should help to shape.

It was assumed that the educational system of a nation should be consonant (*in agreement with, be consistent with*) with the country's self-image; that it should be, in form and content consistent with hopes and aspirations the country holds for itself.

Persistent concern was shown by Ayub Khan in his speeches as well as the Sharif Report regarding Pakistan becoming a modern nation, a progressive industrialized and economically developed country, armed with scientific knowledge and technical know-how.

The preoccupation with becoming modern required a modern citizenry, with anew consciousness steeped (*soaked, immersed, saturated*) in aspirations for the future.

### ***Dichotomy***

In this disclosure, the future takes precedence over the past.

When the overriding agenda was modernization and development, past became a hindrance, a menace to overcome.

Memory made uncomfortable intrusions into the present and future, distributing the smooth movement forward into a progressive and enlightened time.

## Topic 65

### Technical Education and Modern Worker

A great deal of emphasis was placed on technical knowledge and skills along with occasional defamation (*insult, character assassination, abusive attack on good name*) of subjects that were too 'bookish' or 'literary'.

*"Machine without men to handle them are a national waste"* – **Ayub Khan**, 29<sup>th</sup> May 1961

Education was divided into two streams:

1. General education
2. Technical education

### ***American Influence***

Since the Sharif Report had a heavy input from American educationists and universities, the bias was clearly American, with a focus on technology and its implication on the industry.

In a move clearly influenced by the American thinking of the time, history, civics and geography were put together to form a subject called 'social studies'.

American influence is also the reason why so called 'literary' subjects and 'bookish' knowledge were repeatedly de-emphasized and there was constant reference to the importance of 'applied knowledge'.

### ***Reliance on Private Sector***

In his attempt to promote and encourage the spread of technical and scientific education, Ayub Khan relied extensively on the private sector.

At the opening ceremony of the Habib Institute of Technology in Nawabshah in 1964, he attempted to convince the private sector to invest heavily in technical education in order to provide itself with a technically trained force.

The fashionable notions of ‘activity-based teaching’ and ‘child centered learning’ were also some of the ways suggested to become modern.

## **Topic 66**

### **Homemakers of the Nation**

Since colonial times, the conclusive test of modernity has been the level of women’s emancipation and education.

Women’s backwardness was the colonizers’ main argument against ‘illiterate, savage natives.

The well-known Muslim educationist, Sir Syed Ahmed Khan was basically a progressive person and a modernist in his thinking, but when it came to women’s education, he advocated only religious, domestic and moral education.

- Secular, modern education was considered dangerous for women and not suitable for their role in society.
- The same opinion was expressed by the enlightened poet Allama Iqbal.
- The Sharif’s Report of Ayub Khan’s era states the same views.
- It recommends women’s education and then restricts it to traditional, religious, and domestic subjects designed to make women better wives, mothers and homemakers.

The belief that unless a mother is educated there will never be an educated home nor an educated community appears in the report as well.

The subjects and professions recommended for women are extensions of their traditional roles.

### ***Example:***

The policy of 1959 suggests teaching women elementary home-craft, tailoring, needlework, cooking, weaving, home and child care.

Education was thus divided along gender lines and the low-paid professions were feminized.

Functions traditionally assigned to women were recommended but in modernized form, so that women could become more scientific and rational wives, mothers and homemakers.

## Topic 67

### Reconciling the Secular and the Sacred

Science was viewed with suspicion by a number of traditionalists and religious people, who saw it as an instrument of the devil to take people's minds away from faith.

Ayub Khan tried dealing with this situation by strongly advocating a liberal, modernist and progressive interpretation of religion which would be compatible with scientific ethos.

Like Sir Syed Ahmed Khan and Allama Iqbal, Ayub Khan also insisted on the reconciliation of science and religion. – He frequently states that there was no conflict in science and religion and that religion itself required believers to seek knowledge.

Religion could not be discarded from national education not only because of its centrality in national integration, but also because most people in Pakistan feel varying levels of attachment to their faith.

He convinced Ulema to make liberal and modern interpretations of Islam, showing it to be consonant (*consistent with, in agreement with, compatible with*) with the 'requirement of the time'. – He considered the movements against innovation and newness as disservice to 'noble religion'.

It was argued that science would enable Pakistan to make up for the lost time in development and progress, and help us meet 'the requirements of the time'.

Science and technology were made the cornerstone of national education, and Ulema were called upon to interpret Islam in favor of such a move in state-sponsored reconciliation of the sacred and the secular.

### **Extra Reading**

*Science and technology are a growing field in Pakistan and has played an important role in the country's development since its founding. Pakistan has a large pool of scientists, engineers, doctors, and technicians assuming an active role in science and technology. Liaquat Ali Khan the first Prime Minister of Pakistan, made various reforms to initiate improvement in higher education and scientific research.*

*Physics (theoretical, nuclear, particle, laser, and quantum physics), material science, metallurgy (engineering), biology, chemistry (organic), and mathematics, are some of the fields in which Pakistani scientists have contributed. From the 1960s and onwards, the Pakistani government made the development and advancement of science a national priority. Technology is most highly developed in nuclear physics and explosives engineering.*

## Early Nationalism

In the early form of nationalism, the ‘national’ was to be recast in the image of international.

National greatness and glory would lie in becoming increasingly like Western countries and erasing or minimizing differences.

Being unlike Others, that is, backward, underdeveloped, steeped in superstition, unscientific, irrational, and uncivilized was a matter of national shame.

## Topic 68

### Later Nationalism

The later nationalism of the era of General Zia drew heavily from the 19<sup>th</sup> century form of religious nationalism articulated (*expressed, said, pronounced*) in two nation theory.

It laid a lot more emphasis on religion, tradition, and the past as sources of national pride.

The focus was on differences from Others, dissimilar traditions, and local culture.

For General Zia, being different meant being superior to or better than the Others on account of a ‘golden path’ and having inherent ‘great tradition’.

Religious tolerance and diversity of faith were among the values advocated in Ayub’s period as part of becoming modern and secular.

Whereas, the Zia era textbooks created the Hindu, Buddhist, Christian and Jewish Others as eternal enemies of Islam, Muslims and Pakistan.

The opposing ideas of the two marshals were designed to achieve similar effects – the legitimization of military rule.

Modernity and Islamization, served more or less the same purpose of supporting military rule.

## Lesson No. 10

**EDUCATION AND DEVELOPMENT**  
**TOPIC (69-74)****Topic 69****Religion, Education and Political Agendas**

It is true that there is always diversity in the educational policies in terms of their objectives and recommendations

However, the urge for assimilating Islam and the ideology of Pakistan in the system of education has always been a common factor.

But, unfortunately most of these noble assertions have remained rhetoric and impliedly the issue of Islamic orientation of education still remains unresolved

Despite the fact that every educational policy has been envisaged to assimilate Islam and the ideology of Pakistan in the education system, the powerful rulers always used education to propagate certain ideologies favored by them

***Examples***

1. During Ayub Khan's regime, the emphasis was only on the 'economic development'
2. In General Zia's era, claim was made to Islamize the society by changing the character of curriculum and educational institutions

It is clear that every ruler tried to use education to legitimize and uphold a certain ideology that suited his government's manifesto

**Topic 70****In Search of Direction**

In the light of the content which has so far been discussed it is evident that Pakistan is still in search of direction; whether to choose between the two systems of education, or to evolve a new system by integrating both.

Since independence of the country, the nation has been a victim of persistent and conflicting educational dualism.

This dichotomy has resulted in creating the different world-views.

Both the systems seem apparently incompatible.

The western education system is rooted in the assumptions of western science and is basically oriented to serve the secular and material needs of the modern society

Whereas, the traditional Islamic education, nurtured by the religious groups, is based on the knowledge revealed in the Quran and authoritatively applied to the new areas by analogical extensions.

The primary aim is to preserve the ideals, values and content of the religious-cultural heritage and produce good Muslims

What is needed is a concerted attempt to integrate the two systems of education on the lines that have been done in the past when various Muslim thinkers, philosophers and scholars acquired the knowledge from Greek and extended it further by their own inputs and contributions

## **Topic 71**

### **The Structure of Education**

Pakistan has a comprehensive, dynamic and developing system of education

Due to the continuous quantitative development, horizontal expansion and the recurring political changes in the country, the structure of education has been a subject of change and transformation

Every new government tried to implement its own policies and to ensure achievement of their political objectives, these governments tried to change the structure of the system of education as well

### ***Example***

In 1972, all private schools and colleges were nationalized in accordance with the political philosophy of Zulfikar Ali Bhutto

However, in 1977 the government again allowed the private sector to establish its schools

But unlike before, the private sector institutions which were established after 1977 are being run-on profit-making basis

The subsequent governments even took a U-turn and handed over the nationalized institutions back to their previous owners

The subsequent governments even took a U-turn and handed over the nationalized institutions back to their previous owners

The reason for this lack of non-stability of the educational structure and system is the lack of a comprehensive legislation

Education both at the federal and provincial levels is managed as per the policies announced by the government, not under the act passed by the parliament

## **Topic 72**

### **Compulsory Status of Education**

Education has never been compulsory at any level in Pakistan

However, various governments have time and again intended to make the primary education compulsory and universal, at least in some parts of the country

The first policy, in this respect was announced in early 1960s, but unluckily it was not implemented

### **The Education Policy 1979**

This policy also envisaged the program of making primary education universal and compulsory for the boys by 1988 and for the girls by 1992

However, these goals couldn't be achieved

### ***Reasons for failure***

A number of factors played a part in the failure of this policy

Amongst these factors the lack of sufficient number of schools to meet the high demands of high population of school age children is most significant

Financial constraints also caused further setback to the plan

At present, the Government is still struggling to universalize primary education and reduce the drop-out rate

### **Punjab Compulsory Education Act 1994**

This Act was put into place in Punjab in December 1994

According to this act, parents were obliged to send their children to schools until they have completed the primary education course, except, in case of plausible excuse

However, it is highly unfortunate that this act has not been implemented in letter and spirit and resultantly enrolment rate at the primary level has not been achieved as was envisaged

### **Topic 73**

#### **Age of pupils**

In general, the age of pupils at primary level is 5-10 years

Practically, it is difficult to ensure the age of pupils entering the school

This is because majority of the parents are illiterate and they do not keep records of the dates of births of their children

Therefore, the information that they provide to the schools is based on guess work

In socio-economically advanced areas of the country, parents try to secure admission for their children rather early; around 5 years of age

Whereas, in case of backward areas, a child is usually sent to school when he/she reaches the age of 6-7 years

However, this ratio changes from place to place

It is also very common to find children of different ages in one class especially in the schools which are located in the rural areas

There are some schools which are offering the reception class also known as 'Katchi' class in an informal manner

However, it has been decided by the government that the reception class will now be formally recognized and schools are being encouraged to admit students accordingly

## **Topic 74**

### **Fee and Facilities**

At primary level, education is free in the government schools

In private and public schools, the fee varies from school to school

It needs to be clarified here that public schools are run by the autonomous bodies and receive grant-in-aid from the Government

Normally, the medium of instruction in these schools is English

There is no provision of free or subsidized meals in either kind of schools

However, in public schools, health services are provided in the form of annual check-ups

In the state-run schools, a nominal fee is charged

But in the private and public schools, the fee is much higher than that of the government schools

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But in the private and public schools, the fee is much higher than that of the government schools

Similarly, at the intermediate degree and the university education level, a nominal fee is charged in the government institutes

A few years ago, there were no private or public educational institutes providing education beyond the intermediate or higher secondary levels

However, in the last 2 decades or so a large number of educational institutions have sprung up in the country, imparting education to the elite group of people at much higher cost which is most of the times unaffordable for the common man

In short, the education in government schools is much cheaper compared to the private or public schools

It is assumed that somewhat better teaching-learning facilities are available in private and divisional public schools as compared to the government schools

Considering the heavy amount of fee that they charge, the quality, standard of education and the facility they provide isn't satisfactory

In addition, these schools are producing a different and privileged social class of children, which has resulted in division of the society on different basis

### **Lesson No. 11**

## **HISTORY OF EDUCATION IN PAKISTAN**

### **TOPIC (75-80)**

#### **Topic 75**

#### **Post Independence**

Upon independence both India and Pakistan inherited the education system installed about a century ago by the British Empire

Upon independence both India and Pakistan inherited the education system installed about a century ago by the British Empire

The education system was founded upon the social, economic, cultural and political basis which were entirely different from those of the newly independent states

At the time of inception of Pakistan, about 90 percent of its population was illiterate

A soundly resourceful nation could educate this vast majority of people, however Pakistan, with its meager resources and a mere handful of institutions, could not meet the demand

Thus, the nation was and, unluckily, is still confronted with multiple problems like expanding the educational facilities to meet the needs of the ever-increasing school-age population and improving the prevailing quality of education being imparted in its schools, colleges and universities

#### **Solution to these Problems**

These problems demanded the provision of an adequate national system of education by amending and restructuring the existing system.

the insufficient availability of well-trained teachers, curriculum re-organization, re-orientation of teaching methods and the organization of adult education to eradicate mass illiteracy

## **Topic 76**

### **Indecisiveness about State Policies**

On the political frontier, the Pakistani nation shouldered an additional problem of establishing a state on the principles of Islam which were to be incorporated in its educational system

This was mainly because the aims and objectives of Islamic education are entirely different from those of the secular or liberal education

Ever since its independence, efforts have been made to bring about dynamic changes and to re-organize the education system in Pakistan

Unfortunately, all these efforts failed and for Pakistan, there is yet to be a full agreement on how we can precisely define an Islamic state and more importantly how education is to reflect its requirement

### **Confusion amongst the Educated Elite**

When Pakistan came into existence, its educated elite were indecisive about the direction of the state policies

They were confused about choosing the western system of education or adhering to the principles of Islam while laying the educational foundation of the newly born state

It became obvious by the way the western oriented elite was expressing their views that they were in a state of confusion regarding the disparity between the two divergent systems of education and also towards the need to establish a sound education system according to the demands and aspirations of the nation.

## **Topic 77**

### **First National Educational Conference**

The complexity of the problem of disparity between the two educational systems was apprehended by the founder of Pakistan, Muhammad Ali Jinnah and his government

Soon after the independence, during an informal social function, he asked the eminent educationists and members of the Constituent Assembly to formulate an effective education policy for the country

Jinnah said, *“Now that we have got our own state, it is up to you to establish a viable, productive and sound system of education suited to our needs. It should reflect our history and our national schemes. Never hesitate to come up to the government with ideas and suggestions. I am confident that they will receive earnest considerations.”*

*“Never hesitate to come up to the government with ideas and suggestions. I am confident that they will receive earnest considerations.”*

On 27th November, 1947, Mr. Fazal ur Rahman, Minister of Education, convened the first National Educational Conference

Prominent educationists, non-official members; representatives of the minorities and a British educationist attached to the missionary education institutes were called to attend the conference

The delegates of the conference discussed various issues in detail

However, they were not prepared for serious issues

Due to this the deliberations of the conference regarding the curriculum matters, medium of instruction and the role of regional and national languages in the overall policy of education did not come out in any solid and concrete form

### ***Consensus***

There was, however, a consensus among the participants of the conference about the ideological character of education system

### **Topic 78**

#### **Unresolved Issue of Islamic Orientation of Education**

The first National Educational Conference was the first conference which took place just after three months since the establishment of Pakistan

The members of this conference were given a fundamental and formidable task to perform

It was the pioneer formal effort to formulate an educational policy based on the Islamic ideology, a long-treasured desire and need of the society

If more efforts were put in by the delegates of the conference in shaping the future education policy of the newly emancipated state, it is possible that they might have come up with more concrete and conclusive resolutions

If more efforts were put in by the delegates of the conference in shaping the future education policy of the newly emancipated state, it is possible that they might have come up with more concrete and conclusive resolutions

## **Topic 79**

### **Educational Scenario in the 1950s and 1960s**

#### **First Five-Year Development Plan**

This plan was implanted from 1955-1960

In this five year plan the pivotal role of education was recognized for the improvement and expansion of national development but it failed to address the Islamic character of education

In 1956, the political instability led to the first military regime of General Ayub Khan

During this period, the primary and secondary curricula was revised and Islamic studies and religious education was given a lot of consideration

The Commission on National Education 1959 also stressed the need of re-orientation and reorganization of the existing education system so as to evolve a national system which would better reflect our spiritual, moral and cultural values

Character building and the pursuit of quality were highlighted as the main aims of education

Again, in the Second Five Year Development Plan (1960-1965), the supreme task of education was defined as to build the national character on strong foundations of faith

## Topic 80

### Bridging the Gap

#### The New Education Policy of 1969

Later in the late 1960s, the New Education Policy of 1969 emphasized the need of a change in the existing educational structure and, therefore, contained the proposals for a new policy

It aptly pointed out the necessity of restructuring the education system by minimizing the wide gap between the traditional Madrassah system and the general system of education in the light of national requirements

The existence of these two quite distinct systems of education was causing hindrance to promote a national consensus

Therefore, education was failing in playing its role properly in the promotion of national development

Taking into account this urgent and critical need of change, the main aim of the policy was to create a literate unified society and to impart a common set of cultural values based on the percepts of Islam

The Madrassahs were pledged to be integrated into the normal school system and it was decided that the latter would be reorganized by bringing them in line with the ideological demands

## Lesson No. 12

### **HISTORY OF REFORM POLICIES** **TOPICS (81-86)**

## Topic 81

### Development in the First Two Decades

Education in Pakistan underwent a number of reforms and policies throughout its history

#### First Five-Year Plan (1955-60)

In this plan the main emphasis was laid on the substantial improvement in the quality of education, expansion of infrastructure and opening new schools, especially in the backward areas

Primary education got special focus along with the improvement in teacher training, secondary and higher education

The education and training sector were allocated Rs. 581 million, constituting 6.2% of total plan's spending

Financial allocation for education during the 1st Five Year Plan

| Sub-sector                         | % of Expenditure |
|------------------------------------|------------------|
| Primary Education                  | 18               |
| Secondary Education                | 26.7             |
| Teacher Education                  | 6.6              |
| Technical Education                | 8.8              |
| College and Universities           | 28.1             |
| Scholarships                       | 0.9              |
| Scientific and Industrial Research | 9.1              |
| Social and Cultural Activities     | 1.8              |
| Total                              | 100              |

### **The Commission on National Education 1959**

In October 1956, the civil government was dismissed and Martial Law was imposed by General Muhammad Ayub Khan

This commission was formed in 1959 with a view to completely analyze the existing system and recommend some far reaching measures to rejuvenate it to meet the challenges of the changing times

Some of the important recommendations made by the commission were:

Making schooling compulsory and establishing new technical and commercial institutes

Providing scholarships to capable students

Re-vitalization of the examination system so that it could assess the abilities and achievements of the students and not their memory and data retention

Duration of 1st degree was recommended to be increased from 2 to 3 years

### **Second Five-Year Plan (1960-65)**

In this plan education was viewed as a productive activity and an investment in human resources for socio-economic development of a nation state

Certain growing points were identified at various levels of education and technical education especially at secondary and higher levels was paid particular attention

Financial allocation for education during the 2nd Five Year Plan

| Sub-sector                         | % of Expenditure |
|------------------------------------|------------------|
| Primary Education                  | 14.7             |
| Secondary Education                | 16.7             |
| Teacher Education                  | 4.7              |
| Technical Education                | 15.6             |
| College and Universities           | 23               |
| Scholarships                       | 10.8             |
| Scientific and Industrial Research | 6.8              |
| Social and Cultural Activities     | 3.6              |
| Miscellaneous                      | 4.1              |
| Total                              | 100              |

## Topic 82

### Development in the First Two Decades

#### Third Five Year Plan (1965-70)

Like the 2nd five-year plan, this plan too viewed education as national investment and a major determinant of the economic growth

This plan was prepared not only to keep pace with the progress but to also augment it

Originally, Rs. 3030 million were allocated for education but due to war of 1965 the amount was reduced to Rs. 2674 million

Financial allocation for education during the 3rd Five Year Plan:

| Sub-sector               | % of Expenditure |
|--------------------------|------------------|
| Primary Education        | 13.6             |
| Secondary Education      | 20.8             |
| Teacher Education        | 3.5              |
| Technical Education      | 26               |
| College and Universities | 19.3             |
| Scholarships             | 7.1              |
| Miscellaneous            | 9.7              |
| Total                    | 100              |

### The Education Policy 1969

In December 1966 the second Martial Law was imposed by General Yahya Khan

This Martial Law government set up a number of study groups to formulate a new education policy

These study groups consulted with parents, teachers and other cross-sections of the society and drafted a policy which offered various proposals

This policy aimed to use education as a force of national unification and recommended the integration of two separate education systems, madrasahs and contemporary public schools, which were operating side by side

#### ***Medium of Instruction***

The medium of instruction was also suggested to be Bengali in the East Pakistan and Urdu in the West Pakistan

The policy further called for:

More involvement of the students and teachers in the affairs of education

Changes in the management and functioning of private institutions

Removing the disparity between rural and urban education

Therefore, in 1st five year plan the focus was on primary education, colleges and universities and out of 581 million allocated to education only 400 million i.e. 69% of the proposed allocation was spent on education

In the 2nd five year plan the focus shifted to technical education along with colleges and universities

Only 64% of the allocated amount was spent on education

Whereas, in the 3rd five-year plan importance was given to secondary education and continual support for technical education

56% of the actual allocation was spent on education

### **Topic 83**

#### **Setting New Targets**

Despite scarce resources and a handful of institutions that Pakistan inherited in 1947, it still managed to make a considerable progress in terms of expanding educational opportunities at various levels

However, satisfactory progress couldn't be achieved due to unstable socio-political conditions, coupled with ineffective implementation of educational policies and plans

Pakistan in 1971, was once again involved in a political turmoil; almost similar to the one it faced in 1947

Therefore, there was an undeniable need to plan the education on realistic lines and to develop a sense of loyalty and national unity among the new generation

#### **The Fourth Five Year Plan (1970-75)**

This plan was designed within the major framework of New Education Policy of 1969

Rs. 3,665 million were allocated to the education sector

Main objectives of this policy were:

Creation of literate population

Improving the quality of education

Making optimum use of available resources

Removing the disparity in urban and rural education

Financial allocation for education  
during the 4th Five Year Plan

| Sub-sector               | % of Expenditure |
|--------------------------|------------------|
| Primary Education        | 14.6             |
| Secondary Education      | 18.4             |
| Teacher Education        | 4                |
| Technical Education      | 25.2             |
| College and Universities | 19.3             |
| Scholarships             | 7.3              |
| Miscellaneous            | 11.2             |
| Total                    | 100              |

### **The Education Policy (1972-80)**

This policy analyzed the education system as a whole and restructured it from top to bottom

Recommendations of the Education Policy were also made a part of this policy

#### ***Primary and Secondary Education***

Primary education was announced to be free and universal, at first up to class 10th and then to class 12th stepwise

The secondary education was proposed to be made compulsory up to 10th class by 1980

#### ***College and University Education***

Compared to primary and secondary education, college and university education made more progress in quantitative terms

New colleges were opened at almost each tehsil in Sindh and Punjab and comparatively fewer in NWFP and Balochistan

Facilities at university level were also expanded

Existing universities were strengthened and new universities were established with a view to provide the facilities of higher education to every part of the country

The number of universities in the decade of 1970 almost doubled

### ***Nationalization***

The hallmark of the policy and probably the only one that was wholly implemented was the nationalization of private institutions

A total of 78 colleges in Punjab and about 100 in Sindh were nationalized

However, this later on resulted in a decrease of the teachers' efficiency

### **Topic 84**

#### **Setting New Targets**

#### **The Education Policy 1979**

In 1977 another Martial Law was imposed by General Zia-ul-Haq

The new government was very concerned about the 'Islamic character' of the nation as a whole and that of education system in particular

It was observed by the government that the current education system of the country didn't reflect the basic values of Islam

Therefore, a National Education Conference was convened by the government in 1977

This conference led to the formation of Education Policy in 1979

The main objectives of this policy were:

Revision, modernization and Islamization of the curricula to bring it in conformity with the Islamic ideals

National language would be the medium of instruction

Nearly 13000 new primary schools would be opened specially in the rural areas

About 5000 madrasahs would be opened

Public examination at secondary level was to be conducted in national language Urdu by the year 1989

#### **The Fifth Five Year Plan (1978-83)**

Most of the proposals given in the Education Policy 1979 were implemented in this plan

A budget of Rs. 8.41 million was allocated for education sector in this plan

Financial allocation for education during the 5th Five Year Plan

| Sub-sector           | % of Expenditure |
|----------------------|------------------|
| Primary Education    | 24.5             |
| Secondary Education  | 33.9             |
| Teacher Education    | 4.5              |
| Technical Education  | 7.6              |
| College Education    | 8.5              |
| University Education | 5.7              |
| Scholarships         | 5.6              |
| Miscellaneous        | 9.7              |
| Total                | 100              |

### **The Sixth Five Year Plan (1983-88)**

The new plan depicted the upside-down state of educational priorities, the expansion of higher education at the cost of falling participation rates of the primary education

Various sub-sectors of education were given priority under this plan

Financial allocation for education during the 6th Five Year Plan

| Sub-sector                  | % of Expenditure |
|-----------------------------|------------------|
| Primary Education           | 35.3             |
| Secondary Education         | 20.8             |
| Teacher Education           | 1.5              |
| Technical Education         | 11.8             |
| College Education           | 6.5              |
| Scholarships                | 3.3              |
| Literacy and Mass Education | 3.8              |
| University Education        | 10.6             |
| Library system              | 2.3              |
| Miscellaneous Programmes    | 2.9              |
| Other Divisions             | 1.3              |
| Total                       | 100              |

### **The Seventh Five Year Plan (1988-93)**

In this plan the strategy was to increase the literacy rate through enhancement and spreading out of primary education as well as to encourage the private sector to play an active role

Financial allocation for education during the 7th Five Year Plan:

| Sub-sector                  | % of Expenditure |
|-----------------------------|------------------|
| Primary Education           | 43.8             |
| Secondary Education         | 28.3             |
| Teacher Education           | 1.3              |
| Technical Education         | 8.6              |
| College Education           | 2.7              |
| Scholarships                | 3.3              |
| Literacy and Mass Education | 1.3              |
| University Education        | 8.6              |
| Miscellaneous Programmes    | 2.1              |
| Total                       | 100              |

### **Topic 85**

### **Preparing for the New Millennium**

At the turn of the century, education in Pakistan stood at crossroads when the world was preparing to enter the new millennium

The seventh five-year plan envisioned that every child aged five years would have access to either a primary school or a comparable, but less comprehensive, mass school

Neither linear expansion nor the pace of qualitative improvement could meet the demands of time

- In 1990, the picture of Pakistan with regards to literacy rate, gender disparity and enrolment ratio looks very bleak
- Therefore, there was a dire need for an educational policy that would help in dealing with these challenges

### **National Education Policy 1992**

- This policy was another attempt to streamline the process of education
- It was made by assessing the future needs and demands of the country especially in primary education and adult literacy

### ***Primary Education and Literacy***

- It was recognized that in order to achieve universal primary education, reduce drop-out rates and fulfill the basic learning needs, compulsory and free primary education had to be ensured
- Educational foundations were established at provincial and federal levels to promote the participation of private sector in education
- Policy pledged to achieve 50% literacy rate by 1995 and 70% by 2002

**Women Education:** Recognizing the difficulties regarding this vital issue, it stressed on the increased access of females to general and vocational education through a wider spread of educational facilities

### **The Eighth Five Year Plan (1993-98)**

This plan was developed within the framework of *Social Action Program* which was initiated with the help of donor agencies

80% of the program finances were given by the government and 20% by the donor agencies

Financial allocation for education during the 8<sup>th</sup> Five Year Plan:

| <u>Sub-Sector</u>           | <u>% of Expenditures</u> |
|-----------------------------|--------------------------|
| Primary Education           | 47.3                     |
| Secondary Education         | 23.93                    |
| Teacher Education           | 4.9                      |
| Technical Education         | 3.55                     |
| College Education           | 3.63                     |
| Scholarships                | 2.03                     |
| Literacy and Mass Education | 2.53                     |
| University Education        | 5.94                     |
| Museums                     | 0.3                      |
| Miscellaneous               | 1                        |
| Education Foundation        | 4.63                     |
| Establishment Division      | 0.3                      |
| Total                       | 100                      |

#### **National Education Policy 1998-2010**

- The National Education Policy 1992 was revised in the form of National Education Policy 1998-2010
- It aimed to face the future challenges and fulfill the needs and demands of the country
- The Social Action Program Phase 1 was also extended in the form of Social Action Program Phase 2
- The policy pledged to raise literacy rate by 55% (the then current rate was 39%) during the first 5 years and by 70% by 2010

#### **Topic 86**

#### **Preparing for the New Millennium**

#### **Medium Term Development Framework (MTDF) 2005-2010**

From June 2004, the Planning Commission gave a new name to the Five-Year Plan i.e. Medium-Term Development Framework

The MTDF initiatives included:

- Free education up to secondary level
- Introduction of technological education as a core course at elementary level
- Up gradation of curricula
- Promotion of public-private partnerships
- An amount of 119.7 billion was embarked for the development of basic and college education for the MTDF 2005-10
- The private sector was also expected to invest 40 billion during that period

A separate amount of 99.2 billion was proposed for higher education

Financial allocation for education under MTDF 2005-10

| Sub-sector                    | % of Expenditure |
|-------------------------------|------------------|
| Elementary Education          | 7.6              |
| Secondary Education           | 5.6              |
| College Education             | 6.07             |
| University Education          | 37.08            |
| Technical Education           | 10.5             |
| Scholarships and Misc.        | 3.6              |
| Literacy Programs and Madaris | 7.7              |
| Research and Development      | 18.2             |

|         |     |
|---------|-----|
| Teacher | 3.4 |
| Total   | 100 |

### **National Education Policy 2009**

- The review process of National Education Policy 1998-2010 initiated in 2005
- It was believed that the previous policy failed to achieve its objectives and so the National Education Policy 2009 came into being

The new policy pledged to reflect upon the progress made, lessons learnt and to critically examine the setbacks which Pakistan has suffered from since the beginning and to chart a way forward

It was also observed in this policy that education system of a country should produce responsible and enlightened citizens to integrate Pakistan in the global framework of human-centered economic development

### ***Early Childhood Education (ECE)***

It was for the first time in Pakistan that the education policy gave special attention to this vital sector and recommended some measures to develop ECE on sound footings

### ***Elementary Education***

The policy hoped to focus on two critical and large problems being faced by the education sector of Pakistan

1. Low participation rate
2. Improving the quality of education

### ***Teacher Education***

- This policy realized the need of re-structuring the existing system by improving the quality of teachers

- The policy intervention areas are pre-service education and in-service teacher education programs

### ***Education in Emergencies***

- Special focus is given to introducing and enforcing provisions in the curriculum regarding issues like crisis and disaster management
- Plausible rehabilitation and disaster management plans need to be put in place to ensure early restoration of education services

### **Lesson No. 13**

## **QUALITY OF EDUCATION TOPICS (87-95)**

### **Topic 87**

#### **Kinds of Institutions**

The education system in Pakistan is rich and diverse. There are various kinds of institutions which are imparting education to the masses. Stated below are some of the institutions which will be discussed here:

1. Government institutions
2. Federal Government institutions
3. Madrasahs
4. Public sector institutions
5. Missionary schools
6. Garrison institutions
7. Local bodies
8. Private own institutions

### **Topic 88**

#### **Government Institutions**

These schools are the major educational institutions which are available throughout the country

This is a formal and recognized school system under the supervision of provincial governments, as the provision and administration of education is the subject of provinces in Pakistan

Each provincial government is responsible for the its schools

These schools are run by government through their employees

In more sparsely populated areas, the parents have only two choices, either to send their children to government schools or to religious educational institutes called “madrasahs”

In government school’s education is free of coast and students are provided with textbooks

## **Topic 89**

### **Government Institutions**

#### ***Medium of Instruction***

Previously, Urdu was the medium of instruction in all of these institutions

However, in March of 2009 the Punjab government made a decision to make English the medium of instruction in these institutes with effect from Aril 2011

According to this decision science, mathematics and computer subjects from grade 1 were decided to be taught in English language

In order to implement this, change a number of teachers’ training programs were put into place

However, this decision was met by a lot of resistance, majorly by the teachers who didn’t have strong hold on the English language

#### ***Revision of the Decision***

Later on, in February of 2014 the provincial government decided to revert its decision to implement English as the medium of instruction in public schools from Grade 1

Amidst pressure by teachers, the Punjab government announced that after reviewing the decision and learning outcomes, it has decided to switch the medium of instruction back to Urdu for teaching till Grade 3

Teachers in the Punjab have welcomed this decision, but with reservations as, they believe that the government should make Urdu the medium of instruction till Grade 5

To improve the quality of education, the government is trying to involve parents in the affairs of schools by establishing school councils

However, these school councils aren't fully functional especially in the rural areas, as majority of the parents are illiterate and cannot perform their roles effectively

## **Topic 90**

### **Federal Government's Institutions**

In the federally administered areas, the provision of education is the responsibility of the federal government

These institutions are majorly set up in the federal capital Islamabad, Northern Areas and FATA

However, these federal institutes have also been established by the Federal Government in some other areas of the country where substantial number of federal employees are posted

#### ***Recruitment of Staff***

The teachers and administrators in these institutions are recruited by the federal government

The federal Education Service has no link altogether with the Provincial Education Service

## **Topic 91**

### **Garrison Institutions**

As evident from the name, these institutions are set out only in the garrison areas

These institutions are under the supervision and control of armed forces

#### ***Types of Garrison Institutions***

1. Army schools and colleges which are run by Pakistan Army
2. Fazaya schools and colleges which are run by Pakistan Air Force
3. 3. Navy schools and colleges which are run by Pakistan Navy

### ***Medium of Instruction***

English is the medium of instruction in garrison institutions

All these institutions work under the federal government and do not necessarily follow the national curriculum

### **Topic 92**

#### **Cadet Schools and Colleges**

Cadet schools and colleges are located in some cities of Pakistan such as; Hasan Abdal, Murree and Kohat

These institutions provide education and training for military purposes

### ***Age of Admission***

The schools admit children at the age of 13+ years and prepare them for recruitment in army, navy and air force

These schools and colleges are under the control of General Headquarter

Recently, a good number of these institutions have been established in remote areas of Khyber Pukhtunkhwa, Balochistan and Sindh

### ***Skepticism towards these Institutions***

There are some sections of the society which are highly skeptical about these institutions as heavy expenditure is spent in establishing these schools which cater to the needs of only few individuals of elite class

### **Topic 93**

#### **Local Bodies' Institutions**

Local institutions mean sub-units at the public level to which the government gives some authorities so that they may be able to solve the local problems with the local resources

These institutions are established by the municipal corporations' i.e. local bodies in urban areas

Normally these schools are set-up in those areas where Government institutions are not available

### ***Recruitment of Staff***

The recruitment of staff and administration of these schools is totally under the control of local bodies

After the implementation of Devolution Plan 2002, these schools have been shifted to district budget however, the staff is still being treated under the local bodies' rules and regulations

### ***Medium of Instruction***

Medium of instruction in these schools is Urdu

## **Topic 94**

### **Daanish Schools**

The government of Punjab decided in 2009 to establish Daanish Schools

This is an innovative education project

### ***Initiative***

These schools have been established on the initiative of Chief Minister of Punjab, Shehbaz Shareef

Presently, there are about 5,216 students studying in 14 Daanish schools

Out of these 14 schools 7 are for boys and 7 for girls

These schools have been established in selected areas of the province

### ***Purpose of Daanish Schools***

These schools were decided to be built in the poor areas of the province providing quality education on the pattern of elite schools to the poor strata of the society

### ***The Daanish School Act***

The school administration is run on an act uniquely established for these schools called *The Daanish School Act*

### ***Locations***

Daanish schools are located at:

- Rahim Yar Khan
- Hasilpur
- Chistian
- Mianwali and
- Mankera

## Topic 95

### Private Institutions

Private Institutions

- Private institutions were nationalized in 1972
- This brought an end to the era of teacher's exploitation

However, at the same time this resulted in the complete bureaucratization of the educational process

But in 1977, the private sector was again allowed to establish its schools and to contribute in educating the younger generation

Unfortunately, majority of these institutes today are being run only to earn profits and disregard the need of maintaining high educational standards

### ***Duality in the Education System***

Only the privileged sections of the society can have this superior kind of education for their children

This ensures a place for them in the higher educational institutions, industries and businesses

### ***Consequences***

- This duality in education system has maintained and accentuated the profound social inequalities
- It is also creating hindrances in gaining access to education and high status

### *Establishment of Private Universities*

- Previously, private sector was educating children only up to secondary or higher secondary level
- However, in 1983 a charter was given to the private sector to establish universities

As a result of this charter a number of private universities have been established in the country

### **Lesson No. 14**

### **QUALITY OF EDUCATION TOPICS (96-100)**

#### **Topic 96**

#### **Private Elite and Non-Elite Institutions**

##### ***Private Elite Institutes***

Private elite English medium schools are extremely expensive and fewer in number

These are providing education for the children of a small elite section of the population

- These institutes are run by private owners
- The provincial or federal governments have no control over the management, finance or even the curricula of these institutions
- These private owners are free in choosing their curricula, selection of books, and appointment of staff

##### ***Private Non-Elite Institutes***

- There has been a mushroom growth of non-elite private schools in the recent years

##### ***Fee Structure***

- These institutes charge modest fee
- These schools also vary from place to place in the amount of fee they charge

- As compared to the government and public sector schools these institutes charge quite high amounts of fees

### ***Medium of Instruction***

- These schools claim to impart English medium education
- Both rural and urban areas are served by the government and private non-elite schools
- The staff in these non-elite private schools is usually untrained and under qualified

## **Topic 97**

### **Missionary Schools**

As obvious from the name these schools have been established by missionary organizations, mostly by the European Christians

Majority of these institutions were established before partition of subcontinent under the British rule

### ***Agha Khan Foundation***

It's a body of Shiates Muslims and has developed its own schools especially in Karachi and in the Northern cities of Pakistan

### ***Christian Missionary Schools***

These schools are mostly located in major cities of Pakistan

### ***Problem with Missionary Schools***

Problem with these schools, especially European missionary schools, is that they reflect Christian ideology which is a slight deviation from Islamic norms in the society though it inculcates tolerance and secularism

## **Topic 98**

### **Madrasahs**

These are the religious institutions and continuity of a very old traditional education system of the country, established centuries ago

- These institutions offer an Islamic oriented education, usually free of cost
- Food and accommodation is also provided to the students therefore, madrasahs appear attractive to poor parents

### ***Medium of Instruction***

- These religious institutions used to provide education in Arabic, Persian, and Islamic theology through the medium of Urdu and Arabic

### ***Recognition by HEC***

- The Higher Education Commission has recognized degrees awarded by these institutions equal to M.A. and now these people can get jobs in the Government Services

### ***Problems after 9/11***

- These religious institutes have come under scrutiny, particularly after 9/11 during Musharraf government
- There has been a lot of propaganda against madrasahs, that these are promoting extremism and have grown to a number out of proportion
- Fact of the matter is that these institutions are playing a tremendous role in providing literacy and education to the poor strata of the society, particularly in rural areas where government has failed to provide any educational opportunities

### ***Madrassah Reform Act, 2002***

- Under the pressure of the secular forces and western media, Musharraf government announced the Madrassah Reform Act, 2002

### ***Purpose of the Madrassah Reform Act***

- This plan was announced to regularize, modernize and integrate madrasahs in the mainstream education

- In response, the government is trying to include economics, everyday science and English in the curricula of these institutions
- However, results are yet to be achieved

### ***Medium of Instruction***

- The medium of instruction employed by these institutes is predominantly Urdu

### **Topic:99**

#### **Higher Education**

Higher Education is generally recognized as education beyond 12 years of schooling

Starting with a population of about 35 million in 1947, the estimated population of Pakistan in 2012 was around 180 million

Out of this 180 million, the rough estimate of the university going cohort (ages 18 to 25) is estimated to be around 25 million

The enrolment in the higher education sector in Pakistan is barely 6% from the above mentioned 25 million people

However, efforts are being made by the government and HEC to increase the enrollment of both men and women in the higher education

### **Topic 100**

#### **Higher Education Commission**

The Higher Education Commission of Pakistan is an independent, autonomous and constitutionally established institute of primary funding

HEC was founded in 2002 when it replaced the University Grants Commissions by a constitutional amendment

Previously, the universities were accredited by the UGC established in 1947

### ***Responsibilities of HEC***

Under new and revised reforms, the HEC is made responsible for:

- Formulating higher education policies
- Quality assurance to meet the international standards
- Providing accrediting academic degrees
- Development of new institutions, and
- Uplifting of existing institutions in Pakistan

The HEC also facilitated the development of higher educational system in the country with main purpose of upgrading the universities and colleges in the country to be focal point of the high learning of education, research, and development

HEC is also offering professional development courses for teachers to broaden their horizons

### ***Scholarship Programs***

A number of scholarship programs have been launched by HEC for students

During the period of 2008-14, a total of 10,376 scholarships were awarded under different programs of HEC

## **Lesson No. 15**

### **QUALITY OF EDUCATION TOPICS (101-105)**

#### **Topic 101**

##### **Degree Colleges**

Undergraduate education (given at degree colleges) is an education level taken in order to gain one's first tertiary degree (except for an associate's degree)

Undergraduate education is post-secondary education up to the level of a bachelor's degree

In Pakistan the graduation system is classified into two categories:

1. Undergraduate (UG) systems

## 2. Postgraduate (PG) systems

The undergraduate system takes two or four years to complete the degree

The two-year undergraduate programs are mostly in the fields of arts, humanities, science etc.

Whereas, the four-year programs are mostly in the fields of technology, engineering, pharmaceutical, sciences, agriculture etc.

However, for medicine, law and architecture, the completion period is five years

### ***Statistics about Degree Colleges***

According to Pakistan Education Statistics 2011-2012:

In Pakistan there are 1,397-degree colleges in total

Out of these 1,283 are in public sector, whereas 114 are in private sector

### ***Total Enrolment***

- Total enrolment at degree college stage i.e. in grades 13 and 14, is 0.523 million
- Out of these, 0.488 million are completing their degrees from public sector, whereas, rest of the 0.035 million students are in private sector

Enrollment in Degree Colleges by Sector: Public sector = 93%; Private sector = 7%

### ***Total Enrollment by Gender***

The total males' enrolment at degree college stage is 0.303 million, whereas, the female's enrolment is 0.220 million

### ***Percentage Distribution of Degree Colleges' Enrolment by Gender***

- Males = 58%
- Females = 42%

## **Topic 102**

### **Universities**

A university is an institution of higher education and research which grants academic degrees in a variety of subjects

Traditionally, at this stage of education grades 15 and 16 are offered

However, now universities are also offering grades 13 to 16 classes for completion of a four years bachelor's degree and grade 17 and 18 classes for completion of MS/M.Phil degree

University education is more than the next level in the learning process; it is a critical component of human development worldwide

It provides not only the high-level skills necessary for every labor market but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and a myriad of other personnel

It is these trained individuals who develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies

### ***Total Number of Universities***

According to the Pakistan Education Statistics (2011-2012) there are total 139 universities providing their services in both public and private sector of education

Out of these universities 79 are working under umbrella of public sector, whereas 60 are working under the supervision of private sector

### ***Distribution of Universities by Sector***

Public sector = 57%; Private sector = 43%

### ***PhD and M.Phil. Degrees***

- Limited facilities for PhD studies are also available in some departments of the universities
- These programs usually take 4-5 years to complete
- Now some universities have also started regular two-year courses of M.Phil. in different disciplines of social and natural sciences

## Topic 103

### Public and Private Sector Universities

#### *Public Universities*

Universities that are predominantly funded by public such as; through a national or subnational government are known as public universities

#### *Private Universities*

These are the universities which are not operated by governments, although many receive tax breaks, public student loans, and grants

#### *Total Enrollment in Universities*

According to Pakistan Education Statistics (2011-2012), the total enrolment in the universities, i.e., at post graduate stage is 1.319 million

#### *Enrollment in Public and Private Sector*

Out of this enrolment 1.130 million students are enrolled in public universities, whereas, 0.189 million students are studying in private universities

#### *Distribution of Students' Enrollment in Universities by Sector*

Public sector = 86%; Private sector = 14%

#### *Total Enrollment by Gender*

The total male enrolment in the universities is 0.677 million, whereas, the female enrolment is 0.642 million

Distribution of Enrollment in Universities by Gender: Males = 51%; Females = 49%

#### *Number of Teachers*

- Pakistan Education Statistics (2011-2012) further showed the total number of teachers in the universities to be 70,053
- Out of these 54,837 are in public and 15,216 are in private sector

### *Distribution of University Teachers by Sector*

- Public sector = 78%
- Private sector = 22%

### **Topic 104**

#### **Quality of Education**

Education empowers the individuals by providing basic information, skills and cognitive abilities to analyze the situation defend their rights and improve health status

It further enables a person to make informed decisions and choices which affect their political, social and economic life

The reason for low quality of life of all the individuals and societies may not completely be attributed to illiteracy and lack of basic mathematical knowledge

However, basic literacy and innumeracy are considered crucial parts of individual development and their participation in social and economic life

Without optimum rate of education and literacy, the real potential of individuals and societies can't be realized

At the societal level education produces skilled labor which plays an important role in putting the society on the path of economic development in an era where economies largely depend upon the knowledge, skill and scientific literacy of the individuals

### **Topic 105**

#### **Quality of Education in Pakistan**

Pakistan is one of those countries of the world where the highest number of illiterates are concentrated

Democratic institutions and values can hardly flourish in a society where half of the adult population is illiterate and most of the voters can't access information and read a newspaper

The situation is particularly alarming for women and those living in the rural areas

All the educational activities revolve around the employment opportunities inside the country or abroad

The commonly held belief in Pakistan is that, notwithstanding the increase in the number of institutions and teachers, the education system of Pakistan has completely collapsed

### *Reasons for Collapse of Education System*

Firstly, the government isn't investing enough resources given the increase in population and therefore, in the demand for education

- Funds earmarked for education are not being used accordingly
- Secondly, the teachers are not able to impart quality education

Thirdly, the society is indifferent to intellectual pursuits and is interested in education only as a screening for the limited job opportunities

Another Dilemma in Pakistani Education System

The enrollment of students in various fields of education is not based on the manpower planning; instead it is left to the choice of students themselves

- The majority of students at secondary and higher secondary levels opt for better and more secure professions
- Whereas, the ones left behind go for basic sciences

## Lesson No. 16

### QUALITY OF EDUCATION TOPICS (106-112)

#### Topic 106

#### Quality of Education: Retention/ Dropout Rate

One of the issues confronting the education system of Pakistan is a high dropout rate of children at different levels of education along with the low enrollment rate in the early years of schooling

It has been noted that as compared to boys, the dropout rate for girls is comparatively low in schools

However, it has to be kept in mind here that overall, a smaller number of girls get enrolled at each level of schooling as compared to boys

#### ***Reasons for High Drop-out Rate***

There are a number of reasons for high drop-out rates, such as:

1. Economic conditions
2. Unavailability of schools

The rural-urban divide also creates disparity in the enrolment rates where people living in distant and poor rural areas do not have access to educational institutions

Research shows that number of students appearing in the HSSC are almost half of those who appear in SSC examination, showing almost 50% dropout rate between secondary and higher secondary stage

Furthermore, most students opt for science subjects at the secondary school level and from among these, majority are boys

### ***Rectifying the Situation***

Therefore, there is a need for more equitable distribution of educational opportunities between rural and urban areas as well as between genders

Today, the demand for skilled and technical manpower is ever increasing but the educational bureaucracy has failed to manage and meet the demands

Hence, there is a need for the educational system of the country to try and capitalize on the abilities of the students to help them become more productive for themselves and for the country

### **Topic 107**

#### **Quality of Education: Quality of Teachers**

There is a lack of evidence-based policy for teacher education in a context where our commitment is to provide Universal Primary Education (UPE) which puts high demand for training of new teachers

There is a widespread dissatisfaction regarding:

- Level of competence and achievements among newly trained teachers
- The slow pace of change in teaching methods, and
- Lack of research-based insights into processes and practices of teacher education

### ***Research Findings***

Research shows that at school level a high percentage of teachers do not possess adequate qualifications, especially at the secondary level

### ***Current Education Requirement for Teachers' Recruitment***

Presently, a BA/B.Ed. is required for the teachers to teach at secondary level

However, this requirement needs to be increased to at least MA/MSc level of education in order to ensure better quality of teaching

In addition, it has also been observed that a large number of teachers who are teaching science subjects and English language to students aren't qualified enough in these courses

- In fact, some of these teachers have never studied these courses themselves at the SSC level
- This is particularly the case in middle schools where science education is a compulsory component of the scheme of studies

### ***Low Teacher-Student Ratio***

Another significant problem in the secondary schools is the very low teacher-student ratio which is affecting the quality of education and increasing the drop-out rate of students

There is a need to ensure that the quantitative expansion is in line with the qualitative expansion and that more well-trained teachers are appointed to meet the requirements of education at school, college and university level

In all the provinces of Pakistan, there is a well-established infrastructure for providing in-service education to teachers

Education Extension Centers, Directorate of Staff Development as well as other provincial bodies and the Federal Ministry of Education hold regular in-service training courses for teachers of various levels

But despite all these efforts, the in-service training programs are not proving effective and fruitful in managing professional growth of the teachers

## **Topic 108**

### **Quality of Education: The Nature of Curriculum**

The basic purpose of curriculum is to meet the national aims and objectives of education which are based on the ideology of Pakistan

Hence, the objective model of curriculum is followed which has four essential components in it, which are:

1. Aims and objectives
2. Selection of content
3. Assessment and
4. Provision of learning experience

### ***The Nature of Curriculum***

For developing a balanced curriculum, all these aspects should be kept in harmony with each other

- However, this is not the case in Pakistan as, the assessment component dominates and controls the other three aspects

- This creates an imbalance which has far-reaching implications for overall education system

The students are not driven by their need to have knowledge and learning experiences rather, their focus is on passing their exams and getting good grades

Even teachers have become victims of this vicious cycle

Teaching methodology and approaches employed by teachers focus on preparing their students for examination, rather than focusing on achieving aims defined by curriculum

### ***Problems with the Process of Curriculum Development in Pakistan***

1. Lack of communication between different stakeholders such as; school teachers and college lecturers and between university professors and college teachers
2. Second major problem arises at the time of curriculum revision as, the revision process is not carried out with proper planning and micro-testing

The personnel involved in the revision process aren't aware of the causes of failure or otherwise of the existing curricula and the reasons to change it

At present, there is a two-tiered system in Pakistan where the students from elite class follow the "O" and "A" levels curricula instead of the national curriculum

- The national curriculum is considered of low quality
- This has marginalized the government school students in the job market

Efforts are now being made to achieve compatibility between the objectives and final outcome of the prescribed curricula but a lot of work still needs to be done

### **Topic 109**

#### **Quality of Education: The Examination System**

The examination or assessment system and the way that it is conducted has a great impact on the nature, implementation and success of curriculum

Assessment is the way of judging and assuring whether and to what extent the aims of national education and objectives of a particular subject are being achieved

Assessment in education must, first and foremost, serve the purpose of learning

Education is concerned with the development of a wide range of knowledge and understanding, skills and attitudes, and it is necessary to incorporate all of these elements into the assessment scheme

Disappointingly, in Pakistan, the examinations are conducted in totally different and opposite philosophical perspectives

Instead of assessing that what students have attained during the learning process, attempts are made to know what they have not gained and understood

Over-emphasis on examinations and placing students into divisions and grades has in fact overshadowed the objectives of education

Consequently, instead of serving as a tool, the evaluation of student's performance and passing an examination has become an end in itself

Examination results have become visas for entry into professional colleges and acquisition of lucrative jobs

Externalization of examinations has pushed students, parents and even teachers to penetrate into the examining bodies and exercise an influence for obtaining higher marks by any means possible

There is a need to devise the content of examinations in such a way that they are curriculum led, instead of the curriculum being led by them

### **Topic 110**

#### **Quality of Education: The Language Issue**

Education is concerned with the personal understanding of an individual

In order to learn and use ideas, pupils need to be able to receive information and communicate ideas with others

Obviously, the communicative skills need a competence on part of an individual to understand and use the language

In Pakistan, English has been a compulsory component of curriculum from grade 6th onwards

However, in 2014 a decision was taken by the government to make English the medium of instruction from 3rd grade onwards, at least for the subjects of mathematics and science

By introduction of English as a medium of instruction, the learners have two-fold demand to face:

1. To comprehend English language as a medium of instruction, and
2. Understand the content of core subjects like science and mathematics

The rationale suggested for making English the medium of instruction is that it is not easy to obtain white collar job in either the private or public sectors without minimum level of proficiency in English

### ***Three Major Weaknesses of Language Policy***

1. The knowledge and understanding of subjects like science is not linked to any particular language as, the understanding in such subjects develops through active participation of an individual

2. It is very difficult for a student or child to master a foreign language

This is especially true in case of students who don't have an English language environment and who's teachers don't have the required command on the language

3. The vocabulary of the language is a problem even in the English-speaking societies

In Pakistan, majority of science students come from rural backgrounds and their vocabulary is already limited in national language which at times becomes their second language

- For such students, English is a third language
- The problems posed by a foreign language to these socio-economically low-class students are more than obvious

Since independence, the successive governments have tried to adopt a uniform education policy regarding language

- However, disappointingly every government brings in their own policy without paying any heed to the aspirations of the public

The ultimate result is that they fail to stick to one policy regarding education

### **Topic 111**

#### **Challenges of Education in Punjab: Defining the Challenge**

Improving the quality of public sector education and increasing its coverage is a complex challenge in Pakistan

This is mainly because of the very large number of schools, inherently diverse requirements of various levels and types of education, low levels of investment and weak accountability mechanisms

Despite significant enlargement of the school network in recent decades, Punjab continues to lag behind national and global targets in providing quality education to its children

32% children of school-going age are currently out of school and 41% of the total population cannot read or write (Punjab Bureau of Statistics 2011)

At the current rate of progress, Punjab is estimated to take until 2041 to provide its children their constitutionally guaranteed right of primary education (Pakistan Education Task Force 2010)

- Poor quality of education is also a serious concern

- Numerous studies have noted that an average student in Grade 3 struggles to perform simple tasks that students in Grade 1 are supposed to have mastered

### ***Two Major Challenges***

Following are 2 major challenges currently being faced by Punjab:

1. Bringing the remaining 32% of its children to (public or private) schools; and
2. Addressing the learning deficiency of enrolled children

### ***Dealing with these Challenges***

Meeting these challenges will require a coherent and comprehensive strategy addressing two sets of issues

The first includes issues like medium of instruction, curriculum, text books, assessment, capacity building and regulation of private schools

The second includes performance management, incentives, dispute resolution, monitoring and evaluation, resource allocation and utilization – i.e. issues that can be placed under the rubric of governance

### **Topic 112**

#### **Challenges of Education in Punjab: Quality of Education**

One of the most critical challenges Pakistan faces today is the need to improve and expand its education system

With important political and demographic changes taking place, greater devolution and strengthened democracy, this is an opportune moment to build a better system

Advanced indicators, such as the completion rate, learning outcomes and citizen satisfaction started to figure prominently in the discourse on primary education

### ***Findings of Surveys***

National surveys like the Annual Status of Education Report (ASER) and the Learning and Educational Achievement in Pakistan Schools (LEAPS) directly emanated from this interest and, in turn, contributed to put spotlight on quality of education

They helped establish the inappropriateness of assuming that increased enrolment was the same as increased education

### ***Example***

ASER report (SAFED 2012) noted through their survey that only 68% children in grade 1 were able to read or write simple words, 49% children in grade 2 could read simple sentences and 58% children in grade 3 could read simple stories in Urdu

Expectedly, the situation was worse with English words and sentences, which only 53% and 46% children could read in grades 2 and 3 respectively

Only 41% children in grade 2 could do simple subtraction and only 43% in grade 3 could do simple division

Therefore, not only does the purpose of education have to be defined beyond what has been left over from colonial administrative objectives, but a much greater effort has to be invested in developing the skills and talents of the majority of the population

### Lesson No. 17

## CHALLENGES OF EDUCATION IN PUNJAB TOPICS (113-118)

### Topic: 113

#### Challenges of Education in Punjab: Insufficient Teaching Efforts

Insufficient teaching efforts are partly the reason for poor learning outcomes of the students

Several reports have documented that absenteeism in government school teachers is higher than in private school teachers

SAFED (2012: 2011) found 85% teachers present in government schools on the day of the survey, as against 90% in private schools

It has further been observed that government teachers are better paid, are more qualified and are more experienced than private school teachers, yet the latter outperform the former when it comes to learning outcomes, which are demonstrably better in private schools

It has been argued that this is primarily due to different teaching efforts, which in turn can be attributed to different accountability frameworks in which teachers in public and private sectors operate

Further argument has been given that teachers in the public sector operate in a loose accountability framework, where they are subject to oversight only by their bureaucratic and/or political bosses

Given the unionization of teaching cadres and the active socio-political role played by the teacher at the local level, it is virtually impossible to hold government teachers accountable for their consistent failure in achieving learning outcomes produced by their peers in the private sector in similar settings at a much lower cost

#### *Student-teacher Ratio*

- The student-teacher ratio is also high especially in rural areas
- The national average is 27:1, but the ratio is suspected to be higher in rural districts, as teachers tend to cluster in urban centers

#### Example

- According to a study conducted in 2008, the number of students per teacher in girls' and boys' primary schools of district Lodhran was 35 and 68 respectively
- For middle schools the ratio for girls and boys was 38 and 63 respectively, and
- For high schools this ratio was 70 and 40 respectively

### Topic 114

#### **Challenges of Education in Punjab: Infrastructure Deficit**

- Teacher absenteeism and poor teaching efforts are only part of the problem
- An acute infrastructure deficit must also be taken into consideration when talking about poor quality of teaching in government schools in the province

#### ***Infrastructure***

More than 25% schools do not have a toilet at all, and for the rest, the average comes to about 74 children per toilet

Since janitorial staff is not posted in most schools, toilets – when they exist – are not cleaned regularly (or worse still are cleaned by children)

- 40% schools do not have desks, so students sit on floor or mats
- One third schools do not have electricity and 56% do not have fans

Consequently, students (and teachers) have to do without fans in temperatures that exceed 45 degree Celsius in summers in most places in Punjab

33% schools do not have a boundary wall and only 16% have a library

Computer labs have been recently set up in high schools, but most labs are non-functional due to absence of computer teachers or because of operational reasons

### Topic 115

#### **Challenges of Education in Punjab: Enabling Role of Good Infrastructure**

The usual response to a discussion that highlights the facility deficit in government schools is cynical.

### *Common Arguments in Defense of Infrastructure Deficit*

1. A focus on school facilities is unwarranted, as several innovative pilots in developing countries have improved learning outcomes without any substantial investment in infrastructure
2. The real issue is to improve expenditure efficiency, as a significant portion of public funds currently allocated for public sector education is stolen or wasted
3. The government does not have enough funds, so local communities and non-governmental organizations should contribute resources to improve and maintain infrastructure and to provide additional teachers
4. These are different shades of the same argument, which emanates from a deep-rooted policy bias against allocating resources for the education of the poor and the voiceless
5. However, there is a dire need for the Punjab Government to allocate substantial additional resources to improve facilities in public sector schools in the province

Some of the reasons for this emphasis are:

- Good school infrastructure and adequate number of high-quality teachers have a definite enabling role in providing quality education

### *Example*

- Lesson planning is considered an important component of teaching, but a teacher can plan her lessons only if she has sufficient time during school hours to do so
- A teacher also needs a play area to use sports as a key component of curriculum delivery
- Furthermore, if students are going to be ultimately evaluated, inter alia, on their ability to read various types of texts, either parents or the (provincial/district) government must make variety of books available to students in sufficient numbers so that they can practice their reading skills
- If Information Communication Technology (ICT) is to be integrated into our curriculum, at least a few functional computers will have to be provided to every schools (and a space to house them) so that students are familiar with basic operations from an early age
- Second, good school infrastructure and facilities contribute to making schools a fun place, so that students come to the school willingly
- For these reasons it is considered absolutely essential that school infrastructure is improved and that government schools are provided with basic facilities

**Topic 116****Challenges of Education in Punjab: Need for Increased Investment**

Pakistan's expenditure on education as a proportion of its Gross Domestic Product (GDP) has been declining during the past few years and is substantially less than other countries in the region

- In 2009-10, Pakistan's allocation for education was 2.1% of GDP (Ministry of Finance 2010) and 9.9% of total government expenditure
- This allocation was 2.8% in 1987-88
- Only 11 other countries in the world spend 2% of their GDP or less on education
- The Pakistan Education Task Force (2010) estimated that Pakistan must spend at least 4% of its GDP on education to achieve educational Millennium Development Goals
- The total public sector budgetary allocation for education in Punjab – including for federal educational institutions located in the province as well as for tertiary and vocational institutes – was Rs. 160,209 million in 2009-10
- As per UNESCO (2010) estimates, approximately 78% of this allocation goes to school education, which brings total school allocation in Punjab down to Rs. 124,963 (US\$ 1,382) million
- According to census estimates, the number of children in the 5-14 years cohort is approximately 25.8 million
- The total public sector spending per child, therefore, comes to a meagre Rs. 4,843 (US\$ 54) per annum, which by any standard is dismally low if the objective is to provide quality education to poor and lower middle-class families whose children still enroll in a nearby government school
- Therefore, there is a dire need for the budgetary allocations to be increased
- The size of the increase will be a function of the benchmarks that the Punjab Government defines for its primary, middle and high schools separately

**Topic 117****State of Education: State of Education in Punjab**

Compared to the other provinces, Punjab has the highest participation rates among school-age children

There are currently about 60,000 government schools and 35,000 private schools in Punjab, spread across 36 districts

Government schools are administered at the district level, and districts are further subdivided into tehsils and clusters

One education district officer per district provides the main administrative link to the provincial government and plays a key leadership role in the delivery of education

Education district officers are assisted by two or more assistant education officers

Punjab's elaborate education administrative structure, however, has produced poor outcomes

Low enrollment rates (reflecting children who have never attended school as well as early dropouts), low levels of learning in schools, inadequate access to schooling for girls, and poor transition to middle and higher levels of education are of particular concern

Moreover, the poorest households and southern districts show the least numbers of children enrolled

### **Topic 118**

#### **State of Education: Absence of Census Data**

In case of enrollment rates of students, there is a serious lack of census data

The absence of census data makes estimating net enrollment rates (NERs) especially problematic

This is because data on the total number of school age children in the country and in the provinces are based on projections that vary by source

Moreover, the incidence of overage and underage children as well as repeaters reduces the accuracy of calculating NERs

The large number of children in katchi or pre-primary classes should also be taken into account since many five- and six-year-olds attend pre-primary classes

Also, in case of rural areas the delayed entry into primary school is fairly common

Therefore, due to all these reasons there is a general lack of census data

## Lesson No. 18

**STATE OF EDUCATION  
TOPICS (119-124)****Topic 119****State of Education: NER Estimates**

NERs measure the number of age-appropriate children in school as a proportion of school-age children for a particular level

**Age Groups for NER Calculation**

- Primary and katchi (4-9 years)
- Middle School (10-13 years)
- High School 13-15 years
- According to Pakistan Bureau of Statistics (2011) substantial overlap in the data regarding primary and katchi age groups is expected
- Data for middle and high schools shows specific age groups corresponding to grades 6–8 and grades 9 and 10, respectively
- The data indicates that children in middle and high schools tend to be in older age groups within the categories used to calculate NERs
- A higher proportion of middle school children fall in the older age groups, so children older than 9 years are expected to be in primary school but are not included in net enrollment calculations
- Children older than 15 years are also enrolled at matriculation level or in high school, although this is not reflected in the NER data
- Although net enrollments do not capture accurate levels of school participation, the data indicate substantial differences between urban and rural and male and female enrollments
- Findings from Pakistan Bureau of Statistics (2011)
- In primary and katchi age group the total enrollment in rural areas of Punjab for males and females was calculated to be 67 and 61 respectively while, in urban areas it was 80 and 77
- This difference increases in middle and high schools with 55 enrollments for males and 46 for females in rural areas in middle schools and 75 males and 85 females in urban areas

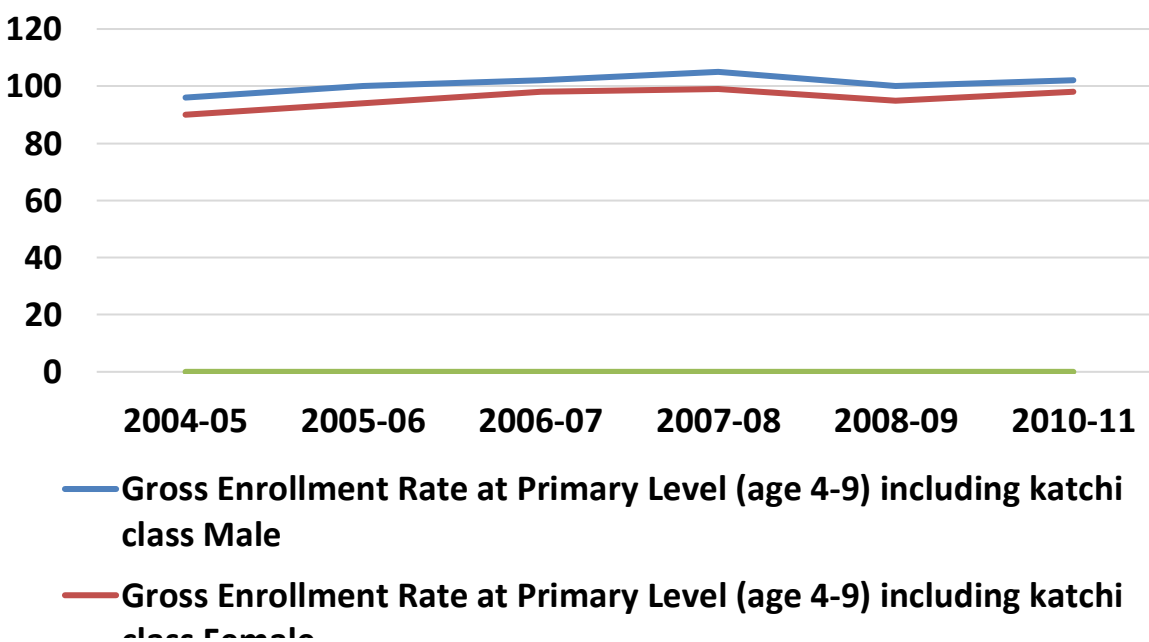
- In case of high schools, the number was calculated to be 32 for males and 30 for females in rural areas whereas, in urban areas the number for males and females was 49 and 63 respectively
- There are sharp drops in overall enrollments at the high school level, but girls who make it beyond middle school tend to drop out less than boys at the high school level, especially in urban areas

### Topic 120

#### State of Education: Trends in School Participation

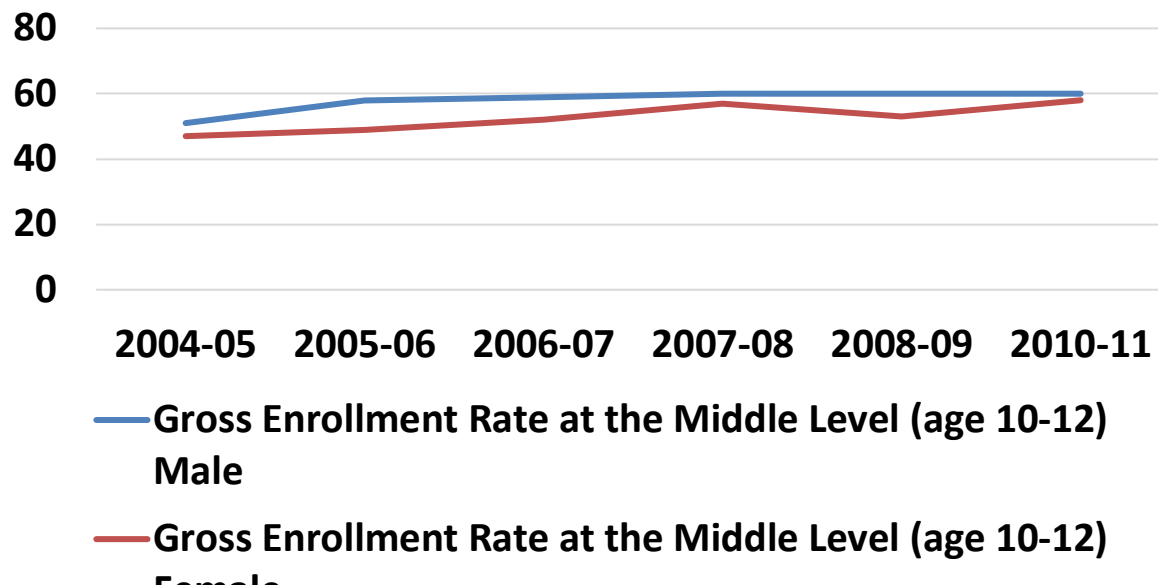
The following figures will help in understanding the trends in school participation from 2004- 2011, since the introduction of major education reforms in 2003 in Punjab

**Figure 1: Primary school gross enrollments, 2010/11**



It is evident from the chart given above that primary enrollments rose from 2004/05 to 2007/08, after which they declined with only modest improvements up to 2011

**Figure 2: Middle school gross enrollments, 2010/11**



- Boys' middle school enrollments remained fairly stagnant over the period
- Girls' middle school enrollments increased substantially from 2006 to 2008, but declined the following year

**Figure 3: Secondary school gross enrollments, 2010/11**

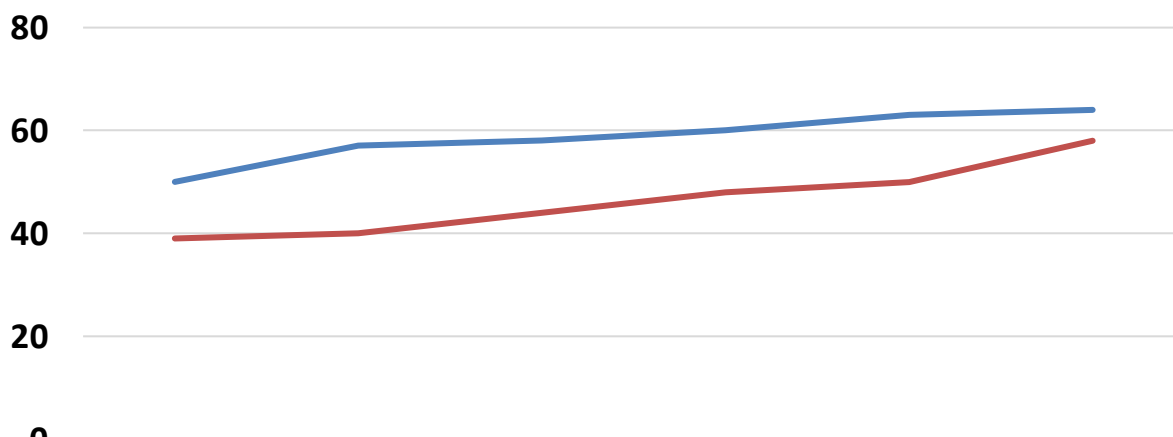


Figure 3 depicts that secondary school enrollments show greater increases in girls' participation rates although overall enrollment levels are higher for boys

The gap between male and female enrollments persists, although it narrows due to the rise in girls' middle school enrollments around the time the scholarship stipend for middle school girls was introduced

### Topic 121

#### **State of Education: Gaps in Punjab's Education System**

There are a number of critical gaps present in Punjab's education system.

1. Too many children are still out of school
  - An estimated 7 million children belonging to the relevant age group are out of school, and half of these children are in Punjab.
  - Girls and children from the southern districts make up a higher proportion of out-of-school children.
2. The poorest households have the least access to education.
  - The proportion of out-of-school children is highest in the lowest income quintile.
  - Half of 5-18-year old (and 63 percent of females) in the lowest income quintile had never attended school, compared to 38 percent of the same age group (and 47 percent of females) in the highest income quintile (Pakistan Bureau of Statistics, 2010).
  - The Annual Status of Education Report (ASER) (2013) also reports that the poorest quintile has the most (46 percent) out-of-school children.
3. Girls' participation lags persistently behind that of boys.
  - Girls from poor households in rural areas are least likely to be in school.

Data from the Pakistan Living Standards Measurement Surveys for 2004-11 on male and female enrollments show that the gender gap in enrollment has persisted over time. However, increases in girls' middle school enrollments in 2007, continuing on to increased secondary enrollments, indicate the effect of policies targeted to improve girls' enrollment.

### Topic 122

#### **State of Education: Gaps in Punjab's Education System 2**

4. Enrollments drop after the primary grades
  - There is limited opportunity to obtain education beyond the primary level.

Research shows that fewer students progress onto secondary education in Pakistan compared to India and Bangladesh

5. Inadequate learning levels

- The gauge of a good education system is the availability of high-quality education for every child.

Results based on examinations in grade 4 introduced by the Punjab Examination Commission (PEC) show that most students in public and private schools have basic proficiency in mathematics, language, and social studies. ASER also carries out assessments of learning, and its 2012 report shows that only 40 percent of 6-16-year old could read a second-grade level sentence in Urdu or their mother tongue and perform arithmetic (ASER, 2013). There was a slight improvement in overall reading and mathematics on average compared to the figures in the previous year's report (ASER, 2012). However, absolute learning levels in both government and private schools continue to be low.

### **Topic 123**

#### **Educational Vision**

In the mid-19th century many countries that are now considered developed, launched public education to instill a sense of national cohesion among their citizens and develop the basic skills required by newly industrializing economies

Variations in education systems emerged from countries' unique institutional and cultural backgrounds

#### ***Example***

- Japan emphasized schools primarily for the purpose of preparing industrial workers rather than developing individual talent
- Britain's education system started out with the objective of promoting an elite class, and Germany's more centralized system promoted early streaming in primary and middle schools to develop specialized skills
- Most developing countries with colonial backgrounds inherited the systems their rulers had introduced

### **Topic 124**

#### **Lack of Educational Vision**

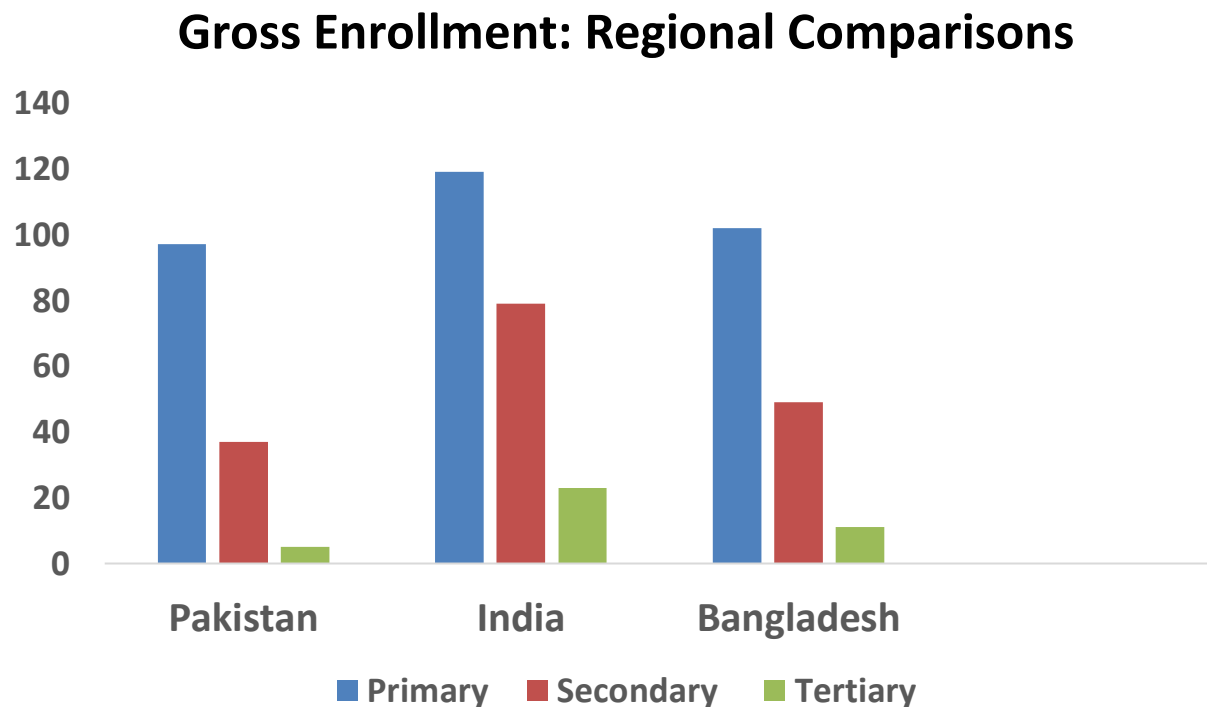
In 1947, Pakistan and India inherited a colonial system designed to prepare government and army officers to work for their British rulers

While the purpose of this education system for the Subcontinent was clear, Pakistan has yet to define a clear postcolonial objective of education

A policy objective of investing in education for the purpose of developing the basic skills of all citizens for economic and social development still has to be clearly articulated and implemented by the federal and provincial governments

It may be that this lack of a clear vision has resulted in the government's failure to commit steadily to investing in education and improving outcomes

Pakistan's enrollment rates lag behind those of its South Asian neighbors as shown in the following figure



Such low enrollment rates have serious consequences for the country's development objectives

**Lesson No. 19****LIMITED RESOURCES****TOPICS (125-131)****Topic 125****Limited Resources**

Almost half of Pakistan's population is illiterate and a quarter of school-age children do not attend school

The problem of nonattendance is most acute in rural areas and for girls

The low priority given to education is reflected in the fact that Pakistan spends only 2 percent of its GDP on this sector which is amongst the lowest levels in developing countries

Even these limited resources are not spent efficiently since learning achievements for the majority of students are below standard

Since 40 percent of the population is below 15 years old, enhancing their skills and wellbeing is one of the country's most important challenges

With the consolidation of democracy following the May 2013 elections, an expanded, high-quality education system becomes even more urgent to enable the country to move forward in its social and economic development

**Topic 126****Governance Structure**

Prior to the promulgation of the Punjab Local Government Ordinance of 1979, the Government directly managed education provision in the province through the Education Department

The Department was led by its Secretary, who was assisted by a team of Additional Secretaries, Deputy Secretaries, Under Secretaries, Section Officers and secretarial staff

The Education Department had an elaborate hierarchy at district and sub-district levels to carry out policy directions from the provincial government and to provide oversight to working of schools in the district

Each district also had District Boards comprising of key government officials and local notables nominated by the Government, which performed limited supervisory roles in the district

***School Inspections***

There existed an elaborate system of school inspections, which were carried out regularly by various officials within their respective areas of jurisdiction

Since the number of schools was small, it was possible for the district managers, i.e. the District Education Officers to keep them reasonably abreast of happenings within the district

There was hardly any local participation in managing schools or providing oversight at district and sub-district levels

### ***Local Government Ordinance of 1979***

The Local Government Ordinance of 1979 created separate elected local government institutions for urban and rural areas

#### ***Urban Unit***

An urban unit elected a Town Committee, a Municipal Committee or a Municipal Corporation depending upon its size

#### ***Rural Unit***

The rural areas of each district elected a District Council

- Both urban and rural institutions of local governance were led by elected chairpersons
- One of their key functions was to actively manage primary schools placed under their jurisdiction

### **Topic 127**

#### **Weak Accountability Framework**

Not all primary schools in the district were placed under elected Municipal Committees/Corporations and District Councils

The Education Department managed schools under its jurisdiction through its district and sub-district officials

This group of officials – District Education Officers, Assistant Education Officers, Inspectors of Schools, etc. – were civil servants and regular employees of the Punjab Government

They were accountable to their supervisors in the Department, which operated under overall oversight of the provincial government

This provided a weak accountability framework

During 1979 – 2001, Punjab was governed by various military dictators for about eight years and had an elected provincial government for about 14 years

Impact of Military Rule on Education

During the military rule, education managers felt responsible only to their military bosses

However, even when the province was governed by an elected Chief Minister responsible to the Punjab Assembly, the Education Department and its district officials operated autonomously

### ***Reasons for the Lack of Accountability***

People's representatives – Members of the Provincial Assembly (MPAs) – could seldom hold education managers accountable for declining quality of education for three reasons

1. The number of schools in a typical Punjab Assembly electoral constituency was too large for an MPA to keep track of  
He/she had to rely exclusively on the information and feedback provided by local notables, who could filter the information to suit their biases and interests
2. Although the MPA enjoyed substantial informal influence over local education managers, his/her formal channel of communication with the Education officials was a long one  
He/she had to request the Chief Minister or the Minister, who would then instruct the Secretary of the Department, who would then speak to the officials concerned to get the job done  
The message was usually watered down in the process
3. There was more pressure on an MPA from his/her constituents to build roads and to lay sewerage lines than to improve school education  
Therefore, the only educational activity that a typical MPA ever got engaged in was building new schools, recruiting teaching and non-teaching staff, and their subsequent transfers and postings

### **Topic 128**

#### **Education Governance under PLGO 2001**

The Punjab Local Government Ordinance 2001 was a major step forward, as it devolved the entire ensemble of public schools to the district level

The Education Department took on a policy and supervisory role

This considerably diluted provincial government's capacity to influence day to day management of schools in the province

Each district receives annual grant from the provincial government as per the formula agreed under the Provincial Finance Commission (PFC) award

This is the main source of funding for the district governments, as they have rather small local resource generation

District governments generally have wide discretion over how PFC funds are spent subject to overall policy conditions prescribed by the Punjab Government

### ***Example***

No new position of any rank can be created by the district government without the approval of the provincial government

In addition, a district government may also receive tied grants from the federal and/or the provincial government

Beyond this, the PLGO 2001 envisages a limited provincial role in everyday management of schools and in policy implementation

### **Topic 129**

#### **Opportunity to Construct a Vision**

Building on the initial decentralization of provincial administrative structures in 2001, the 18th Amendment to the Constitution in 2010 has fully devolved education and health to the provinces

With the omissions of the concurrent list in the constitution, provincial governments are now responsible for education planning, policy, curricula, and standards

Each province has to develop its own budget and action plan for education, and the provincial education and law departments are responsible for drafting legislation to implement the new devolved structure

Therefore, an opportunity to construct a vision for education exists in the ongoing decentralization process in Pakistan

### **Topic: 130**

#### **Compulsory Status of Education**

Education is compulsory by law for the first time

Article 25-A of the 18th Amendment states:

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

The Punjab Education Department has drafted a “Right to Education” bill (2013), which is still in the process of being passed and implemented

Provincial legislation on the implementation of Article 25-A is still pending

To implement Article 25-A, provincial governments will need to increase their educational budgets and manage the National Finance Commission award efficiently

**Topic: 131****Punjab Education Reform Initiatives**

The Punjab Education Sector Reform Program (PESRP) started in 2003

It has undertaken major investments in education

It is funded by the World Bank and the UK Department for International Development (DFID)

The Punjab government meets most of the PESRP's cost (about USD 3.5 billion) with support from donors, mainly the World Bank (USD 350 million) and DFID (USD 200 million)

Goals of PESRP

The PESRP was introduced with three primary goals:

1. Improving access,
2. Quality, and
3. Governance in education

A devolved administrative structure with increased targeting of educational expenditures to poorer households was also planned

However, the program's general impact has not been significant as, over the reform period the primary and middle school enrollments have been stagnant with only secondary school girls' enrollments increasing in some years

**PUNJAB SCHOOLS REFORM ROADMAP****TOPIC 132-137****Topic: 132****Punjab Schools Reform Roadmap**

The Punjab Schools Reform Roadmap was initiated in 2010 under a broader DFID-funded program

This was formulated especially as a framework to expedite the delivery of educational results under the PESRP

The program's administrative structure involves keeping track of progress on the education outcomes of schools and districts, and the results are reported directly to the chief minister of Punjab every two or three months

***Improvements***

Under the roadmap program, a significant rise in the number of school visits by monitoring teams has helped improve students' and teachers' attendance in the two years that it has been implemented

The urgent approach taken under the roadmap depends on the commitment of the highest-level officials

Should this commitment wane, there may be a slump in education outcomes if the system relies too heavily on the roadmap framework

Moreover, ranking performance by districts may be misleading if there is wide variation among schools within districts

A closer look at these variations across schools is important in explaining why some schools perform better than others and in using these existing examples of what works as standards for improvement rather than relying on average district-level performance

However, the roadmap has created a dataset of schools and a monitoring system to jumpstart the Punjab school system into performing better

It provides a useful overall framework in which the details of teacher, subject, and curriculum quality can be worked out as long as excessive political pressure is not imposed on districts to force results out of schools and students, which is a process that normally takes time

**Topic: 133**

### **Research in Education Reforms**

Repeated emphasis is being put by the research on education reforms, on the fact that merely spending more money on education and on building school systems does not necessarily lead to better learning and improved worker productivity

The development impact of investments in education depends on governance structures, the extent of demand for newly developed skills, and the quality of education imparted

### ***Counterargument***

On the other hand, in a comparative study of India and China, Dreze and Sen (2013) argue that state investment in education and health is the key to increased productivity, growth, and development

According to the authors, majority of the population, especially the poorest groups in society gain more from expenditures on health and education as opposed to spending on inefficient, poorly targeted subsidies on items such as diesel fuel

### **Topic: 134**

### **Low-cost Private Schooling**

A unique feature of Pakistan's education system is the rise of low-cost private schooling

- The low-cost private schools have become particularly popular in Punjab (comprising up to a quarter of total enrollments)
- This reflects the significant demand for education

### **Reasons for Parents Preferring Private Schooling**

1. These schools may be located closer to their homes, especially for girls at the primary level
2. Teachers attend classes more frequently
3. The quality of teaching at the middle and secondary levels—when examination preparation becomes important—is likely to be better

The quality of education is, overall, relatively better in private schools; they also function more efficiently since teachers' salaries reflect their performance

Also, the cost of education is considerably lower than in public schools

Moreover, private school graduates in Pakistan are estimated to earn more than their peers who graduate from public schools

Therefore, these insights from the experience of private schools can help formulate policies aimed at delivering effective schooling in the government sector

**Topic: 135****Evidence in Empirical Research**

One conclusion we can draw from the evidence presented in the empirical research is that an expanded and elaborate education reform program is not necessarily a sufficient condition for higher productivity and higher economic growth

However, without educated workers, higher productivity cannot continue

The challenge of education reforms is to efficiently implement an investment program

A program which would be able to support a high-quality education system suited to local demand and employment opportunities

**Topic 136****Interventions**

The limited success in education is not for want of reforms

Several education programs and policies have been introduced since independence of Pakistan in 1947

If the history of national and provincial education policy and reform in Pakistan is looked at, it can be seen that there have been many intended programs designed as a matter of bureaucratic routine, whose targets and goals were seldom met

While the bulk of education funding continues to be on salaries and infrastructure, recent initiatives in Punjab's education policy are aimed more consciously at increasing student enrollment and learning

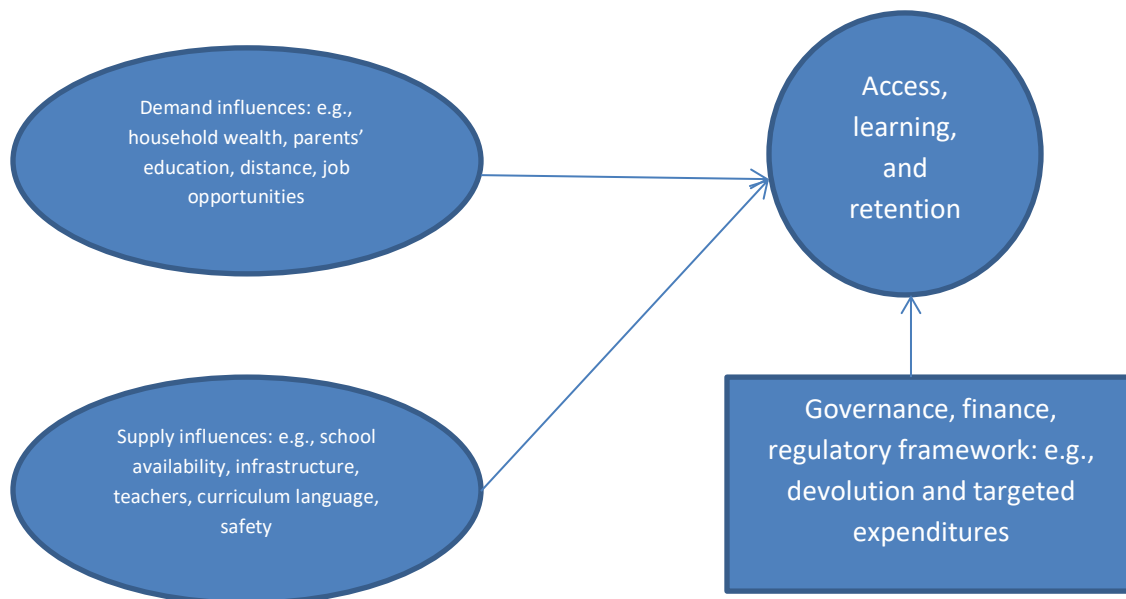
Current donor and government programs in education revolve around access, quality, and governance, and several innovative schemes have been introduced for better delivery of these outcomes

**Topic: 137****Framework for Assessing Interventions**

Various school and household characteristics play a role in aiding or constraining educational goals

Influences at home as well as school can have an effect on whether students enroll in the first place, how well they learn, and if they stay in school

A child's innate talents and his/her home and school environments—in which learning takes place—are also important determinants of educational achievement

*Factors influencing educational access and learning*

The previously shown figure presents a broad framework for looking at supply and demand side influences on educational outcomes identified by the education literature

### ***Demand-side Influences***

These include household income, parents' education, distance from home, number of siblings, and job opportunities

### ***Supply-side Influences***

These include investment in textbooks, school buildings and facilities, teacher training, availability of jobs, and higher education opportunities

### **Factors Impacting Children's School Attendance**

Children's school attendance depends, therefore, on whether:

1. Their households can afford to send them to school
2. Schools are available close by and it is safe to travel there
3. Parents value the education offered by these schools

A child is more likely to remain in school if:

1. High-quality middle and secondary schools are accessible,
2. His/her parents can continue to afford their child's education
3. The school environment is satisfactory, and
4. Teachers are present

All these factors are influenced by the common platform of the regulatory, governance, and financial structures in which education delivery takes place

## Lesson No. 21

**DEMAND AND SUPPLY FACTORS****TOPIC 138-143****Topic: 138****Demand and Supply Factors**

Demand and supply factors are interrelated

***Example***

The quality and type of schooling and teacher availability will influence parents' demand for education

Poor parents might not consider it worthwhile to devote their children's time and household resources to poor-quality schooling that is not perceived to impart better skills or employment opportunities than could be gained without the education

Student attendance and motivation to study also depends on the quality of instruction, the school environment, and principal leadership

***Research on Demand and Supply Factors***

Many studies have identified various demand and supply factors explaining educational achievement

In the earlier literature, parents' socioeconomic status was given as one of the major reasons for investing in education

Subsequent studies have emphasized the role of school inputs such as teacher training and school infrastructure

For Punjab's primary schools, important demand-side factors influencing school participation and performance include poverty and the distance to school

However, student performance varies the most across schools and not across poorer or richer districts

This implies that improving school-level factors could help overcome some of the demand-side constraints associated with families' lower socioeconomic levels

Supply-side initiatives that make school a pleasant experience with actual learning leading to better opportunities and wellbeing seems to be the key to better educational outcomes

However, it is difficult to pinpoint the specific school and teacher characteristics that improve educational outcomes

**Topic: 139****Demand-Side Initiatives**

On the demand side, policies being followed include:

- The girls' stipend program,
- School vouchers, and
- Conditional cash transfers (CCTs) under the Benazir Income Support Program (BISP)

BISP is a large-scale social protection program targeting women in low-income households and currently reaching up to 4 million households in Pakistan

**Female Secondary School Stipend Program**

This program was introduced as one component of the PESRP in 2004

This program was designed to improve female enrollments by addressing the demand-side constraints of affordability and distance

The stipend was implemented in 15 districts with low female literacy levels and girls in grades 6–8 was awarded a cash transfer of rupees 600 every three months if they met the 80 percent school attendance criterion

In 2006, the stipend program was extended to high school girls and the amount of the stipend has also been increased

***Education Voucher Scheme***

This scheme addresses the poverty constraints faced by parents and is designed to attract out-of-school children

Started in 2006, the voucher program was set up by the Punjab Education Foundation, it developed in response to the success of low-cost private schooling in Pakistan, especially in Punjab

Under this scheme, students who would otherwise not be able to afford an education can use vouchers of up to Rs 350 to attend private schools

***Waseela-e-Taleem***

The Waseela-e-Taleem program was launched under the BISP in 2012

The program aims to help enroll out-of-school children and encourage families to continue schooling those who are already enrolled

A beneficiary family is eligible for a cash transfer of Rs 200 a month for up to three children on meeting the admission requirements of a verified school and fulfilling a 70 percent minimum quarterly school attendance criterion

- In January 2013, about 50,000 families were enrolled in the program
- A rigorous evaluation of the program has been built into the BISP's implementation structure

### **Topic: 140**

#### **Supply-Side Initiatives**

Past and current education policies on the supply side include:

- School infrastructure facilities,
- Contract teachers,
- Teacher professional development,
- Student assessments,
- Provision of free textbooks, and
- Effective school councils
- Earlier education initiatives tended to focus entirely on the provision of school inputs related to infrastructure
- These inputs were seldom linked to increased enrollments and students' performance
- In particular, the Social Action Program (SAP)—comprising of SAP-I and SAP-II, started in 1993— made large investments in school infrastructure over a period of almost 10 years
- However, there were hardly any evaluation of results

Considered mostly unsuccessful, the SAP suffered from a complex monitoring system and weak engagement of local leadership

A more promising supply-side initiative was the contract teacher reform introduced in Punjab in

There was evidence of learning gains from the use of contract teachers

However, problems of policy design and implementation, such as: frequent resignations by contract teachers and site-specific hiring, made it difficult to sustain the positive effects of the reform

Contract teachers generally had a lower status than tenured teachers despite their higher educational levels

Contract hiring was given up in 2011, mainly due to political pressure, and all teachers were regularized

Several developing countries have had a positive experience with contract teachers

Therefore, a more beneficial approach would have been to evaluate the policy and modify its design and implementation to correct for some of the problems encountered rather than abandoning it altogether

### **Topic: 141**

#### **Supply-Side Initiatives**

##### **Foundation-Assisted Schools**

This supply-side initiative is a public-private partnership initiative under the Punjab Education Foundation

“Foundation-assisted schools” were designed to meet the increased demand for private schooling under the Education Voucher Scheme

These schools are monitored for quality assurance and public subsidies are continued on the basis of schools achieving a minimum pass rate after two test rounds

An impact evaluation of the initiative from 2008 to 2011 found that enrollment in foundation-assisted schools had increased by 40 percent and that student achievement had improved by the equivalent of one to two additional years of schooling

#### ***Report Cards and Student Learning Assessment***

- The PEC has been undertaking student learning assessments for grades 5 and 8 since 2003
- These were made mandatory from 2005 in all private and public schools

Punjab is the first province to launch a large-scale assessment program

Factors associated with better student performance are:

- Lower student-teacher ratios,

- Better-educated and more experienced teachers, and
- Better school facilities such as blackboards

### ***Medium of Instruction***

- The results of the PEC exams show language achievement test scores to be particularly low
- The lack of a clear language policy has probably had a detrimental effect on learning

The Punjab government announced a policy of English-medium instruction at the primary level in 2006 to address parental demand, gauged by the increased demand for private schools offering instruction in English

Government schools and teachers were not prepared for this drastic policy change as, teachers' knowledge of English was limited and textbooks and curricula were not developed for teaching subjects in English

More than 50 languages are spoken across Pakistan and a clearer language policy in schools is needed based on a consensus of views and local demand

### **Curriculum Standards and Coverage**

A crucial supply-side constraint in providing better-quality education is an appropriate curriculum

An effort to raise standards by developing an improved school curriculum was undertaken in 2006 at a national level

- Since devolution, the provinces have implemented some changes from the new curriculum
- However, problems associated with curricula, as identified in several research studies, have yet to be addressed
- Studies on Africa and South Asia (including Pakistan) show that covering too much material too quickly can have an adverse effect on cumulative student learning
- As a result, students do not master the basics despite several years of instruction

Therefore, it is important to not just develop a high-standard curriculum, to pace the instruction of class materials for children to be able to master basic concepts in elementary grades

### **Topic: 142**

#### **Current Educational Scenario**

Although Punjab has a more advanced education system than the other provinces, most of its people remain poorly educated despite numerous education policies and reforms

On average, about a quarter of school-age children are not enrolled in schools

Fewer girls than boys attend school, and learning outcomes are inadequate

Increased expenditures are required to meet the cost of an expanded and improved school system

However, incurring more expense in itself is not likely to yield positive results in the absence of better governance and a clearer vision of the goals of education

### **Topic: 143**

#### **Devolving Education to Provinces**

The process of devolving education to provincial and district governments via the 18th Amendment to the Constitution provides an opportunity to shift governance and administrative structures in education closer to the communities that will benefit from them

Parents' demand for quality education is reflected in the rapid spread of private schooling throughout the country for families of all income levels

Devolution is expected to help articulate the purpose of education to more effectively match the supply of education with demand for the large numbers of children in need of schooling within the array of Pakistani ethnic and geographical contexts

Major investments in education are currently taking place under the PESRP and Punjab Schools Roadmap

The stated goals of access, quality, and retention can be assessed within a framework of household, school, and community-level factors that affect these goals

The education literature indicates that, on the demand side, poverty remains an overwhelming constraint to school attendance in Punjab

Schooling quality, school location, and teacher presence affect parents' decision to send their children to schools

Important supply issues include appropriate and high-quality curricula, the presence and effectiveness of teachers, and efficient school management

**Lesson No. 22****PAST INITIATIVES****TOPIC 144- 149****Topic: 144****Past Initiatives**

Past initiatives in education were driven by expenditure on school infrastructure with limited evaluation of results

Recent reform programs have incorporated lessons from past failures such as the SAP, and are aiming to build better monitoring and governance structures that include student assessments

On the other hand, a better evaluation of past policies is needed as they are implemented

Under the PESRP, the policy of contract hiring was shelved despite positive results in teachers' attendance and students' achievements

Rather than addressing the implementation problems and inherent contradictions in policy design that were causing teacher dissatisfaction, political pressure led to the policy being abandoned altogether and all contract teachers being regularized

A number of education reform initiatives are currently in progress in Punjab

Some of these, such as the girls' secondary stipend program, have been partially successful in that enrollments and attendance levels have improved as a result

Learning levels, however, have remained the same

**Topic: 145****Low Learning Standards**

To address the issue of low learning standards, an innovative in-service teacher professional development program has been introduced

Also, testing takes place regularly in grades 5 and 8 to monitor students' progress

Student and teacher attendance as well as test scores have improved since 2011, mainly due to better supervision and monitoring

However, these assessments involve high-stakes tests that link student and teacher performance to rewards and punishments for teachers and schools

This creates incentives for teaching a narrowly focused curriculum aimed at "teaching to the test" and for gaming the system by excluding poorly performing students

Math and language skills remain low, as gauged by independent evaluations such as ASER (2013) and the official Punjab Education Department statistics

### **Topic: 146**

#### **Factors to be addressed**

Research studies on Punjab's educational system and evaluations of similar reform initiatives in other countries point to a number of factors that need to be addressed to remedy poor learning levels

These factors could be incorporated in the several innovative approaches currently in place under the PESRP and Punjab Schools Roadmap such as lesson plans, public private partnerships, teacher in-service mentoring, and school councils

Following are the factors which need to be taken into consideration:

1. Existing lesson plans in earlier grades should be modified to ensure that students master basic concepts and build a solid educational foundation

This will require considerable effort by teachers and school administrators as well as parents, to ensure teacher presence in the classroom, teacher competence in subject knowledge, and the ability to create a comfortable and inclusive learning environment for students

2. Classes usually have a student mix of different ages and competency levels

Remedial programs may be required to ensure that the majority of students are receptive to teaching at grade-appropriate standards

3. Exam results show low proficiency in students' language competence

Further policy debate and research is required to develop a multilingual policy incorporating English, Urdu, as well as local languages

- This would fulfill multiple aims of education by increasing employment opportunities while remaining integrated with national and local identity and culture
4. Less emphasis on high-stakes assessments will take pressure off district administrators and teachers to achieve results quickly under threat of dismissal, transfer, or lack of financial rewards

Testing should be geared to raising actual learning levels

### **Topic: 147**

#### **Evaluation of Educational Initiatives**

Few rigorous evaluations of educational initiatives have been conducted for programs implemented in Punjab and in Pakistan

For greater accuracy in assessing program results, baseline data needs to be collected on variables of interest and other factors that might influence outcomes

The counterfactual also needs to be built for meaningful comparison of results

Revisions in implementation and policy design can be based on these evaluations

It needs to be understood that educational investments do show results over time

Education budgets usually suffer cutbacks along with other public sector development programs during periods of economic downturn

To prevent the early dissipation of educational benefits, investments in education have to follow overall school, district, provincial, and national goals and continue over a period of time despite political and economic setbacks

### **Topic: 148**

#### **Sindh Province Overview**

Sindh province, with its 42.4 million-strong population according to an official estimate from 2010, is home to 23% of the total population of Pakistan

- It is the second largest and the most urbanized province in Pakistan, with more than half of its population living in urban areas
- The population growth rate is 2.8%

The proportion of Pakistan's population residing in Sindh was 18% in 1951, 23% in 1998, and continues to grow today due to migration from other parts of the country and abroad

The population growth rate has been significantly higher in urban areas, resulting in a shift in the urban-rural demographic ratio from 40:60 in 1951 to 52:48 today

The province covers around 140,935 sq. km of land (14.09 million hectares), accounting for 18% of Pakistan's total land area

#### ***Population Density***

Population density varies from 2,794 persons per sq. km in Karachi to 64 and 46 persons per sq. km in Thatta and Umerkot, respectively

#### ***Ethnicity***

According to the 1998 census, around 60 per cent of the population living in Sindh is ethnic Sindhi, followed by Urdu (21%)

In rural areas, the vast majority of population (over 92%) is Sindhi, whereas in urban areas the ethnic makeup is far more diverse

Urdu-language speakers represent the largest demographic group in urban areas at 41.5%, compared to only 25% Sindhi speakers

- Sindh's population is young and graduate unemployment is 14%, twice the national average
- Participation by women in the economy is very low in both urban and rural areas
- Sindh's economy includes large agriculture, manufacturing and services sectors offering numerous investment opportunities
- Nevertheless, the provincial economy is failing to create new jobs to match population growth

Poverty is more acute in the districts on the right bank of the Indus River, followed by the left bank district and Karachi

Despite making large revenue contributions, Sindh receives less than 24% of the financial divisible pool

Chronic under investment in human development, infrastructure and business support has reduced Sindh's competitive advantage and left the province struggling to catch up with other sub-national economies

### **Topic: 149**

#### **Macro-Economic Context**

- Sindh's economy is the second largest in Pakistan
- It is the most urban, industrialized and entrepreneurial province in Pakistan

The province contributes around 30% of the national economy and 90% of Pakistan's total foreign trade

Around 40% of the country's banking, insurance and large-scale manufacturing employment is in Karachi, along with rapidly growing IT and media sectors

#### ***Events Impacting Sindh's Economy***

Several events in the past five years have had a significant impact on the Sindh economy

Firstly, the eighth National Finance Commission award in 2009-10 increased resource flows from the federal level to provincial governments

Secondly, the 18th Amendment to the Pakistan constitution devolved many functions to provincial level, including the responsibility for education planning and programs

The situation was further complicated by unprecedented floods in 2010 and 2011, as a result of which Pakistan's economy suffered a total estimated loss of more than USD 16 billion

### ***Impact of Floods on the Education Sector***

The education sector was directly affected, and in Sindh around 3,700 schools were destroyed and another 3,800 were damaged

## **Lesson No. 23**

### **SOCIO-ECONOMIC CONDITIONS IN SINDH**

#### **TOPIC 150- 155**

#### **Topic: 150**

#### **Socio-Economic Conditions in Sindh**

- The poverty rate in Sindh is about 40%
- The vibrant urban economy contrasts with a relatively stagnant rural economy

Excluding Karachi, the left bank districts contribute 92% and right bank districts only 8% to the total value of Sindh's commodity producing sector

- Only four districts in Sindh are among the top thirty districts in Pakistan
- Whilst just under 20% of individuals in Karachi are deprived of education services, this figure rises to over 60% in Thatta and Tharparkar districts

The districts showing the greatest economic disadvantage also tend to show the most significant disadvantage in terms of education

#### ***PSLM Survey, 2011***

According to Pakistan Social and Living Standards Measurement (PSLM) Survey, 2011 Karachi, Dadu and Hyderabad have the lowest out-of-school rates, while T.M. Khan, Thatta and Badin have the highest rates

There are 16 districts namely; Tharparkar, Sanghar, Maitiari, Mirpur Khas, Larkana, S.Benazirabad, Jamshoro, Shikarpur, Badin, Kambbar at Shahdadkot, Ghotki, Tando Allah Yar,

Jacobabad, Kashmore, Thatta, Tando Mohd Khan where more than 50% of girls are out of school

Whereas, in comparison there are only two districts where more than 50% of boys are out of school

- The survey further showed that in all districts apart from Karachi and Hyderabad, more than 50% of females are illiterate
- In Thatta, Jacobabad, Ghotki and Kashmore more than 80% of females are illiterate

### **Topic: 151**

#### **Educational Scenario**

The province of Sindh is no exception as far as the poor state of education in the country is concerned

With a population of approximately 42 million people—roughly one quarter of the country's total population— the province has a net enrollment rate (NER) of 62%, which drops to 54% in rural areas

The proportion of uneducated youth (aged 15–19) in Sindh is 31% compared to 27% nationally, which, in turn, is almost double the proportion of uneducated youth in any economy with a comparable per capita income

Overall, the percentage of uneducated females in Pakistan is disproportionately larger than that of males

#### ***Shrinking of Uneducated Population***

Research shows that shrinking of uneducated population in the last decade can be attributed mainly to higher school participation rates among females compared to males. Sindh follows similar pattern

#### ***Sindh Right of Children to Free and Compulsory Education Bill***

In March 2013, the legislative assembly enacted the Sindh Right of Children to Free and Compulsory Education Bill, which makes education mandatory for all children aged 5–16 years

The extent to which the Sindh government will be able to translate this act into access to quality education for all will depend on how the government addresses long-term structural challenges to the system that could derail even well-intentioned reforms

### **Topic 152**

#### **Sindh's Education System**

There are 48,932 government schools in Sindh, of which 43,027 are functional and 42,620 have at least one teacher and positive enrollments

About 38,471 are primary schools, 2,252 are middle/elementary schools, and 1,897 are secondary/higher secondary schools

Roughly, 3.65 million students are enrolled in these schools and are taught by a total of 147,945 working teachers

Of these 147,945 teachers, 141,718 are government teachers comprising 100,858 male teachers and 47,087 female teachers

### ***Dense Schooling Systems***

These numbers reveal that Sindh has one of the densest schooling systems in the world, with 47,000 government schools serving elementary grades in the province

There are approximately 1.8 schools for every 1000 people in the rural Sindh

### ***Low Functional Schooling Capacity***

The functional schooling capacity is low, with less than 15 percent of these schools having at least two teachers and access to basic facilities such as toilets, drinking water, electricity, and boundary walls

## **Topic: 153**

### **Net Enrollment Rates**

Sindh's performance in education outcomes is qualitatively similar to that of the other provinces

### ***NERs in 2011***

In 2011, the NERs at the primary (ages 6–10, grades 1–5), middle (ages 11–13, grades 6–8), and high school (ages 14–15, grades 9–10) levels in Sindh were 62, 36, and 23%, respectively

### ***Growth in School Participation***

Growth in school participation at all three levels has been slow (i.e., single digit growth) over the period 2005–11

The upward trajectory in NERs witnessed at all levels during 2004–07 was reversed in 2008, with larger participation shortfalls registered for children from poor households and girls in rural areas

### ***Students' Achievement***

Likewise, student achievement in Sindh is low, with students performing well below their grade-level competencies in independent tests (mathematics, English, and Sindhi) administered in 2012

The tests were administered to 4,863 Grade 4 and Grade 5 students in a district representative sample

On average, students attempted 74% of the test items in mathematics and 70% of the test items in English; they achieved a mean score of 12.01 for mathematics and 10.82 for English out of 25 tested items in both subjects

Taking a specific question, less than 60% could answer a Grade 2-level question on adding two two-digit numbers

These results raise the question about the quality of education being delivered to the students and the efforts needed to improve it

## **Topic 154**

### **Early Childhood Education**

Pakistan Struggles with incessant poverty, lack of basic necessities and deteriorating social support structures; and because of this reason investments in Early childhood Education (ECE) becomes more significant than ever before

According to Sindh Management System (SEMIS) census 2011-2012, around 576, 467 children are enrolled in katchi in government schools in Sindh.

- The Current educational policy has put significant emphasis on Early Childhood Education
- As part of the EFA goals, the government is also determined to mainstream the ECE into the education system

The National Education Policy (2009) which is also an agreed policy by GoS, provides the following five policy actions with reference to ECE:

#### ***Policy Action 1***

Improvements in quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning and rigid achievement's standards

#### ***Policy Action 2***

- ECE age group shall be recognized as comprising of 3 to 5 years
- At least one-year pre-primary education shall be provided by the state and universal access to ECE shall be ensured within the next ten years

#### ***Policy Action 3***

Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.

#### ***Policy Action 4***

For ECE teachers, a two-year specialized training in dealing with young children shall be a necessary requirement

#### ***Policy Action 5***

This training shall be on the basis of the revised ECE National Curriculum

The Curriculum and support material for ECE shall take account of the cultural diversity of particular areas

#### ***Theoretical Analysis***

Educational research suggests that early experiences of a child have profound effect on their attainments at later stages in life (both positive and negative). Therefore, it is important to invest on child's education to provide positive and enabling experiences right from their early age.

Adequate early childhood programs not only help in the development of brain but also contributes to the physical, emotional and social development of child

### **Topic 155**

#### **Early Childhood Education**

##### ***Analyzing the Current Situation***

According to SEMIS Census 2011-2012, the total enrolment in Katchi class is more than half a million

This figure includes both, un-admitted and admitted children

In spite of this large number of students, there is still a huge shortage of professionally developed teachers in ECE curriculum

UNICEF has put serious efforts to develop more than 300 government teachers in ECE

Nevertheless, an educated guess for teacher-student ratio is 1:1000

this figure may be justified since the primary purpose of katchi classes has been just to acclimatize children with the school and, therefore, no extra efforts were made to professionally develop and assign teachers in katchi classes.

ECE, on the other hand, requires an effective teaching and learning environment which ensures proper management of classrooms, a prescribed curriculum, availability of learning resources and, above all, provision of skilled and dedicated teachers.

The Annual Status of Education Report (ASER) 2012 indicates that around 62.4% children of ECE age were out of school in Sindh

ASER report is based on a survey conducted in 17 districts of Sindh.

The same report further indicates that 37.6% children are attending some kind of early education.

89.9% of these are going to government schools, whereas, 9.2% are going to public schools.

Madrasah is a source of ECE/pre-schooling for 0.4% of the children

There is hardly any data providing evidence that these enrolled students are receiving age appropriate education.

### ***Key Issues and Challenges***

Early childhood education in Sindh faces many issues and challenges in relation to policy and implementation

Some of these issues and challenges are:

- There is no comprehensive ECE policy and minimum standards for Early Childhood Education available in Sindh
- Generally, there is a lack of ECE materials, facilities and resources at the school level, such as teachers, supplies and separate rooms for ECE
- Government falls short in terms of teacher development and/ or deployment strategy, as ECE specific cadre of teachers is not available.
- Generally, due to budgetary constraints the government tends to prioritize primary and secondary education for investment over ECE provision
- There is a lack of reliable statistics due to lack of clarity on the definition of various ECE approaches and a lack of representation of ECE classes in SEMIS.

### **Opportunities for Development**

The willingness of the community to send their children to ECE classes, which is evident through katchi enrolments, presents a significant opportunity.

Secondly, there is a huge body of knowledge and experience in the civil society available to tap on and to get insights for ECE provision.

Similarly, a good number of private schools are imparting various forms of ECE, such as Kindergarten, Montessori and ECE education systems.

## Lesson No. 24

**ELEMENTARY EDUCATION****TOPICS 156 - 162****Topic 156****Elementary Education**

- Elementary education consists of 8 years of schooling (from Class 1 to 8)
- Usually elementary education is divided in two stages-Primary (Class 1 to 5) and Middle (Class6-8).

In Sindh there are three categories of schools (on the basis of gender) for a child to get enrolled in : girls, boys, and mixed or co-education schools.

The mixed schools constitute 61% of schools in the province, in which primary-only schools constitute 91%. Some schools are run in two shifts – Morning and Afternoon

***Medium of Instruction***

- The medium of instruction at the primary level is Sindhi, Urdu and English, and a majority of schools are Sindhi medium.
- English is also taught as a subject in all schools, from Class 1 onwards.

***Current Policy and Historical Roots***

- It is evident from the past policy analysis that the main focus of all educational policies was to achieve Universal Primary Education
- However, the targets tend to get revised with each policy

Since 1998, there has been a growing realization that the government did not have the necessary capacity to achieve the targets instantly; rather, some benchmarking needed to be done for every three or five years.

In the light of above inconsistent policy measures and deteriorating indicators of education, the current National Education Policy 2009 was formulated

- Like the previous policies, this policy also indicates its commitment to achieving universal primary education
- However, it also highlighted the loopholes in the system, suggesting some action points to fill in the gaps.

***Increase in the Education Budget***

In recent years, the Government of Sindh has not only increased the overall education budget by 15%, but has also tapped on the international funding through development partners. Some significant initiatives and efforts have been made since the introduction of the last education policy. However, what is required is a more holistic framework of development that not only caters to the needs of the more disadvantages areas, but also makes an alignment within the overall education system and scenario in the province

### **Topic 157**

#### **Elementary Education: Theoretical Analysis**

- Education is primarily about holistic development of a child
- The educational research suggests that the returns on primary education are the highest among all educational levels.

The core of elementary education is the concept of child centrality, i.e. education system must be centered on students' aspirations, interests and its integration into broad societal perspective. Education system must equip each student with the basic knowledge and motivation to become a life-long learner.

Education system should inculcate in the children critical thinking, universal values, civic awareness and the ability to cope with the demands of changing world

- Given the requirements of quality provision of elementary education, serious and concerted efforts are needed.
- The policy makers need to address the issue of quality and quantity at the same time.

In a context like Sindh's, where the mere provision of elementary education has been a daunting task, the provision of quality education aligned with global education standards, evidently, seems more challenging.

#### ***Analyzing the Current Situation***

##### ***Access and Equity***

The current statistics show that the ratio of boys' enrolment is significantly higher than the girls' in primary schools.

However, the situation does improve in the middle and elementary schools.

In fact, in elementary schools, the girl's enrolment ratio is better than the boys (but the proportion of elementary schools in the system is only 1%).

Similarly, the percentage of male staff is much higher (triple and double ) than the female staff in primary and middle schools respectively. Both of the indicators show that there are huge gender disparities in the system; especially, the proportion of female staff is quite alarming.

The provision of female staff has a positive relationship with the enrolment of girls, as in the rural culture of Sindh, communities are generally reluctant to send their girls to the schools where male teachers are teaching in the classes.

There are quite few girls only schools as compared to mixed schools i.e. only 16% girls' schools exist in the province. Although a large number of mixed schools also exist in the system, the average strength of girls in girls-only schools is 75% as compared to 25% in the mixed schools.

According to SEMIS 2011- 2012 the trend of availability of schools in the last five years depicts that the growth rate of schools is decreasing, i.e. instead of increase of increase in the number of schools, there is actually a reduction of schools in the overall public elementary education system.

### ***Efficiency***

Every education system must be assessed on the basis of how efficient it is to impart consistent education to the children.

On reviewing some basic efficiency-based statistics it is evident that the education in Sindh is lagging far behind the desirable or acceptable level.

### ***Example***

The transition rate from primary to middle grade is about 60%. This means that more than one-third of the children do not continue their education after primary level.

### ***Quality***

Quality of education is a determining factor for completion. The performance of Sindh in terms of the quality of education in Sindh is perhaps lower than any other indicators.

The recent ASER survey indicated that even the basic literacy and numeracy competencies are not imparted to the students and their test results are not more than 20%.

## **Topic 158**

### **Secondary & Higher Secondary Education**

The current education system in Sindh requires young students to make early choices for their future careers into streams of Science (further divided in Biology and Computer Science), Arts, Commerce and Home Economics (for Girls only).

### ***Policy Context:***

#### ***Historical Roots and Current Policy***

Secondary education has always been acknowledged as an important milestone in education. For instance, the Constitution of Pakistan, in its Article 37-B, commits to provision of secondary education:

“The State shall remove illiteracy and provide free and compulsory secondary education within minimum possible period. “

Recently, the Government of Sindh has passed The Sindh Right of Children to free and Compulsory Education Bill, 2013.

The historical examination of the educational policies indicate that secondary education has been an area of neglect in the sector despite its significance in relation to providing skilled workforce and input to tertiary education.

Shortcoming Identified by NEP 2009

- Narrow base that leaves a large number of young people out of the system
- Poor quality of skills produced by the system

### ***Analyzing the Current Situation***

#### ***Access and equity***

According to SEMIS 2011-12 there exists a huge gap in terms of access to education when comparison is made between elementary and secondary level.

- The school facilities at secondary level make only 4% of the total public schools
- This ratio needs to be improved urgently
- Moreover, there is very modest up-gradation of the secondary and higher secondary schools.

Another important aspect of physical access is the physical status of the school buildings that also do not present a very promising picture

#### ***Enrollments***

- Research shows that only 23% students are enrolled at secondary level
- More than half of the students enrolled at the primary and elementary level do not reach to the secondary level

Furthermore, the gap between male and female enrollments is around 17% at the secondary level; but it gets acute (i.e., around 24%) at the higher secondary level

#### ***Teachers***

In the workforce composition, the percentage of teachers in secondary and higher secondary education is almost the same when compared to the pattern of enrollment at elementary and secondary levels .

However the discrepancy in male and female teachers both, at secondary and higher secondary school level, is around 20%.

### **Topic 159**

## **Secondary and Higher Education**

### Efficiency

According to the SEMIS Education Profile 2011-12, the dropout rate is increasing both, from elementary to secondary education and also from secondary to higher secondary education. Around 80% students leave the system at higher secondary level.

### Quality

Research shows that only a small fraction of schools are in good shape, whereas majority of the schools need repair.

More than 70% secondary schools do not have library facilities, which has implications for learning environment.

Similarly, around half of the higher secondary schools do not house a library.

### Key Issues and Challenges

As indicated in NEP 2009, there is a limited provision of secondary and higher secondary education that has resulted in structural drop out of a large number of students from the system.

The graduates of secondary and higher secondary education do not have the relevant market skills. This issue highlights the challenge of developing more relevant curriculum for secondary education.

With regards to access and equity the major challenges are:

- Low enrolment in existing schools
- Limited provision of secondary and higher secondary education
- Non availability of subject specialist

With regards to efficiency the major challenges are:

- Low transition rates from secondary to higher secondary
- No provision for career counseling
- Prevalent malpractices in examination system

With regards to quality the major challenges are:

- Examination promotes rote learning
- Existing curriculum does not fulfill the individual and societal needs
- Lack of professional harmony between subject specialists and teachers

## **Topic 160**

### **Literacy and Non-formal Education**

- Basic education is a fundamental human right, as it is a vehicle for human development

- The government of Pakistan is constitutionally committed to provide education for all

The Directorate of literacy and non-formal basic education (DL&NFBE) is responsible for programs on literacy and non-formal education in Sindh

- Literacy, being a key learning tool, is the first step towards basic education
- The Sindh Vision 2030 can only be realized through building an educated and literate society

According to the Pakistan Social and Living Standards Management Survey (2010-2011) the overall literacy rate in Sindh is 59%.

### Gender Disparity

In addition to the disparities between rural and urban areas, there are continued disparities between male and female literacy rates. This gender disparity combined with rural-urban disparity becomes worse to the extent that only 22% females are literate as compared to 60% for males in rural areas.

Given the Sindh Vision 2030 and the existing situation, improving the literacy rate of females becomes an important priority

## Topic 161

### Literacy and non-formal Education

#### ***Policy Context: Historical Roots and Current Policy***

Historically, commitment to the adult literacy has always been a part of international commitments. Despite the fact that increase in literacy rate has been consistently mentioned as a policy target in almost all educational policies, our progress with literacy has been least encouraging. the overall growth rate in literacy has been under 1% over the years  
In absolute terms, there is a continuous increase in the number of illiterates in Sindh

#### ***Reasons for discouraging progress in adult literacy:***

UNESCO's report on 'Literacy Trends and Statistics in Pakistan' has noted that adult literacy is a neglected area in terms of planned action in Pakistan. However, 'Guidelines for Strategic Frame of Action for United Nations Literacy Decades (2003-2012) in Pakistan' identifies lack of political will, weak organizational structure and inadequate finances as major contributing factors to the current literacy scenario in Pakistan.

#### ***Current Policy Context:***

The National Educational Policy 2009, identifies four key issues with the current literacy and non-formal learning programs. These issues are

- Variable quality of programs
- Absence of certification and accreditation regime

- Literacy programs are not well-linked to the employment opportunities
- Ineffective literacy programs

Overall, the policy analysis refers to the dire need of linking such programs to the economic empowerment, as learners may not get attracted just for learning alphabets, especially in the contexts of ultra- poverty. In addition to that, minimum quality standards for teachers and learning outcomes need to be defined and guarded.

The NEP 2009 emphasizes on scaling up of NFE programs by improving quality of these programs through more financial allocations, management development, accreditation of institutions involved in NFE, teachers training and career ladder.

The Non-Formal Basic Education (NFBE) is, by and large, practiced as an alternative to formal schooling for the children who either do not have access to the formal school or have passed the admission age.

- From this perspective, the NFBE is seen as gap filler to the formal schooling
- Therefore, there is a pressure to standardize the process so that mainstreaming can be achieved.

Similarly, there is a huge pressure from the stakeholders to make adult literacy programs more relevant for the lives of the adults and suggestion to link it strongly to employment opportunities.

- Literacy should have a cause greater than the ability to decode symbols.
- Literacy should improve the lives of people.

## Topic 162

### Access and Equity

If we look at the current provision of adult literacy in the province under review of DL&NFBE, the current curriculum was developed and approved by the Federal Ministry of Education in 2007.

- IN recent years, there has been no increase in the number of literacy centers; rather, the figure has dropped to 100 in 2010 from 217 in 2009
- In 2011, the female enrollment dropped from 89% to 80%

There has been a similar dip in the gender composition of teachers in 2011 as compared to the one in 2010. According to the current provision of NFBE, females make bigger group (almost three times larger) as compared to the male students. In terms of employment of teachers, female teachers are six times greater as compared to the male teachers.

### *Efficiency*

The Directorate of Literacy and NFBE was established in 2002, yet it has limited professional and management capacity to design, develop and implement literacy and non-formal basic education programs effectively. The DL&NFBE is staffed by regular employees both, at the provincial and district level for school education and there does not exist any special criteria for posting and

placement except the grade seniority. Limited staffing with no professional support raises serious questions about the management and professional capacity of the apex institutions responsible for literacy and non-formal basic education programs.

Given the above situation, there is an urgent need to strengthen the DL&NFBE both, in technical and administrative terms, such as enhancing expertise for training, material development, supervision research and evaluation. It is important to note that there is no regular budget for the regular functioning of Literacy Centers, all these centers are being financed through ADP schemes including teacher's salaries.

### ***Quality***

Education Policy 2009 has noted that the quality of NFE programs is quite questionable and, as noted by the policy, the major reason is the lack of quality of teachers. Approximately 29% of NFBE teachers possess matric qualification only.

### ***Alternative Approaches to Non-formal Basic Education and Literacy***

Literacy and non-formal basic education programs are important focus to address the critical issue of out-of-school children and youth, particularly for girls.

- These programs can contribute towards gender equity as well
- Given dimensions and magnitude of the problem, active search for the alternate models for the design and delivery of adult NFE is needed.

### **Lesson No. 25**

## **TEACHER EDUCATION AND DEVELOPMENT**

### **TOPIC 163- 168**

#### **Topic 163**

#### **Teacher Education and Development**

The National Education Policy 2009 identifies the quality of teacher as one of six basic pillars of quality in education and puts it on top priority.

Teacher education and development, no doubt, is a critical factor in improving school effectiveness and student learning outcomes

#### ***Policy Context:***

#### ***Historical Roots and Current Policy***

'Teacher Training' came up as a topic of discussion as early as 1947 in National Education conference. In the conference, Issues regarding teacher capacity were identified and it was decided

that to meet the needs of literacy, the first five years were to be invested in teacher recruitment and ‘training’.

The first major breakthrough in educational reforms at national level was the Report of Commission on National Education 1959. However, teacher shortage and quality keep recurring as key issues in various subsequent policies, plans and development schemes.

### ***Current Policy Context:***

The NEP 2009 indicates the need for reform in ‘pre-service training and standardization of qualifications, professional development, teacher salary, career progression and status and governance and management of the teaching workforce’

Additionally, it highlights the ‘growth of private sector’ as adding ‘new complexities to the teaching profession’ and, therefore, needs to be taken into account while planning any reform of the system. There is a need to integrate all aspects of teacher education i.e. recruitment, promotion and teacher rationalization.

To provide a comprehensive framework in response to NEP 2009, The Government of Sindh (GoS) took an important initiative to improve Teacher Education and Development (TED) Policy 2009.

The policy guides reforms in the following three areas:

1. Initial Teacher Education (ITE) or pre-service teacher education.
2. Continuous Professional Development (CPD) of teachers or in-service teacher education.
3. The overall management of teacher quality (teacher education and development)

### ***Theoretical Analysis***

The historical analysis of policy context indicates that the emphasis for teacher education and development remained on the quantitative expansion in order to address teacher shortage issue.

Quality of teachers has also come up as a concern and various strategies were proposed to address this issue. However, the discourse has remained for a long time on ‘teacher training’ which is an outdated concept, and rejected globally much earlier, as it does not reflect the process of development and learning.

The teacher education in Sindh needs to be viewed as a development of process of learning and growth that is based on the principles of life-long learning, continuous development, and constructivist philosophies.

### **Topic 164**

#### **Analysing the Current Situation Access and Equity**

It is seen here in terms of teachers 'availability, availability of resources and infrastructure for teacher development and provision of equitable opportunities for access across gender and rural-urban dimensions.

### ***Size of The Teaching Workforce***

The disparity between the numbers of male and female teachers is quite distinct at the primary level. Research shows that the provisions of female teachers have been consistently low in all sectors.

Furthermore, it has been observed that primary school teachers make up more than two-third of the total workforce in the public schools from primary to the higher secondary level. This implies that the most significant allocation of attention and resources needs to be to primary school teachers across all efforts to improve the quality of education in the province.

As, female teachers are less than one-third of the total number of teachers, the provision of qualified female teachers needs to be addressed in order to improve gender equality.

The size and composition of the teaching force, in a way, depends on number of schools for both genders. In this regard, the current scenario presents an alarming situation in which girls' schools represent only 16% of the total number of functional schools.

In order to address gender inequity, a special allocation of resources needs to be diverted and/or generated towards this predicament that has been sustained over the years.

### ***Quality of Learning***

More than 37,000 teachers are qualified for either the intermediate level or less, a figure that falls significantly below the National Education Policy 2009 standards.

These teachers need to be encouraged to enhance their academic and professional qualifications through flexible programs

### ***Issues and Challenges***

It is important to realise that one of the biggest challenges faced by provinces, in general, and Sindh, more specifically, is in relation to the 18<sup>th</sup> Constitutional Amendment i.e. the scale of management and system and management challenges posed by this provision.

Both, the abolition of Concurrent List and insertion of the Article 25-A, offer challenges (i.e. heavy mandates and increased responsibility) as well as opportunities (i.e. empowerment and autonomy) in relation to teacher education in the province.

### **Topic 165**

#### **Curriculum and Assessment**

Curriculum sets the course that provides a framework for the entire learning experience, and assessment represents the outcomes of learning from these educational experiences.

In case of public sector education system, the curriculum is understood and represented through textbook, which has implications for assessment process, as it delinks assessment from curriculum (linking it more strongly to the textbook).

The process of assessing student learning outcomes, by and large, shapes the process of teaching and learning. Educational research provides sufficient evidence that education system with more advanced, highly valid and reliable assessment system produces higher levels of student learning outcomes.

For Sindh to reach its Vision 2030, it needs more systematic and systemic efforts to enhance the quality of student learning outcomes, particularly, in the public sector of education.

### ***Current Policy Context***

The 18<sup>th</sup> Constitutional Amendment has major implications for curriculum processes including textbook development and assessment.

With the abolishment of the Concurrent List, the curriculum, syllabus planning (and textbook development), policy centers of excellence and standards of education/Islamic Education, now fall under the exclusive purview of the provinces.

This major shift in responsibility through the 18<sup>th</sup> Amendment has given rise to serious challenges, including institutional capacity to design and deliver on the processes related to education and its outcomes.

Currently, the assessment system in Sindh suffers from several deficiencies in relation to promoting quality education. The one with more sinister outcomes is the practice of rote learning which stops the mental growth of the child and blocks innovative learning.

Efforts have to be made to address this issue and the need to inculcate critical and analytical thinking skills for developing life-long independent learners has to be emphasized. The other is lack of provincial policy for conducting annual exams from primary to higher secondary levels.

Assessment mechanism should be such that analytical thinking and critical reflections are tapped and encouraged.

Recently, the Government of Sindh Education and Literacy Department has introduced annual Standardized Achievement Testing (SAT). SAT will be used as a tool to transform input driven reform agenda to output/outcomes.

This will be done by bringing about attitudinal changes in teachers, for instance helping them to graduate from rote learning model to teaching mode that helps to instill problem solving and analytical skills in pupils.

Furthermore, it will help in informing parents, education administration, civil society and government and to gradually shift to result based on accountability system.

### **Topic 166**

### **Curriculum and Assessment: Analyzing The Current Situation**

#### ***Curriculum***

The 18<sup>th</sup> amendment has devolved the responsibility for curriculum development to the provinces. However, due to absence of new legislation and laws, the functioning of BOC has been facing hindrances in terms of delivering the outputs.

The Provincial Curriculum Act is under review by the Legal Department, GoS. The National Curriculum 2006 has been adopted by Sindh, but it has not been implemented fully so far because of various reasons including institutional capacity, resources and expertise.

Currently, the Bureau of Curriculum is deficient in human, material and financial resources. For instance, there are only 6 subject specialists against 21 subject areas. There are then additional issues, such as, available competence in curriculum development and translations, especially in Sindhi language.

#### ***Textbooks***

The issue of textbook development and implementation is evidently interlinked with curriculum plans and their implementation. Since, the Curriculum 2006 has not yet been implemented, the process of textbook development also remains lagging to a large extent.

Within the context of 18<sup>th</sup> Constitutional Amendment, Sindh has yet to come up with a comprehensive provincial policy and guideline that could guide the development of textbooks and learning materials in the province.

Non-existence of such policy and guidelines has implications for plans guiding textbook development and implementation.

#### ***Issues and challenges***

Curriculum guides on what needs to be learned and how learning can be facilitated and assessed.

- However, in practice, hardly any teacher has access to curriculum document.
- The access is further limited by language barriers and also lack of conceptual skills to interpret the curriculum.

Furthermore, there are more than 70% schools with Sindhi as medium of instruction whereas the 2006 curriculum is in English language which should be translated into Sindhi as well as Urdu languages to make it more user friendly.

**Topic 167****Education Infrastructure Development**

With the goal of 'Education for All', school has become second home for a child.

Therefore, better planning, designing, maintenance and repair of the school becomes the basic requirement for quality provision of education.

Keeping in view the current situation of school infrastructure and available resources in Sindh as discussed earlier, the need for strategic planning is strongly felt.

This planning is crucial to rationalize, consolidate, rehabilitate and construct additional infrastructure on the basis of demographic trends, culture and socio-economic condition of districts.

It is important to optimize the number of schools and built only those schools in the first phase which are viable and feasible and in consonance with catchment areas' present and future demands.

The discussion on school infrastructure also sets out the key issues that should be considered when choosing a school site, layout of the building and in designing appropriate buildings.

Getting the location and design right is essential for the provision of effective spaces for teaching and learning, ensuring access for all, reducing risks from natural disasters and achieving value for money.

To guide the districts to rationalize, rehabilitate and construct additional infrastructure on the basis of demographic trends, culture and socio-economic conditions of the district, the development of District Wise School Infrastructure Development Plan is proposed in SESP.

***District Wise School Infrastructure Development Plan (DSIDP)***

The DSIDP will be a guiding document for all concerned government department districts, local government, provincial and federal government.

The DSIDPs will guide the concerned parties in the selection of only need-based schools for infrastructure development. These DSIDPs will assist the Government of Sindh to avoid ad hoc, politically driven or biased (with vested interest) school schemes selection.

The plan will be prepared and endorsed through Education and Literacy Department and Planning and Development Department to ensure that all education sector development schemes are in conjunction with the educational infrastructure development plans.

***Issues and challenges***

There is a wide disparity in allocating the area of schools, some are below 100 square yard whereas others are over 5000 square yards.

Utilities' management is not given due attention, drinking water standpoints are rarely available, if available, not functional, and in case they are functional, they have high quality issues.

The common construction method is load bearing/wall bearing technology that lacks against natural or man-made hazard.

Usually, Sindh's climate is hot and during the planning and design phase, site specific climate conditions need to be addressed while proposing the school layouts and selection of material for construction.

## **Topic 168**

### **Education infrastructure Development**

#### *School consolidation- an innovative reform*

The Government of Sindh in recent years has introduced an innovative reform program to rationalize physical and human resources and to improve the overall management of schools.

The reform initiative is titled as school consolidation – converting two or more schools into a single school. The need for school system consolidation has arisen due to the past proliferation of schools, precipitated by poor planning and arbitrariness. Many of the schools set up as a result of these practices are two-room, one-teacher schools, which tend to have the poorest quality of service delivery. There are nearly 49,000 schools in the GoS's current inventory, most of which are non-functional, poorly located, undersized (one or two-rooms), understaffed, and/or poorly constructed.

School consolidation covers three types of school:

1. Adjoining schools;
2. Embedded /same premise schools;
3. Schools that are within a stipulated distance of each other and one strategic school among them having the horizontal and/or vertical space for expansion to accommodate students in merged schools.

The Government of Sindh approved the policy of School Consolidation in February 2012 as a major move. The purpose of the policy was to enhance the provision of quality education while ensuring the access to education at the same time. The policy has provided clear directions related to the management of resources and powers of campus principle.

### ***Challenges***

The School Consolidation policy, however, is likely to face several challenges during its implementation.

Some of the challenges are highlighted below

1. Resistance to Change: The rationalization of schools and bringing them to one chain of command is expected to create some resentment and resistance among the staff.

2. Tribal, clan and Religious Affiliations; There are localities in Sindh where schools are divided on the lines of tribal and communal affiliations

Schools consolidation policy will have to be sensitive to these differences and only areas where community shows willingness, schools should be consolidated.

## Lesson No. 26

### POLICY FRAMEWORK AND PRIORITIES

#### TOPIC 169- 175

#### Topic 169

#### SESP Vision

The broad vision stated by the Government of Sindh is of : ‘A united, just, resilient, productive, innovative, industrialized and prosperous Sindh with a disciplined, caring society comprising of healthy, happy and educated people and built upon the enduring pillars of self-reliance, respect, tolerance, equity and integrity.’

#### ***National Education Policy (NEP 2009)***

This vision was also addressed in the National Education Policy, which calls for the education system to ‘provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social , justice, democracy based on the basic ideology enunciated in the Constitution of Pakistan.’

#### ***Vision of SESP***

‘Education is the fundamental right of the child, the government must provide equal opportunities of quality education to all children to realize their full potential and contribute to the development of society and economy creating a sense of nationhood and inculcating values of tolerance, social justice and democracy.’

This vision can be translated in practical terms as a commitment under the SESP to focus on:

1. Delivering educational services to the most vulnerable and marginalized children.
2. Improving student learning outcomes, and
3. Supporting greater community and parental involvement in their children’s education.

#### ***SESP Policy Context***

The 18<sup>th</sup> Amendment led to the abolition of the Federal Ministry of Education and gave full authority to the provincial governments. In September 2011, National Education Conference agreed that the National Educational Policy 2009, subject to such adaptations in view of the 18<sup>th</sup> Amendment, would continue to guide education provision at the provincial level.

The NEP 2009 found two key deficiencies at all levels of education:

1. Low access to educational opportunities, and

## 2. Low quality of education

Weak performance in the Education sector is attributed to gaps in commitment and in implementation.

### ***Recommended Policy Actions***

1. Promoting equity in education,
2. Commitment towards achieving EFA and MDGs,
3. Improving the quality of education
4. Establishing monitoring and inspection systems,
5. Placing emphasis on research, and.
6. Creating a system that can capitalize on the opportunities presented by globalization as well as minimizing the potential negative impacts of globalization.

### ***Sindh Right of Children to Free and Compulsory Education Act, 2013***

This act is expected to be a key vehicle for achieving the objectives of SESP. The Act contains 30 comprehensive articles and eight chapters articulating the right of ALL children aged 5-16, including those who are out of school, disadvantaged and with special needs, to education. Inclusive education principles will be derived from the National Policy for Persons with Disabilities (2002) and international conventions

## **Topic 170**

### **SESP Purpose and Objectives**

An integrated and holistic approach to planning and development is made essential by the extreme complexity of the process of education. Mindful of the two key deficiencies in the education system – access to educational opportunities and low quality of education -, SESP focuses on equity in access, quality of education, governance and service delivery, and equity in resource allocation. The integration of these components towards development, demands a comprehensive sector plan.

### ***Principle objectives of Sindh Education Sector Plan (SESP) 2014-18:***

1. Increasing equitable access to quality ECE, primary and secondary education, with the aim of eliminating social exclusion.
2. Improving the quality of learning outcomes through strengthening the teaching/learning process.  
Improving the quality of teachers through merit-based selection and recruitment as well as establishing a competency-based constructivist system of educational professional development.
3. Strengthening governance and service delivery by improving the functioning capacity from the school community level up to district and province level.

4. Enhancing the equity of resource allocation and improving the fiscal sustainability and effectiveness of educational expenditure, thereby fostering transparency and accountability in the use of public resources.

Each of these objectives requires a set of policy discussions and reforms for effective implementation.

### **Topic 171**

#### **Governance and Accountability**

Governance and accountability are central to promoting efficient and effective delivery of education. Structures, roles, and responsibilities of governance should be determined and developed in ways that maximize capacity to significantly improve quality education, which can be measured via accessible evidence. Achieving good governance will require the sector to follow and strengthen basic principles of transparent procedures, and provide opportunities for capacity building and leadership. Education governance refers to the alignment of standards, authority and decision-making within the education system to demonstrate accountability of quality and performance. Effective governance and accountability requires the system to link authority and responsibility at all levels. Good accountability measures should ensure that responsibilities are effectively carried out, progress and outcomes are evaluated so that impact can be demonstrated and corrective measures can be taken in an appropriate manner.

### **Topic 172**

#### **Enhanced Equity in Education Access and Participation**

Equity in educational access and participation has two dimensions.

1. Fairness, which implies that one's personal and social circumstances such as gender, socio economic status, and ethnic origin, should not be an obstacle to participation in education.
  2. Inclusion, which implies ensuring basic minimum standards of education for all.
- Equity must ensure that differences in educational outcomes are not the result of differences in socio economic status, income, gender, geographical disparities and parallel school systems. Equity is also important as a human rights imperative under which the Province of Sindh is the guarantor of education for all, ensuring that it is available, accessible, acceptable and adaptable.

#### ***SESP policies for enhanced equity in education access and participation***

1. Transition from ECE to primary and from primary to middle and secondary education will be a priority focus. Primary schools will be upgraded to include the middle level
2. Greater access to ECE will be providing to children from marginalized groups in order to promote equity and eliminate social exclusion.
3. Targeted interventions will address disparities at all levels, including geographic (district-wise and urban-rural), gender, socio-economic status, poverty and disabilities. This will be done

by supporting measures like stipends for needy children and conditional cash transfers for low income household.

4. An appropriate physical and learning environment will be guaranteed to promote enrollments, retention and learning.
5. In recognition that the government alone cannot provide for all the children in Pakistan through free and compulsory schooling, the Education Department will pursue a policy of Public-Private Partnership
6. Alternative, flexible and non-formal education provision will be made available to children excluded from formal schooling.
7. Formal and non-formal education provision will be made relevant to real life and living needs of children beyond school.

### **Topic 173**

#### **Improved Quality and Student Learning Outcomes**

Education quality will be defined by student learning outcomes, and the development of skills, attitudes, and values that are judged essential for good citizenship and effective life in society. Six elements will be given priority as a way to ensure improved quality, these are:

1. A common curriculum based on the holistic development of the child.
2. Content and process that is student-centered and non-discriminatory.
3. Teachers that are professionally qualified and performing a facilitator role.
4. A learning environment which is safe, disciplined, physically facilitating and inclusive.
5. Assessment systems that provide support to classroom level teaching using both summative and formative approaches.
6. Measurable outcomes that provide the basic skills required for positive adaption to society and economy.

### **Topic 174**

#### **Sustainable Sector Financing**

The most productive investment for development is to invest in education. Funds for education come from many sources (public, private, philanthropic and from international donor agencies). The case for funding education is strong in view of the high social returns. The current public outlay on education in Sindh is 17% of government expenditure. Most of this is recurrent and at school level 90% of expenditure goes on salaries, as compared to 80% in the overall education budget. The share of non-salary expenditure in the recurring budget is very low and insufficient to allow for adequate provision of basic facilities and maintenance costs. Most developmental funds come through funding by international development partners or donor agencies. The project mode of financing by donor agencies must give way to more coordinated and aligned approaches that minimize duplication and lead to sustainability. Donor interventions will only be approved where they support Sindh's own priorities and align with SESP.

## Topic 175

### SESP Targets

SESP targets have been set on basis of four key indicators:

1. Gross Enrolment Ratio (GER)
2. Net Enrolment Ratio (NER)
3. Learning outcomes
4. Literacy rate

#### *SESP Targets for 2018*

1. ECE/Katchi Targets:
  - Gross Enrolment Ratio (GER) from 32% to 45% for pre-primary age children (3-5 years).
2. Primary and Middle Targets:
  - Net Enrolment Ratio (NER) from 59% to 77% for primary school age children.
  - NER from 34% to 50% for middle school age children.
3. Secondary & H. Sec Targets:
  - From 23% to 35% for lower secondary school age children.
  - From 19% to 30% for higher secondary school.
4. Literacy Targets:
  - An increase in the number of adults who are literate from 59% to 70%.

#### ***District Education Plans***

The Education department has planned to develop District Education plans in local languages i.e. Urdu and Sindhi, based on the need and situation analysis of particular district. These plans will be developed in consultation with district Local Education Groups and community participation. In District Education Plans, school-based indicators and activities will be identifies and funded through schools specific budgets/ funding. These activities will be monitored through an independent monitoring system under Director Monitoring and Evaluation.

**GOVERNANCE AND ACCOUNTABILITY****TOPIC 176- 181****Topic 176****Governance and Accountability**

- Governance and accountability are critical for effective implementation of plans and policies.
- Results are linked to the effective management of the associated functions of service delivery.

The Government of Sindh has been suffering from the issues of planning, development and implementation of its various policies, plans and strategies. This is one of the principal reasons for low performance against education indicators. It is mainly due to issues of educational governance- in Particular at the service delivery level- and weak monitoring and accountability systems. EMIS data is only made available to Education managers around a year after the annual school census, which does not allow for timely response or corrective measures. For SESP to achieve its objectives the provincial government will need to effect comprehensive reforms to governance and accountability mechanisms. These reforms need to include but not limited to effective and professional education management geared to deliver; effective monitoring and data management systems; availability of reliable and timely data; transparency in government operations; involvement of the community and stakeholders in education sector decision making; forming public private partnerships; and introducing technology to management.

***Policy Context and Situation Analysis***

Governance and accountability have been featured in previous national education policies in Pakistan as a key concern (1970, 1972, 1992, and 1998-2001). The National Education Policy (NEP) 2009 focuses on educational governance and considers gaps in commitment and implementation as key reasons for poor performance of the education system.

The NEP identifies the following governance issues:

1. Absence of a holistic view of the Education sector.
2. Lack of policy coherence.
3. Unclear roles and fragmented governance.
4. Parallel systems of education (public-private divide).
5. Widening structural divide.
6. Weak planning and management.
7. Lack of stakeholder participation.
8. Lack of accountability, capacity to deliver and manage.
9. Weak monitoring and evaluation system.

**Topic 177****Policy Context and Situation Analysis**

### ***Key policy Actions for Education Management and Governance – NEP 2009.***

1. Developing a Whole-Sector View:  
A comprehensive Human Resource Development (HRD) policy shall be developed. This HRD policy will help in integrating all types and branches of HRD institutions from Early Childhood Education (ECE) to tertiary education.
2. Ensuring Policy Coherence:  
The Ministry of Education shall be responsible for ensuring coherence with other socioeconomic policies of the government.
3. Bridging the Public-Private Divide  
Available educational resources in the private sector shall be mapped and information will be made available to all. Transparent and clear procedures shall be initiated in the education sector to allow utilization of private sector inputs. Provincial Governments shall encourage private education at the school level as an additional option available to those who can afford such education.
4. Building Management and Planning Capacity  
A management cadre for education, with specific training and qualification requirements, shall be introduced.  
Education sector management shall be handled by education managers without any intervention from politicians and generalist civil servants; only then can education managers be held accountable for outcomes

### **Topic 178**

#### **Education Management Structure in Sindh**

##### ***At Provincial Level:***

Overall policy-making and providing leadership in curriculum, educational standards, assessment, textbook development, program design and implementation.

- Provincial Education Departments are headed by their respective Provincial Education Ministers.
- The provincial Education Secretary is in charge of the department.

The provinces are further divided into districts for the purposes of administration.

##### ***At District and Sub-District Level:***

The Head of the Education Department in a district is the District Education Officer (DEO). Underneath the District Education Officer is the District Officer Education (DOE) (Secondary Education/Elementary Education), Assistant Sub-district Education Officer (ADEO) at taluka level. At the grass roots level (Union Council level), Learning Coordinators (LCs) provide academic guidance and supervisors are supposed to monitor the schools.

##### **School-Based Leadership:**

Principally responsible for the provision of learning resources and academic supervision for improved learning outcomes.

## Topic 179

### **Key Issues and Challenges**

#### ***Lack of Holistic Approach***

Limited inter-departmental coordination (e.g. with Finance, Planning and Development, Social Welfare, Child Welfare and Development, Health, Works and Services and Sindh PPRA).

Infrequent consultation and sharing of new ideas, programs and plans.

#### ***Weak HR Management***

- Teacher absenteeism due to weak supervision and lack of accountability.
- No database and MIS for HR (teaching and non-teaching).
- No system for projecting teacher demand and supply.

#### ***Low Performance***

- Absence of a comprehensive performance framework (criteria, standards, incentives)
- Input based budget, no relation to outputs or performance.

#### ***Limited Capacity for Evidence-based planning***

Low skill in data management and analysis, resulting in absence of evidence-based decision making

#### ***Weak Monitoring Systems***

- Monitoring by implementers only; independent mechanisms are not available.
- Monitoring data is not available when required.

#### ***Lack of Transparency in Public Expenditures***

- Procurements audits are not carried out despite large procurement budget
- Public access to key financial and procurement information is almost nonexistent

#### ***School Data***

- Considerable time lag between census and data availability in SEMIS.
- Basic student profiling data is not part of SEMIS, hence important data on student retention and dropout cannot be obtained reliably.

## Topic 180

### **SESP Objectives, Strategies, Targets & Activities**

Based on an analysis of the situation in terms of Education system governance and accountability, and suggestions and recommendations from key stakeholders, SESP has formulated the following objectives for Governance and Accountability over the next five years.

1. To develop a whole sector approach
2. To develop and implement standards for educational inputs, processes and outcomes.
3. To strengthen capacity for evidence-based planning and accountability.
4. To professionalize educational management
5. To develop and implement an effective school supervision/ mentoring system.

6. To promote better teacher management (appointment, deployment, performance-based promotion).
7. To establish an effective and independent data collection and monitoring system
8. To foster public-private partnerships for improved management.
9. To establish an information and communication system.

The following steps will need to be taken in order to achieve the SESP objectives for Education governance and accountability.

- a. Create a separate management cadre
- b. Design and develop an independent data collection and monitoring system.
- c. Utilize ICT for improving educational governance.
- d. Develop an HR Management Information System (HRMIS).

## **Topic 181**

### **Financial Reporting Mechanism**

The Education department receives all budgetary support either from the Government of Sindh's own local resources or from external sources, i.e. loans or grants through the Finance Department. The accountability cycle starts with the Education department at Drawing and Disbursing Office (DDO) level, where the budget is prepared for consolidation by the Finance Department. Each DDO spends according to the budgetary grant allocated and reconciles its expenditure with the respective Accountant General (AG)/ District Account Office/ Treasury Office. At the end of FY the AG office, on behalf of the provincial government, prepares a financial statement consolidating expenditures made by all departments, autonomous bodies and centralized entities.

### ***AUDIT***

DDO offices are audited by the external auditors of the Auditor General of Pakistan (AGP).

Two types of audits are conducted by the AGP office:

1. Regularity audits (DDO level)
2. Financial Attest Audits (provincial level).

Annual audit reports and financial attest certificates are signed by the Auditor General of Pakistan seven months after the close of the Financial Year, and submitted to the legislature within one month following signature. The Public Accounts Committee conducts legislature reviews and discusses the audit reports issued by the Auditor General of Pakistan.

**EDUCATIONAL OUTCOMES****TOPICS 182- 188****Topic 182****Need for Good Governance**

The need to improve the state of education in Pakistan is undeniable. The question arises on what can be done to improve educational standards to ensure that students get access to quality education, which will benefit them, and inspire a generation that is educated, skilled, creative and well informed. To reach these objectives, education needs radical change not just at the classroom level, but at the highest policy level starting with governance of education; the element of governance is crucial towards developing curriculum, syllabi, and resource materials. It is essential towards determining teacher training and development, size of classrooms and what and how students are taught. It helps in determining the size and structure of the infrastructure and facilities provided to students. The overall governance system envisages a trickle-down effect which reaches down to regulation of schools. Thus, governance of education must be viewed at macro level, as an issue which needs to be addressed at the top level for there to be changes at the grass root level.

**Topic 183****Development of links between Different Departments**

Cooperation between different departments has been identified as an area requiring improvement for better governance of education. Different departments need to work; cooperation between works department, electricity departments and municipal units is required to provide support for schools in their areas. Thus, with the water department providing clean drinking water, electrical department ensuring electricity provision, the health department providing free health screening and local tehsil and district government supporting initiatives in their localities, governance of education and its facilities could be significantly improved.

**Topic 184****Relationship between NGOs and Government**

It has been noticed that private organizations and donors prefer to not work with government. Some experts blame the lengthy and complex procedures and the lack of an accountable and transparent system for these apprehensions.

According to a survey currently out of the 49,000 schools operating in Sindh, only 7000 schools have 4 rooms or more. It has been suggested that worst performing 7000 schools should be selected and handed over to the private sector. The government would continue to fund the school, but the administration would be handed over to the private sector for a certain period of time to improve

results. A vacuum of competent human resource has also been identified both at the federal and provincial level to implement the policies. Therefore, there is also a need to develop the required human resources by recruiting, training and engaging experts and specialized personnel into the education sector.

NGO's and state relationship is another complex phenomenon. State could not provide proper rules and regulation to facilitate and control NGOs and badly failed to maintain trust. NGOs are reluctant to proceed with govt. because state control means exploitation. Registration is the only key in the hands of govt. but this process is available in five different departments having no mutual harmony among them. Even state does not have any legal agreed upon definition of NGO. NGOs make their own constitutions. Sometime a group of people develop an NGO to get benefited from funds available for govt. and international agencies. Few governments made support policies but obstacles like bureaucratic procedures and political instability did not allow to proceed in right direction.

### **Topic 185**

#### **Involvement of Academics and Researchers**

Academic scholars and researchers should be actively engaged in policy making at the provincial levels. Research into governance of education should be given due importance with the establishment of an academy of educational planning, research and governance. Academics could be actively engaged at policy level through:

1. Creation of an education oversight committee.
2. Advisory services provided by education advisors could be utilized to better manage education matters.
3. Think tanks which could advise the provincial education department on strategic and policy matters.

Furthermore, think tanks and education experts would allow for accountability to be built into the system. They would also be utilized for their expertise, their innovative thinking and their ability to resist political pressures.

### **Topic 186**

#### **Strengthening Current Government Initiatives**

As discussed previously quality and governance of education is an issue which needs serious attention. In order to improve the management, government of Sindh has created campuses in Gizri where 3 or 4 schools in the same premise were brought under one headmaster. Education Management Sindh Graduate Association is also being considered by the Government, so that schools could be given to NGOs for smooth running.

#### ***School Management Committee (SMCs)***

In order to improve the governance and management of education in the province, the establishment of active School Management Committees also has to be taken into consideration. The internal monitoring system is also weak; however, efforts are being made by the ministry to get an independent internal monitoring unit which would report directly to the Chief Minister.

### **Topic 187**

#### **Improving Accountability and Transparent System**

In order to improve accountability in schools, principal and teacher relationship needs to be redefined especially in the public sector. One of the main reasons identified for the poor performance of public schools was the lack of authority of the principals in managing their staff. The principal needs to be given the authority to discipline non-performing teachers. The Principal has to have the power to fire teachers who are not doing well, while the principal is held accountable if the student's performance is below par. Hence this creates an accountable and transparent system. Furthermore, district government's performance may also be improved if they are held accountable for the performance of their districts. Funding could be linked to school performance and directly proportional to the number of satisfactory schools in the District.

### **Topic 188**

#### **Educational Outcomes**

#### ***The Way Forward***

In today's increasingly globalized and competitive economy, tackling social inequalities and establishing a literate community which can keep pace with the world has become essential. Sindh has so far been unable to effectively use its resources to implement a governance system which provides quality and sustained education for its populace. With the introduction of the 18<sup>th</sup> Amendment to the Constitution and the further devolution of powers to the provinces, Sindh and all other provinces in Pakistan certainly face greater challenges. However, they also have a unique opportunity to undertake measures to improve the governance of education. Therefore, in order to fulfill the demands of the post-constitutional amendment scenario, the province needs to reposition itself, revisit its roles, build capacity, and put in place appropriate mechanisms.

## Lesson No. 29

**CHALLENGES OF EDUCATION IN BALUCHISTAN****TOPICS 189 - 194****Topic 189****Province Overview**

Baluchistan is the largest province- by area- of Pakistan, constituting approximately 44% of the total area of the country. The population density of Baluchistan is very low due to the mountain's terrain and scarcity of water.

***Languages***

The main languages in the province are Balochi, Brahui, Pashto, Sindhi and Urdu.

***Climate***

The climate in the mountains areas is very cold whereas desert areas are hot and barren with scanty rainfall. Social development in the province has been slow, one factor being remote and difficult to access inhabitations.

- The economy is largely dependent upon the production of natural gas, coal and minerals.
- Livestock, limited farming and fishing along the Arabian Sea Coastline are main forms of sustenance for the local populations.

According to the 1998 census, Baluchistan had a population of approximately 6.8 million representing approximately 5% of the Pakistani population. Based on NIPS projections, the population in 2010 increased to 9.771 million. In 2010, for every 87 females there were 100 males.

***Literacy Rate***

The overall literacy rate is 47.7% with marked difference in male and female literacy rates which are 61.5% and 24.2% respectively.

**Topic 190****Access to education**

Access to education is a big challenge at all levels in Baluchistan. However, serious challenges are faced by the province in the areas of access to primary education for its population. The data shows that the highest percentages of children at primary school entry age are out of school. The Major reason for slow growth in enrolments, low survival rate and low transition rates has been observed to be limited access to education particularly for females in rural areas.

- The participation rate is very low.
- Overall, 56% children of age 6-11 are not attending primary education.

## Topic 191

### Gender Gap and Girl's Education

The second most alarming issue is Gender Parity Index (GPI) ratio at all levels of education. At secondary level of education urban and rural ratio of in-school girls is 0.86 and 0.48, respectively. This shows much lower participation rate of girls in the rural areas as compared to urban regions. Furthermore, it has been noted that the participation rate of girls is much lower at the secondary level as compared to the primary level especially in rural areas.

#### *Gross Enrollment Rate*

- Out of more than 1.195 million primary age children, GER is 78.7% and girls make up only 41% of the total enrolment.
- Boys' GER is 87.4% whereas girls' GER is only 68.6%.

#### *Net Enrollment Rate*

PSLM 2008-09 reports overall NER at 44% with males 51% and females lagging behind at only 36%.

- The gender gap in both GER and NER is huge and it will require sustained efforts and inputs to bridge it.
- Overall NER is quite low compared to national figure of 57%.

## Topic 192

### Dropout Rate and Security Issue

Another major issue being faced by the province is of the high dropout rate and out of school children. About 35% students who are enrolled in Katchi class leave school before registering in Class One. High level of dropout rates and low transition rates are reported at each level of Education.

#### *Security Issues*

Security issues have aggravated the problems of negligible educational attainments and gender disparity in Baluchistan. Due to security risks many teachers have been transferred from remote areas to cities. Due to security issues, female teachers particularly in rural areas feel insecure and girls' schools are closed due to transfer of teachers from remote areas. Therefore, these problems associated with security are further hindering the educational opportunities for girls.

## Topic 193

### Achievements against EFA and MDGs

#### *Millennium Development Goals*

The Millennium Development Goals are an ambitious agenda for reducing poverty and improving lives, that world leaders agreed on at the Millennium Summit in September 2000. The Millennium Development Goals have been adopted by the Government of Pakistan and integrated in its Poverty

Reduction Strategy.

The MDG goals relevant to education are:

1. Reduction of proportion of people living on less than one dollar a day and those who suffer from hunger.
2. Ensuring completion of primary education for both boys and girls; and
3. Elimination of gender disparities at all levels by 2015.

### ***The EFA Plan***

The EFA Plan formulated in 2003 proposed more than 40,000 Early Childhood Centers, 10,000 new primary schools and 2,500 maktab (religious) schools to achieve the EFA targets. The EFA Plan proposed the upgrading of a large number of primary schools to middle level over three phases.

- According to the EFA Plan, about 1.5 million adult literacy centers and over 200,000 non-formal basic education schools were to be established by 2015.
- Almost 380,000 vocational/trade schools were to be set up to provide skill development.

However, it can be seen from surveys and researches that the performance of Baluchistan, with regards to education is very low and slow in comparison to other provinces. The education For All Development Index (EDI) for Baluchistan is 0.37 while EDI for Punjab, Sindh and KPK is 0.47, 0.43, and 0.43, respectively. In Adult literacy Baluchistan has been able to achieve 39.7% as compared to 57.2% by Punjab, 58.2% by Sindh and 46% by KPK (PSLM, 2008-9).

### **Topic 194**

#### **Post 18<sup>th</sup> Amendment Scenario**

After the 18<sup>th</sup> Amendment in the Constitution, Ministry of Education has been devolved to the provinces and education has now become a provincial subject. The changes have been made in key areas of education sector. The Curriculum and Syllabus, Centers of Excellence, Standards of Education up to Grade 12 and Islamic Education has been transferred to Provinces. The amendment has positive impact on provincial attitude. In Baluchistan, there is a challenge of ownership of quality of education and to achieve the targets in accordance with the international commitments. The big challenge for Government of Baluchistan is a careful understanding of the limitations and existing capacity of the provincial education department.

Baluchistan has following major challenges to achieve the targets of EFA and MDGs:

1. Ensure access to education at all levels for all settlements in the province, particularly in remote areas;
2. Formalization of ECE in all primary schools and provision infrastructure and learning material for ECE;
3. Ensure Universal Primary Education;
4. Increase enrollment in middle and high schools;
5. Increase transition rates from primary to middle and middle to secondary;

6. Improve survival rates at all levels of education;
7. Reduce Gender disparities at all levels;
8. Funding for implementation of provincial literacy plan;
9. Awareness of community and;
10. Improve governance.

### Lesson No. 30

## STRUCTURE OF EDUCATION SYSTEM (ORGANIZATION OF EDUCATION IN BALUCHISTAN) TOPICS 195 – 200

### Topic 195

#### Education Sector in Baluchistan

Baluchistan has the lowest literacy rate, highest gender gaps and weakest access indicators in the country. The quality of education also remains poor and the exponential growth of private schools in the province indicates the low levels of confidence in public sector schooling. This is partially due to the security situation but in case of larger donors the provincial policy of not accepting any loans has also reduced “investment” in all sectors from the donors. However, this policy may shrink funds for the time being but it will reduce potential expenditure burden in future.

#### *Development in Recent Years*

In recent years the government has increased its interest and seriousness in development of the education sector. A reform environment has been created and important reforms have been initiated in all sectors, especially schools and higher education. Technical and vocational education has only recently begun a review and reform process while Literacy and NFE remains the most neglected portion of the sector.

A Policy, Planning and Implementation Unit (PPIU) has been set up to coordinate the reforms. The Department of Education developed a ‘Baluchistan Action Plan’ that serves as the interim education policy for the province till the development of full-fledged sector plan.

- A number of other initiatives have also been undertaken.
- Education for All (EFA) Provincial Plan and District EFA plans for all 30 districts along with Early Childhood Education (ECE) Provincial Plans for 8 districts were prepared and launched by the Government.

Community school’s development program was expanded by the Baluchistan Education Foundation (BEF) and private schools have been included as partners.

- While gaps remain, the province has made some strides in education also.
- Over the last twenty years enrolments have continued to increase, especially, for girls.

Baluchistan also has five public universities out of which one serves exclusively the females, one informational technology and management sciences, one engineering university and one university at Uthal caters to marine and livestock requirements.

- The province continues to face challenges in the sector despite the progress
- Access to all children and improved quality both remain elusive at this point.

Both these objectives will need to be pursued simultaneously though the emphasis would vary across the province depending on the current level of facilities available.

## Topic 196

### Organization of Education in Pakistan

Education in the province is divided into school sector, higher education, technical and vocational education and the literacy and non-formal sector. The school sector has the following levels:

#### *Pre-primary*

The pre-primary consists mostly of the 'kachi' class of unadmitted children. A few select public sector schools run the 'reformed kachi' classes which run these on the basis of the new national curriculum of ECE developed on the modern concepts of the Early Childhood Education.

#### *Primary*

- Primary section consists of grades 1 to 5.
- The bulk of these schools are exclusively primary while 955 of the 961 of middle and 648 of the 663 high schools also have primary sections.

#### *Middle*

Middle schools consist of grades 6-8 and 660 of 663 secondary schools include middle sections.

#### *Secondary*

- Secondary schools are up to grade 10 with grades 9 and 10 forming the secondary level.
- These are important years of career choice and progression for the students.

At this level students opt for the arts and science streams and sit for public examinations which have a bearing on their future career options.

#### *Higher Secondary*

There is only one higher secondary school in the province run under the provincial Secondary Education department. Although the curriculum for this level is part of the overall school

Higher Education Department. Additionally the higher secondary level also exist in the ‘elite public schools ‘ run by the Higher Education Department. Both these set of institutions have classes from grades 6 to 12, have English as the medium of instruction and provide residential facilities to students.

## **Topic 197**

### **The Levels**

#### ***Higher Education***

Higher Education sector consists of a number of organizations; the Higher Education Commission of the Federal Government, the Higher Education Department with its colleges and the autonomous Universities. Additionally, there are private colleges, as well as, universities.

- Administratively, universities are autonomous bodies chartered by the provincial assembly.
- Governor Baluchistan is the chancellor for all public sector universities.

Higher Education Commission (HEC) develops policy for the sector and provides the bulk of funds to the public sector universities. Private Universities receive the charter from Baluchistan Assembly and are recognized by the HEC.

- Private Colleges are affiliated with the University of Baluchistan
- Colleges are administratively controlled by the Department of Higher Education of the Government of Baluchistan.
- These include ‘Intermediate’ and ‘Degree’ colleges.
- The former only run higher secondary classes of grades 11 and 12 while the latter also teach undergraduate students.

The department is overseen by a Minister and headed by the Secretary Higher Education.

#### ***Curriculum***

Curriculum for undergraduate classes in colleges is developed and prescribed by the University of the Baluchistan, which also conducts the external examinations. Intermediate follows the school curriculum (hitherto developed by the Ministry of Education) and the Board of Intermediate and Secondary Education (BISE) is the external examination body.

#### ***Role of HEC***

- Higher Education Commission (HEC) has an important role in the sector.
- Formed in 2001 the Commission has made significant contribution to university improvement in the country, including Baluchistan.
- HEC is responsible for national standards, provides grants to the universities and also guides policies on quality.

### ***Technical and Vocational Education & Training***

Baluchistan has the lowest labor productivity among all the provinces.

## **Topic 198**

### **Organizations**

The central organization for each sector is the Secretariat which oversees the work of various institutions attached to it. Here, we will be looking at three secretariats and the organizations functioning under them, the Department of Secondary Education, the Department for Higher Education and Department for Social Welfare.

- In addition to these departments a number of autonomous bodies also undertake education service delivery.
- Their mandates have also been explained here.

#### ***Secondary Education Department***

This department has the responsibility for education of all school age children in the province and carries the burden of implementation of Article 25A on behalf of the state. It administers over 10,000 schools and 48,000 teachers through its district formations under the Directorate of Secondary Education. In addition to the Directorate the department supervises the Bureau of Curriculum and Extension Centre (BOC & EC), Provincial Institute of Teacher Education (PITE) and the Baluchistan Textbook Board (BTBB).

#### ***Department of Higher Education***

The Department of Higher Education administers public sector colleges in the province. These include one College of Technical Education, one Polytechnic Institute, one Commerce College, three Residential and four Cadet Colleges.

- The last two types mentioned have classes from grades 6 to 12.
- All colleges also have the intermediate level grades 11 and 12.

#### ***Overlapping***

Substantive overlap exists between the secondary and higher education departments. This is because they both depend on the services of the Baluchistan Textbook Board, Bureau of Curriculum and Extension Services and the Board of Intermediate and Secondary Education as all of these cover grades 1 to 12. While the former two organizations are under the Department of Secondary Education, the BISE falls under the administrative control of the Department for Higher Education.

- The BISE conducts examinations for grades 9 through 12.

**Topic 199****Organizations (BTEVTA)**

Baluchistan Technical Educational and Vocational training Authority (BTEVTA) was established under BTEVTA Ordinance 2006 issued on 9<sup>th</sup> September, 2006. It was formed to provide over all umbrella management, policy planning/ guidance, technical and financial assistance to streamline, upgrade and strengthen the TVET institutions of Baluchistan. However, it was eventually decided that Secretary Labor and Manpower would coordinate with allied departments and ensure that the TVET institutes in Baluchistan work in a coherent manner under a uniform set of nationally and internationally acceptable standards, whereas, the respective Departments would continue to look after the administrative affairs/ training activities of their respective centers under intimation to Secretary BTEVTA.

***Department of Social Welfare***

The Department of Social Welfare has the mandate for Literacy and Non-formal Education, which it implements through its Directorate of Literacy and Non-Formal Education.

***National Commission for Human Development (NCHD)***

The NCHD was formed under the last military government as a non-government organization funded by the federal government. In Baluchistan it played a critical role in setting up satellite schools in remote areas and literacy centers in all districts. Its monitoring processes supported the work of the Directorate of Literacy and NFE. After the 18<sup>th</sup> Constitutional Amendment the role of the organizational has been questioned, specifically, the continuation of federal funding. While an interim solution has been reached through ad hoc funding by the federal government the final status remains unclear.

***National Education Foundation (NEF)***

Another federal government organization, the NEF, is responsible for setting up non formal schools in the province. Schools set up under the NFE prepare out of school children for return to regular institutions through a fast track primary program. The main problem of NEF has been an absence of linkage with formal province running the sector and hence it has not been possible to gauge the impact of its work.

**Topic 200****Baluchistan Education Foundation (BEF)**

The Baluchistan Education Foundation (BEF) supports community and private schools through a 'public private partnership' process. BEF has opened 197 Fellowship schools with the assistance of the private sector and subsidizes another 500 schools that meet its criteria.

- The BEF has also developed community schools in areas with no schools.
- At present about 632 such schools function in the province.

### ***The Private Sector***

Private sector has increased its investment in education in the province over the last decade. The number of privately owned education institutions continues to grow, especially, in urban areas. The maximum growth is in the school sector but private institutions have been set up at all levels including University and vocational training. At the school level the private sector cannot be viewed as a monolith.

- Very few of the schools (4 to 5 in Quetta only) can be categorized as elite institutions.
- The bulk of the remaining schools cater to families that can only afford low fees.

### ***Other Public Sector Schools***

The Federal government, local governments and other public sector organizations also run schools in the province, although these are very few in numbers.

Madrassas

According to data provided by Government of Baluchistan's Home Department a total of 1095 madrassas exist in the province with an enrolment of about 85,000 students.

- The madrassas have been further divided into sub sets based on sectarian affiliations.
- The largest number belongs to the 'Deobandi' School of thought.

**Lesson No. 31**

## **QUALITY AND RELEVANCE IN EDUCATION**

### **TOPICS 201-209**

#### **Topic 201**

#### **Quality Education**

- Quality Education has been neglected for many years.
- Recently there has been an increased awareness of its importance by the Department of Secondary Education.

It is now being considered an essential to a sustainable impact of education on socio-economic change

Determinants of quality education taken into consideration here are:

- Curriculum
- Textbooks
- Teachers
- Assessments
- School environment and
- School language issues

### ***Key Findings***

Research shows that quality has been at the periphery of education reforms in the past and neither the education managers nor teachers understand quality beyond knowledge transfer regurgitated through rote learning. All key quality inputs i.e. teaching, examinations and textbooks induce rote learning at the cost of cognitive development. Results from the National Education Assessment System (NEAS) tests, conducted in 2008, reveal low learning achievement's for students from Baluchistan.

### ***Causes of weak Quality***

- A low priority accorded to it
- Poor teaching and learning processes.
- Scarcity of education experts able to comprehend and support development of quality inducing processes and
- Finally, the lack of ability in the community to comprehend education quality issues, i.e. absence of demand.

The current education programs (degrees and certificates) do not provide an understanding of key areas like curriculum, textbooks, assessments and education planning.

### ***Strategies to Improve Quality of Education***

Make quality a factor in system accountability through developing standards and measurable benchmarks for quality related inputs, processes and outputs.

- Develop separate but lined approaches to teaching and learning for primary, middle and secondary education.
- Create a learner and teacher friendly school environment.

## **Topic 202**

### **Curriculum**

Curriculum development has been devolved to the provincial government after the 18<sup>th</sup> constitutional amendment in 2010. Previously, it had remained an exclusively federal subject since 1976. As the provincial education department has not had any experience in curriculum review and development, beyond the minimal involvement in federally managed review processes, the government has decided to adopt Curriculum 2006 prepared by Ministry of Education.

### ***Current Situation***

Capacity to prepare a curriculum does not exist in the province at present as only under the recently passed 18<sup>th</sup> amendment the mandate has been returned to provincial governments after 1976.

- Curriculum implementation's over the years has been limited to preparation of textbooks only.

- Most teachers, other professionals including examiners, parents and education managers have never seen a curriculum document.
- Therefore, teaching and assessment remains dependent on the textbook alone.
- Also, no feedback mechanism exists to assess the gaps between actual, taught and learned curriculum.

### ***Strategies to Improve the Situation.***

1. Prepare and implement a comprehensive Curriculum Implementation Framework (CIF).
2. Capacity assessment of CIF related organizations and preparation and implementation of a capacity development plan.
3. Provincial capacity development for curriculum.
4. Capacity for curriculum review and implementation will have to be enhanced at two levels.
5. Firstly, the capacity of the Board of Curriculum to undertake the task.

Secondly, to ensure sustained development of expertise in curricula and also an increase in its understanding within the education sector.

- The pre-service teacher education programs will have to teach courses on curriculum.
- To fill in the gaps in their faculties, institutions may borrow external resources including practitioners from the Department of Education.

## **Topic 203**

### **Textbooks**

Baluchistan textbook board has been responsible for development of provincial textbook since its inception in 1977. Until the 18<sup>th</sup> Amendment to the Constitution, the federal government had the responsibility for final approval to textbooks for reading in schools. The function has now been devolved to the provincial government. The current reforms provide an opportunity to demarcate the processes for review and approval, to be undertaken respectively by the BTBB and BOC, as distinct functions that require separate terms of reference, while (more critically) improve the quality of textbooks themselves.

### ***Current Situation***

Textbooks fail to involve the child's interest as most are written in a dull narrative and have low learning value as per the stakeholders' feedback. At the primary level the local context is missing and often the language transcends realistic assumptions about the child's age.

- In higher classes right up to the intermediate the conceptual explanations are weak and topics in science and mathematics are not covered in required level of detail.
- All this induces rote learning.

The consultations in the situation analysis narrowed to issues of absence of standards for textbooks and the flawed processes for their development as causes for the poor-quality textbooks. As with

most qualitative inputs, standards for textbooks have never been developed beyond rudimentary input-based issues like paper quality etc.

- At present no feedback mechanism exists to ensure quality and relevance to the child's level.
- The current process of textbook development, review and approval will have to be revised and standardized.
- Baluchistan has adapted the textbook Policy 2007 to outsource publishing to the private sector but it has so far been unable to implement it.
- As implementation of the Policy is linked to Curriculum 2006 the latter also remains unimplemented.

## Topic 204

### In Service Teacher Training

- Provincial Institute of Teachers Education and BOC & EC undertake in-service teacher education in the province.
- Over the year's donors, as per the requirements of individual projects, have funded these trainings.

### *Current Situation*

The irregular and disorganized approach to teacher training has been undertaken without assessment and documentation of the impact of interventions in improved teaching and learning in the classroom.

No benchmark (beyond limited project specific ones) has ever been developed. Additionally, quality of the programs has been marred by nontransparent selection of trainees and a failure to maintain a database for the trainings and hence professional development of the teaching force has mostly not been documented. An overall continuous professional development process, based on a holistic and ongoing assessment of the needs of the teachers and students, has never been established.

### *Strategies to Improve the Current Situation*

1. Develop a Continuous Professional Development program through adaption of the practices in other provinces.
2. Conduct a teacher's baseline study as a benchmark for evaluation impact of the Continuous Professional Development.
3. Create a CPD management committee to oversee its implementation.
4. Develop a database of teachers and their participation in the CPD trainings.
5. Capacity review and development of PITE.

## Topic 205

### Pre-Service Teacher Training

Pre-service education is arguably the weakest link in the efforts to provide quality education. The traditional certificates and degrees fail to match international standards (or even meet local needs) in duration, content, delivery and consequently the quality of graduating teachers remains poor.

### ***Current Situation***

- Both the public and private sectors provide pre-service teacher education.
- Low quality prevails across both sectors.

Firstly, the certification (PTC and CT in 9 months) currently, and traditionally, taught at these institutions are inadequate to prepare a quality education. Weak faculty and, in the case of private sector, malpractices like cheating in examinations further erode the final quality. The programs have very basic courses on pedagogy and some training but a well -rounded view on education is missing. Resultantly teachers qualifying from the programs have very little, if any idea of curriculum textbook's, assessments etc. or even an understanding of the child's learning needs.

- Even the 2-year B.Ed. program suffers from these deficits.
- The new policy on 4-year program, supported by the 2-year Associate Diploma in Education (ADE), being introduced with the assistance of the Pre-Step Project promises improvements.

### ***Strategies to Improve the Current Situation***

1. Adapt the current HEC developed curriculum for the 4-year program to be implemented in 2 select colleges.
2. Phase out PTC, CT and 2-year B.Ed.
3. Develop standards for pre-service teacher education
4. Strengthen the regulatory mechanism for private sector institutions
5. Enhance Capacity of BOC and Elementary Colleges.

## **Topic 206**

### **Assessments**

Provision for three categories of assessment exists in the education sector: internal, external and diagnostic.

- Teachers conduct internal assessments within schools.
- The Directorate of Schools and the Board of Intermediate and Secondary Education (BISE) conduct external examinations at the primary and secondary (and higher secondary) levels.

Whereas, the Provincial Education Assessment Centre (PEACE) has the mandate for system wide diagnostic assessments.

***Current Situation***

The routine assessment systems (BISE, DOS and internal assessments in schools) lack standards and are criticized for inducing rote learning in the classrooms.

- Neither the teachers in the classroom nor examiners employed by the BISE receive training in developing assessments tools.
- They have normally no access to curriculum and the exams are based purely on the textbooks.

Cheating in public examinations has been identified as, the second, and more debilitating perversion of the assessment system. Prevalent across the province and societal divides, the problem needs reforms that include all sections of government and society.

Another area of assessment is the diagnostic assessments under the Provincial Education Assessment Centre (PEACE), which has become redundant as, the last assessment was conducted in 2008 and now no funds are available to undertake the function. Also, no demand exists for use of the analysis generated into systemic improvements.

***Strategies to Improve the Current Situation:***

1. Train current set of teachers on assessments based on curriculum under the CPD process.
2. Trainings on assessment in the pre-service teacher education program.
3. Standards for assessments developed at input, process and output levels.
4. Eradication of cheating in examinations through social awareness.
5. Enhance capacity of BISE to conduct quality examinations.

**Topic 207****School Environment**

Here we will be looking at the physical infrastructure, (basic facilities, additional learning options of libraries and laboratories) and the social environment of the school.

***Current Situation***

The findings in the situation analysis conducted by BESP narrowed to five key factors:

1. Learner unfriendly school construction
2. Missing facilities
3. Low availability and usage of libraries and laboratories
4. Hierarchical and coercive the school culture with high incidence of corporal punishment and

### 5. Erosion of co-curricular activities from school programs.

Missing facilities include water, electricity, toilets and boundary walls.

About 55% of the primary schools are single teacher schools, 26% have no rooms (34% for girls) and 11% have only a single room. Also, 14% are 2 room schools.

Teachers have not been trained in multi-grade teaching as all inputs assume 'normal' schools. This impedes the teaching learning process in the classroom.

In middle and Secondary schools' libraries remain unused and laboratories, dysfunctional.

Laboratories functionality depends on technical personnel as well as replenishment of consumables.

There are no separate funds for the latter and limited availability of the former.

Social settings in schools replicate the hierarchical nature of social and family life in the community.

Coercive approach to discipline discourages questions and corporal punishment is often used.

The resultant fear involved in the children compromises their ability to learn, damages their personality development and creates risks of possible sexual abuse.

The last mentioned often remains unreported due to social pressures.

### ***Strategies to Improve the Current Situation:***

1. Child friendly school designs
2. Awareness campaign against corporal punishment
3. Missing facilities replenishment plan
4. Minimize impact of multi-grade teaching through teacher training and material development.
5. Functional Laboratories
6. Library usage should be increased.
7. Teacher training components should include a component on friendly classrooms and shift in attitudes towards corporal punishment.
8. Revival of co-curricular activities in the province in terms of sports competitions, debates etc.

### **Topic 208**

#### **Relevance**

The concept of relevance of school education in the province (like the rest of the country) has been limited to (hard) technical and vocational skills. All programs initiated under the concept have been practically shelved.

Relevance is considered a critical factor in all quality related inputs as; it is not simply a function of hard technical skills but also the softer skills like communication.

#### ***Current Situation***

At present no record of careers of drop outs or graduates of the system exist as a feedback and therefore, the outcome of the efforts remains undocumented even if known to be poor through anecdotal evidence.

Relevance to the market is not determined in a systematic manner during preparation of courses (especially at the secondary levels). Traditionally the education policy makers have focused on English language, (as the channel to white collar jobs and social mobility), and technical skills. While the approach of English language enhancement has the right idea, it does not follow a process that assists a student in developing either cognitive ability or English language skills. Technical skills programs introduced in schools usually have not been based on market needs and have mostly failed due to lack of funds and expertise to sustain them. The process of curriculum and textbook development and also overall education policy does not include a mechanism to receive feedback from the market.

### ***Strategies to Improve the Current Scenario***

The first task to be undertaken is a ‘tracer study’ to document outcomes of school education for individual students. Secondly, the business and employer community should be included in development of key inputs like curriculum, textbooks and assessments.

### **Topic 209**

#### **Language and Education**

Multilingual Balochistan has not been able to develop a language policy for school education that caters to needs of quality and relevance. Urdu and English have been used with the exception of three years when the province adopted the mother tongue for primary schools.

- The problem lies in the manner in which language policies have been made in the past.
- These have been based on unrealistic assumptions about student learning processes, learners need and teacher’s competency in public schools.

Objectives in the curricula have been set independently for each language and a policy for the whole set of languages based on educational, social, political, cultural and economic ramifications has never been developed.

### ***Current Situation***

English language proficiency helps acquisition of the best white-collar jobs and social mobility. As a language of the elite it has a role in defining a social hierarchy, especially, in urban settings. Over the years Pakistan has had debates about moving completely to Urdu or to English to remove the divide however, neither has worked so far.

National Education Policy 2009 recognizes the importance of English in a world that continues to globalize by introducing it as a compulsory subject from grade 1 but also calls for a more realistic school language policy based on research.

- The second language of education in the country, and the province, has been Urdu.
- Effectively a lingua franca in Pakistan, and also multilingual Baluchistan, the importance of Urdu as a language of communication cannot be overestimated.

Again, the language cannot be treated as the mother tongue or even a familiar language for learning for most inhabitants of the province. This partially due to weak cognitive developments in the absence of mother tongue as the medium of instruction in the early years.

### ***Strategies to improve the current scenario***

All three language sets (English, Urdu and the mother tongue) must be considered as per the needs of children at primary, middle, secondary and higher secondary level within the local endowments of settings in which children live and grow.

- At the primary level the foremost consideration is cognitive development and use of the best language for the purpose.
- Second (and third languages) should be introduced at later stages.
- At the primary level the most familiar language provides the best medium of education.
- In most cases especially, in monolingual societies, the mother tongue provides this medium and it must be introduced after due preparation.

English and Urdu introduced at later stages can follow a separate curricular course as compared to children who begin the language in early stages.

**ACCESS AND EQUITY****TOPIC 210-215****Topic 210****Access and Equity**

Baluchistan has the weakest access indicators in the country. The performance owes to structural problems on the supply and demand side. On the supply side schooling expansion has failed to accommodate the demographic realities of the province, accepted the drop put structure of the province by continued low supply beyond primary and has not focused on effective utilization across the various schools. On the demand side economic factors combine with social barriers to prevent progress of the children in the school system.

***Current Situation***

Access issues manifest in three dimensions:

1. Overall, the NER for the province has risen but remains low as compared to the rest of the country.
2. Gender gaps are at their widest and
3. Large sets of populations have no schools as the size of their dwellings do not 'justify' investment in a school.

Poor structure hampers travelling to schools, while poverty and, in many cases, social tradition prevent schooling. The latter mostly applies to female education or at least its continuation beyond primary level.

***Gender Enrollment Gap***

It has been noticed that in 82 sub divisions (known as Tehsil) in the Province, most have less than 50% female enrolment. The wide gender gaps depict lower school availability for females as well as attitudinal barriers to female education. The unsatisfactory access and equity position stems from both internal inefficiency of the system which leads to high drop outs (or low retention) and low levels of school availability. School availability is further limited by upward bottlenecks created by drastic reduction of the number of schools at the middle and secondary levels leading to exclusion of many children, especially, girls. The situation on limited availability of middle and secondary schools has to be evaluated in conjunction with the current utilization. High drop puts rates or low retention rates have resulted in cost inefficiencies.

**Topic 211****Access and Equity 2**

Improved utilization of schools requires an effective non-formal education system that provides a second opportunity to drop out and left out students. At present the provincial government has no

financial provision for non-formal education, officially in the domain of the Social Welfare Department. The main intervention in non-formal education has been provided by the federally run National Education Foundation (NEF).

#### Key Problem of NEF

A key problem with NEF has been its inability to link its effort to mainstream schools or the work of the Directorate of Schools. No documentation traces the education path of students enrolled in NEF schools, after they leave. Also, the current system only targets children for primary school re-enrolment and not higher levels. The Directorate of Education has also never proactively pursued coordination with NEF.

#### Strategies to Improve the Current Situation

Strategies to improve enrolment and retention include both demand and supply side interventions. On the supply side the focus is on:

1. Spreading schooling opportunities by horizontal expansion to dwellings without schools through the community schools' model.
2. Improve utilization of existing schools through increased enrolment
3. Vertical expansion through up-gradation of primary and middle school to middle and high school, respectively.
4. Retrieve and mainstream dropped out children by improving the effectiveness of non-formal education.

On the demand side the main strategies are:

1. Reduce economic barriers to enrolment and retention of children by providing incentives to parents and children for attending school.
2. Minimize attitudinal barriers to female education through awareness campaigns.

### Topic 212

#### Inclusive Education

All children outside the domain of mainstream education need to be included into the education process. Most of the interventions discussed above can be part of an inclusive education approach.

#### Current Situation

Inclusive education concepts have never been applied to education in schools as a handful of special education institutions (mostly in Quetta) run the sector for handicapped children. The bulk of the education sector considers children with disabilities or special needs as a burden in the regular school.

The main problem arises from the mindset.

As the system has remained exclusive (and not inclusive) neither teachers nor schools have the capacity to accommodate children with disabilities. Even the textbooks do not cater to needs of an inclusive education regimen.

### **Topic 213**

#### **Inclusive Education 2**

Strategies objectives to improve the current scenario

The Baluchistan Education Sector Plan recommends three interventions:

1. Changes in attitudes of teachers and administrators towards inclusive education.
2. Changes in school environment
3. Initiating a process of including children with special needs into regular schools to the maximum extent possible.
4. Expansion of facilities for special children who cannot be accommodated into normal schools.

In order to achieve the above-mentioned objectives following strategies have been suggested by the BESP.

1. Promote inclusive education in Baluchistan through creating awareness and expansion and improvement of service delivery for inclusive education.
2. Train teachers and education administrators on concepts of inclusive education.

### **Topic 214**

#### **Disaster Risk Reduction**

Disaster risk reduction issues were first identified in the National Education Policy 2009 in the aftermath of the massive earthquake of 2005, in AJK, KP and parts of Punjab. It has since been an issue in different education forums and despite many other disasters (and conflict situations) no province has streamlined and institutionalized policy on the DRR. Current efforts are mostly reactive and undertaken with the support of external partners.

Current Situation

Based on the history of the province, Baluchistan faces three high risk disaster situations:

- Earthquakes,
- Water related emergencies and
- Conflicts (leading to law and order break down in some parts)

In recent years the highest impact earthquake was in 2008 which shook the districts of Ziarat, Pishin, and Bolan badly. These shocks resulted in the affected communities shifting to safer places or residing in camps. All this impacted education of the children till the affected

communities were resettled permanently. The province has seen two extreme water related calamities. The first one was a drought which started in the later 1990s and continued till the early 2000s. Both the floods and droughts disturbed the population of the affected areas. They not only rendered the population homeless and migrant but also brought disease and psycho social problems. The third critical issue has been a conflict in some of the districts and a general law and order situation that has made travelling less safe. The education system has sustained great loss due to frequent strikes, wheel jams and shutouts. The teachers are scared of the shooters and kidnapers for ransom and avoid going to schools. Their absence and irregularity adversely affect the quality of education. The children also avoid going to schools. This situation has also affected the economy of the communities and poverty has risen.

### **Topic 215**

#### **Disaster Risk Reduction 2**

##### Strategies Objectives to Improve the Current Scenario

1. Develop and institutionalize a DRR policy for education in Baluchistan.
2. Create awareness among all the stakeholders regarding causes, events and effects of various kinds of disasters.

In order to achieve the above-mentioned objectives following strategies have been suggested by the BESP.

1. Assess and document the current disaster potential and its implications.
2. Prepare DRR plan for risk prevention, mitigation and preparedness.
3. Evaluate current capacity to implement a DRR plan.
4. Prepare a capacity development plan for enhancement of DRR responsiveness.

**Lesson No. 33****HIGHER EDUCATION****TOPIC 216-221****Topic 216****Higher Education**

Unlike school education, higher education cannot be claimed as a right. However, the state has to provide equal opportunities to all citizens to obtain quality higher education. Higher education in Baluchistan can be understood in two different ways. Firstly, the mandate of the provincial Higher Education Department and secondly the more common understanding in education parlance. The former includes colleges managed by Higher Education Department (both Intermediate and Graduate), residential and cadet colleges which conduct classes from grades 6 to intermediate, the Board of Intermediate Secondary Education and the Baluchistan Academy for College Teachers (BACT). The more commonly used definition for higher education includes universities and professional college's right up to doctorate level.

**Topic 217****Current Situation (Higher Education)**

In this section the primary academic focus will be on the undergraduate programs in colleges managed by the higher education department. The undergraduate level in the province forms the weakest link in higher education. Curriculum taught in colleges and the general environment does not conform to the needs of an institute of higher education. The two-year programs are not recognized internationally as adequate for recognition of the degree equivalent to a bachelor's degree. In addition to the limitations of the curriculum that has, among other things, remained unchanged for years, problems of discipline also plague college campuses. Both student politics and teacher absenteeism impact the quality of programs imparted.

**Topic 218****Language Issues**

Language weaknesses (specifically low proficiency in the English language) was identified by students and teachers alike as a major impediment to the ability to pursue higher education courses. The latter, along with other weaknesses of the graduate courses, results in low employability.

***Teaching-learning Process***

The teaching-learning process in the colleges is also impacted by:

1. The weaknesses in teacher's capacity,
2. An Assessment system that promotes rote learning (similar to the BISE).
3. High levels of teacher absenteeism.

BESP has targeted a transition of the college sector into quality undergraduate programs that prepare students for the professional world as well as further studies.

### **Topic 219**

#### **Strategic Objectives (Higher Education)**

Reforms in higher education (under-graduate) should target transition to 4-year programs in all faculties over a period of 10 years. During the transitional phase quality of teaching, examinations and facilities should be improved. Curriculum revisions and other approaches to improve relevance of studies for students should also be undertaken to bring a change in outcomes of higher education.

The key strategic objectives are:

1. To improve quality of undergraduate programs through laying the basis for transition to a four-year program.
2. Improvements of outcomes of higher education for students.

### **Topic 220**

#### **Strategic Objectives (Higher Education) 2**

The following strategies have been identified by BESP:

1. Introduction of the 4-year bachelor's degree in at least two colleges during the plan period.
2. Improve the teaching learning process in colleges.
3. Strengthen governance and management to improve internal efficiency.
4. Link courses to employability of the graduates.

In the first three years two colleges in Quetta may be picked: one male and one female. The transition will require a number of changes, not only in the colleges concerned, but also the examination system, curriculum and textbooks. Within colleges it will entail up gradation of facilities. Transitional factors will involve political resistance from current student and teachers bodies in the college sector. The government will need to negotiate with these organizations, involve political parties and ensure that campuses, especially of the selected colleges, are free of political interference. The transition must be overseen by an independent body advised by officials from universities in Quetta as well as the Higher Education Commission (HEC). These organizations will have to be included in the process from the beginning.

### **Topic 221**

#### **Strategic Objectives 2**

Improving the teaching learning process

Three steps will be required to improve the teaching and learning process.

Firstly, development of a program for teacher's professional development based on needs identified.

Secondly, strengthening of BACT as a teacher professional development institution.

Thirdly, revamping of the current assessment system from rote inducing to conceptual testing. The Higher Education Department will coordinate with the University of Baluchistan's department of the controller of examinations to standardize the current examination process for improvement of quality of the examination papers, conduct and marking. A special strategy will also be developed for eradication of cheating.

### ***Strengthen Governance and Management***

Here, the two keys areas would be:

- Firstly, capacity development of the Directorate of Colleges to not only be involved in pure administrative and financial issues but also academic oversight
- Secondly, elimination of politics linked to mainstream political parties from college campuses.

### ***Improve Outcomes for Students***

Three set of actions have been identified:

- Firstly, a study on the market outcomes or employability of the graduates.
- Secondly, involvement of the employers, specifically the chambers of commerce and industry in development of courses
- Thirdly, special provisions for enhancement of the English language proficiency for college students on the campuses and also review of the current English language courses to shift to language learning from the current literature heavy courses.

**Lesson No. 34**

## **GOVERNANCE AND MANAGEMENT**

### **TOPIC 222-227**

#### **Topic 222**

#### **Governance and Management**

Governance and management issues cut through all educational functions. The issues that will be discussed in the following slides include:

- Political support to the sector,
- Managerial efficiency,
- Decision making support systems,
- Community involvement and

Inclusion of parallel education systems like private schools and madrassas into mainstream education policy

### **Current Situation**

#### ***Political Support***

Education lacks an adequate number of champions at the political level in the province. Most political interest in the sector stems from either a corruption opportunity or political affiliations and links of individuals whose personal benefits undermine the department's efficiency. This obstructs the impact of a lot of good intentions and capacity within the department. Teachers' associations have been the main channel for systemic political intervention in the department's routine management decisions resulting into crowding out of merit and professionalism

#### ***Managerial Efficiency***

Managerial efficiency is a function of individual capacity and institutional (organizational) practices and structures. Three types of personnel work in the department:

- Firstly, the managers from elite generalist cadres of the civil services, both provincial and federal.
- Secondly, those from the teaching cadre
- Thirdly, from the internal specialized cadres of the department like the officials of the BOC, BISE and the BTBB. Each of these cadres bring a different set of expertise to the management of the sector.

Another critical organizational problem is centralization. Many of the routine managerial decisions have been centralized at the secretariat level. With almost 50,000 employees the department of school education cannot function with centralization of routine decisions like transfers and postings and everyday financial transactions. It not only dis-empowers the lower managers but adds unnecessary burden of operations at the policy level.

### **Topic 223**

#### **Governance and Management (Current Situation)**

##### ***Decision Support Systems***

Absence of a culture of data use combined with limitations of the data collected, in terms of coverage and quality, have entrenched a culture of decision making with minimum use of data

- The low demand for data means that even for interested persons data availability on education is very limited

- Most of the decisions (and planning) focuses on inputs only
- Output and outcomes-based monitoring and evaluation process and resultant policy development and planning does not exist
- This also reduces the demand for critical output and outcome level data

The latter are not available except for information collected by the Federal government's Pakistan Social Living and Measurement Survey(s) (PSLMs) over the last 10 years.

Here also more critical data like student learning outcomes or educational outcomes is not collected. In one year (2007-8) only data on education and poverty was collected

Provincial education management information systems are expected to provide the more detailed data for the sector. Baluchistan has the oldest Education Management Information System (EMIS) in the country. Despite almost twenty years of existence it suffers from serious supply and demand side gaps

Firstly, the culture of low use of data marginalizes the importance of BEMIS.

Secondly, the quality of data provided by it was questioned by all stakeholders.

No independent third-party validation has ever been conducted

## **Topic 224**

### **Governance and Management**

#### ***Planning***

No structured document exists to manifest the priorities of the government. Although annual development plans are included in the budgets, they simply assemble development needs determined independently of overall sectorial needs or provincial development requirements. Recently, the development funds allocated to legislators have further distorted the planning process as the latter invest in infrastructure without ascertaining the need from the government.

- Resultantly, structures developed have to be funded by the department for maintenance and operations
- Many a times poor feasibility of the investments leads to continuous wasteful hemorrhage of state sources

#### ***Community Involvement***

Community involvement efforts of the past have met with limited success. Various development partners supported Parent Teachers School Management Committees (PTSMCs) and the government over the past many years with mixed success. The key reasons for failure have been

weak ownership of the government, head teacher's reluctance to involve community and in many cases weak community response.

### ***Gender Attitudes***

The general marginalization of the females in the education sector also manifests in the governance and management domain. According to a UNICEF study on gender and governance in education the number of female managers in the sector is low and generally attitudes make it difficult for them to assert themselves. Even within main offices in Quetta they have no separate facilities like toilets and day care centers or equivalent systems.

- Female teachers (and other employees) continue to exclusively undertake household work including child care
- Schools, normally (and officially), do not provide any support

### **Topic 225**

#### **Current Situation (Private Sector)**

##### ***Private Sector***

The private sector size and spread in Baluchistan has not been documented (officially) in recent times. Most people in the education sector agree that it continues to grow although primarily with an urban bias.

- The new growth of private sector has made the old 1962 law on regulation of private schools redundant.
- The law was primarily focused on issues of physical facilities and not the quality of education imparted.
- At present, practically speaking, the sector functions in a policy vacuum
- No set of uniform standards exists across the public and private sector

Presently, the sector functions independently, although the bulk of private schools (other than elite schools) depend on textbooks prepared by the Baluchistan Textbook Board. These schools need to register with the local district office for operations but the latter does not collate the data on registered schools. In the absence of information, it might be difficult to develop a comprehensive policy on involvement of private sector in the implementation of state policy.

##### ***Madrassahs***

- The madrassahs form the third main tier in the parallel education structures
- It is perceived to normally admit the poorest children

Under the current security situation, the domain is being management by Home Department and the education department may not be in a position to approach these institutions for reform without increased suspicion and potential risk

### Topic 226

#### **Governance and Management: Strategic Objectives**

##### ***Strategic Objectives***

1. Transform intrusive political interference in administrative matters into support for systemic improvements
2. Improve managerial efficiency
3. Introduce a culture of data-based decision making
4. Develop efficient planning processes
5. A functional monitoring and evaluation system
6. Ensure effective community involvement in the sector
7. Gender aware and friendly work environment
8. Integrate private sector into the government's policy framework

##### ***Strategies to Achieve these Objectives***

1. Involve political leadership in oversight of the education sector's performance and development.
2. Increase managerial efficiency through creation of a separate cadre for managers, provision of relevant training and decentralization of decision making.
3. Develop a decision support system through enhanced capacity of BEMIS.
4. Develop coordinated and integrated plans for development.
5. Establish a monitoring and evaluation process through the education sector plan.
6. Ensure effective community involvement in the sector through revival of PTSMCs.
7. Introduce a gender balanced managerial approach by changing attitudes and creating gender friendly work spaces.
8. Include the private sector into mainstream education through development of a policy framework for the sector.

9. Supportive political intervention in the education sector.
10. Increased managerial Efficiency.
11. Development of a Decision Support System.
12. Monitoring and Evaluation System.
13. Coordinated and Integrated Plans.
14. Gender Balance in Governance and Management.
15. Mainstreaming of the Private Sector.

### **Topic 227**

#### **Strategies**

Three key steps are needed to involve the political leadership in educational reforms and to secure the department from intrusive non-meritocratic pressures

- a. Setting up of the provincial assembly's standing committee on education
- b. Involvement of key political figures in oversight mechanism of the sector plan
- c. Involvement of the teachers' association in the reform process to improve their professionalism

Successful implementation of education policies (including the current Sector) will require inclusion of more political support than at present. The BESP also targets inclusion of teachers' association in the reform process not only for their ownership but also to improve their own approach. The Plan envisages a transition from the current politically motivated approach of interference, which is counterproductive to efficiency, towards a professional organization with the aim of improving the standards of teachers, improve education and enhance the respect of the teaching profession. The associations will continue to be guardians of the teachers' interests but not at the cost of merit and professional standards.

#### ***Overall Targets:***

To improve quality of education by enforcing good governance and put into effect well informed management in Baluchistan to utilize educational resources efficiently and effectively. To de-politicized and decentralized merit-based management approach focused on student learning and welfare.

## Lesson No. 35

**CHALLENGES OF EDUCATION IN KPK****TOPIC 228-233****Topic 228****Challenges of Education in KPK*****Province Overview***

Pakhtunkhwa was created as Chief Commissioner Province in 1901 and given the status of Governor Province in 1937.

***Area and Population***

Khyber Pakhtunkhwa covers an area of 74521 square kilometers. In 1998 census the population was 17.7 million, while at a growth rate of 2.8% the current population is 24.7 million (2010 estimated).

- Current population density is 332 per square kilometers
- In Malakand and Hazara regions mountains are also inhabited

Most of the population lives in villages and plains. Thus, population density in cultivable area comes to 870 persons per square kilometer, making it the most densely populated province.

***Female Education***

- Female education was viewed as against injunctions of Islam and traditions as late as 80s.
- As per 1998 Census, the overall literacy was 37%.

The province has been able to achieve 53% overall Literacy in 2010 (72% male and 35% female). However, in 7 districts the female literacy is less than 20%.

***Historical Background***

Areas constituting Khyber Pakhtunkhwa and Federally Administered Tribal Areas, remained a gateway between Central Asia, China and the Sub-Continent. It remained famous trade route connecting with China through Silk Route and Afghanistan through famous passes of Bajaur, Chitral, Khyber, Tochi and Gomal.

***Geo-Strategic Position***

Since the time of recorded history, the Province has remained an important geo-strategic outpost. For the Invaders, and Rulers, from the North it was vital land link with their power base back in Afghanistan and Central Asia. For centuries it remained important trade route between Afghanistan, China and India.

**Topic 229****Violence and Enmity**

Violence and enmity is one of the main factors and cause of backwardness in Khyber Pakhtunkhwa. Prolonged enmities over minor issues and disputes takes many lives and may continue for generations. Resultantly scarce resources are diverted for non-productive activities.

Females and children are the victims of such environment. Violence and militancy have been forcing the successive governments to allocate more resources to maintain law and order; unfortunately, at the cost of education

**Topic 230****Rights of Women**

Despite of much improvement during the last three decades, low women literacy due to gender bias. Women are usually deprived of their due share in the property. Remarrying of widow is frowned upon. Education is equated with the job and since certain segments of society is against job and employment of women therefore wrong conclusion is arrived at that they are not in need of education.

Besides, spending on female education is considered as wasteful expenditures.

**Topic 231****Extravagant Attitude**

Traditions are given a lot of importance in Khyber Pakhtunkhwa. For this spending on irrelevant activities is especially common in the province. Locals are notorious for spending on death and marriages and on other activities. This is mainly done for the false pride and vanity.

these practices further hinder the promotion of education as, when it comes to spending money preference is given to continuation of these practices rather than educating the youth.

**Topic: 232****Violation of Laws**

For centuries the locals have been enjoying freedom under an egalitarian tribal society.

- They remain engaged in free trade and unhindered movement across the present borders.
- This tendency somehow persists even today

Smuggling is equated with trade and taxes are considered as extortion. This attitude towards paying the taxes further impact the development of education. In a nutshell violation of law is viewed as exercising God-given freedom.

**Topic 233****Social Balance Sheet of Khyber Pakhtunkhwa 3****Issues**

### ***Violence and enmity***

Violence and enmity is one of main factors and causes of backwardness. Prolonged enmities over minor issues and disputes take many lives and may continue for generations

- Resultantly scarce resources are diverted for non-productive activities
- Females and children are the first victims of such environment

Violence and militancy have been forcing the successive governments to allocate more resources to maintain law and order; unfortunately, at the cost of education

### ***Rights of Women***

Despite of much improvement during the last three decades low women literacy is due to gender bias. Education is equated with the job and since certain segment of society is against job and employment of women therefore, wrong conclusion is arrived at that they are not in need of education

### ***Weak Compliance of Laws***

For centuries the locals have been enjoying freedom under an egalitarian tribal society, engaging in free trade and unhindered movement across the present borders. This tendency somehow persists even today. Smuggling is equated with trade and taxes are considered as extortion

**Lesson No. 36**

## **ORGANIZATIONAL SETUP**

### **TOPIC 234-239**

#### **Topic 234**

#### **Elementary & Secondary Education Department**

Federal Ministry of education was abolished in June, 2011. International coordination and donors' assistance has been assigned to Planning Division, Economic Affairs Division and Higher Education Commission

Directorate of Elementary and Secondary Education (E&SE), headed by Director E&SE, Directorate of Curriculum and Teachers Education (DCTE) and Provincial Institute for Teachers Education (PITE) are attached departments

#### ***Directorate of Elementary & Secondary Education (DE&SE)***

The Directorate of Elementary & Secondary Education is responsible for implementation of government policies on education under the instructions and guidelines issued by the E& SED. The Director of E&SE, a senior (BS-20) officer, is in-charge of the directorate and is assisted by two BS-

19 additional Directors, for establishment and for planning and development, who in turn are aided in their day to day responsibilities by a staff of 109.

- Before devolution, there used to be two directorates, one for secondary education and the other for primary education, both with a total of 367 staff and resources
- Both directorates were merged under the devolution plan

The Directorate of Elementary & Secondary Education (DE&SE) is responsible for service matters pertaining to the 115,714 school teachers such as recruiting, postings, promotions, retirement, disciplinary matters, coordination with all the school staff of the districts, monitoring and reporting etc. It is also the responsibility of the Directorate to deal with Khyber Pakhtunkhwa Governor's directives, Chief Minister's directives and Assembly business. As the number of schools and teachers increases year by year, the Directorate is overloaded and under-staffed. Immediate decisions need to be taken regarding DE&SE's future role, organization and coordination with district government. A structural adjustment of the DE&SE needs to be carried out on the basis of functions, personnel requirements and capacity development needs

### **Topic 235**

#### **District Elementary & Secondary Education Office**

Prior to the devolution of powers to district governments, the District Elementary & Secondary Education Department, or Education Department as it was then known, comprised of four BS-19 District Education Officers (DEO), 2 (One Male + One Female) for secondary education and 2 (One Male + One Female) for primary education, four BS-18 Deputy District Education Officers (DDEO), four BS-17 Assistant District Education Officers (ADEO), all with respective support staff and vehicles etc. The district office had a larger degree of freedom and delegation of authority to make transfers, postings, appointments, sanction leave of school teachers and staff and approve development schemes. Since the advent of the District Government system, the district education office has been given additional responsibilities in terms of operational and procedural mandate and reporting but subservient to the District Coordination Officer (DCO). The Executive District Officer (EDO) for Schools does not have any of the powers mentioned above which were exercised prior to devolution. The district school management structure has been cut down substantially to just one BS-19 Executive District Officer (EDO), two BS-18 District Officers (DO) male & female and two BS-17 Deputy District Officers (DDO) male and female at Tehsil level

### **Topic 236**

#### **District Elementary & Secondary Education Office**

This drastic administrative downsizing has affected the ability of the department to manage and supervise the schools effectively. Its capacity was already strained due to the ever-increasing number of schools. The district offices responsible for implementing all education programs at district level are seriously understaffed and over-worked. This has directly affected the system of supervision of schools and teachers previously done by a large number of supervisors at Circle, Sub-division,

District, Division and Provincial levels. This has directly affected the system of supervision of schools and teachers previously done by a large number of supervisors at Circle, Sub-division, District, Division and Provincial levels. There were Learning Coordinators (LCs) below the sub-divisional level to supervise the Primary and Middle schools. These posts of LCs were abolished and as a result of devolution the present tier of supervisors, the Assistant District Officers, was created to supervise the schools within a Circle. A Circle is a group of schools at the level below sub-division, the span of control far bigger than that of LCs. The number of schools is so large that it is virtually impossible for district-level officers to visit these institutions for supervision and professional guidance of teachers. The ADO is the actual link between the primary schools (students, teachers, PTCs and community) and the administration (district and provincial). This tier of administration needs to be strengthened further to enhance its supervisory function as a community trainer and teacher trainer. The performance of primary schools at the circle level depends on the efficiency and effectiveness of the ADO. Female school's management is the worst affected. Prior to devolution there was separate and independent District Education Officer (Female) which has been merged with EDO office and downgraded

### **Topic 237**

#### **Organizational Setup**

The DCTE is responsible for curriculum development and teacher education in the province. The Director works under the Secretary to Govt. of Khyber Pakhtunkhwa, E&SED and is assisted by two Deputy Directors. It supervises the work of the 20 Regional Institutes for Teacher Education (11 for males and 9 for females). The Deputy Director (Training) supervises the work of subject specialists, AV (Audio Video) aids officer, AD Training and AD Examinations. The Deputy Director (Admin.) looks after the work of Assistant Directors Physical Education, Audit and P&D, Librarian, Budget and Administrative Officer and Office Superintendent. In the post 18th amendment scenario DCTE has gained added importance as curriculum has been devolved to the provinces

### **Topic 238**

#### **Organizational Setup**

#### **KPK Education Sector Reform Unit (ESRU)**

The Khyber Pakhtunkhwa Education Sector Reforms Unit (ESRU) is an integral part of the E&SED. The ESRU was established in 2007 on temporary basis. However, keeping in view the importance of the unit, the Government converted to current side in July, 2010. However, keeping in view the importance of the unit, the Government converted to current side in July, 2010. The unit has an important role in the formulation and monitoring of reforms. Besides, it is also coordinating with major development partners regarding their support in education

### **Topic 239**

#### **KPK Education Sector Reform Unit (ESRU)**

Some major objectives of the ESRU are:

- Leading the overall independent monitoring and data collection unit to be established soon both at provincial and district levels.
- Providing support to the roadmap team and preparing reports to be used in the stock takes at the level of Chief Minister and Chief Secretary
- Interacting and providing support to the development partners for implementation of Education Sector Plan
- Acting as secretariat for the education sector roadmap and ESP
- Collecting and analyzing documents regarding the reforms program
- Processing and implementing other activities under the program to be carried out at the provincial level, e.g. teacher training, awareness campaigns, monitoring and evaluation, free textbook distribution, stipends to female students, etc.
- Engaging the services of NGOs and local consultants for third party impact evaluations and research studies
- Preparing periodic financial statements and accounts
- Dissemination of progress reports, interim review reports, and final evaluation reports
- Coordinating with district governments on:
  - School development estimates
  - Release of funds and their utilization for development works by the PTCs
  - Examining the agreements between the Provincial Government and District Governments for implementation of the program
  - Obtaining periodically, physical and financial, progress reports from the districts
  - Carrying out inspection and coordination activities at the district level
  - Setting benchmarks and obtaining comparative data for the purposes of output and outcome evaluations
  - Up-dating the district profiles of all the districts of Khyber Pakhtunkhwa and development of District Strategy Plan

## Lesson No. 37

**ENHANCEMENT OF ENROLMENTS****TOPIC 240-245****Topic 240****Enhancement of Enrolments**

KPK, like rest of the provinces of Pakistan has got low enrolment rates of students. Therefore, there is a need for a comprehensive strategy to enhance the enrolments. It is important to ensure that enrolments aren't viewed as merely an increase in number of learners. Decrease in dropout and retention is essential to enhance, and sustain, the enrolments in real terms. This issue cannot be tackled in isolation. Many related factors such as improving social and physical access, quality improvement and community mobilization have to be addressed

**Topic 241****Reasons of Low Enrolments and High Dropout*****Social Access***

Due to cultural issues in Khyber Pakhtunkhwa social access to education has gotten badly impacted. Some of these issues are the unwillingness of parents and gender bias especially in case of educating the females

- Deteriorating law and order situation is a negative factor limiting social access particularly for females
- Social and religious conservancy are some of the perception barriers
- Gender bias is a patent social factor
- Modern education is equated with “westernization” and schools for females are the targets of militants

An environment of fear has traumatized people specially, female children

***Physical Access***

The climate of Khyber Pakhtunkhwa varies immensely from region to region and within the districts. Due to climatic and geographic constraints, schools in most of the areas are not in easy reach of all the communities. It's difficult to access them safely especially in case of girls and younger children. Also, most of the schools aren't adapted to the needs of the disabled. Absence of middle or primary schools for girls also results in dropouts as locals resent co-education

***Gender Access***

Cultural and attitudinal barriers include traditional assumptions about gender roles, discrimination on the basis of gender, ethnicity and other factors. These barriers further include perceptions of the “in-educability” of certain groups (e.g. disabled children, or children of particular indigenous groups). Income distribution, urban-rural divide, as well as male-female differences determine the varying access to education. There are also wide variations across genders within urban as well as rural areas with males enjoying a higher access than females.

## **Topic 242**

### **Reasons of Low Enrolments and High Dropout**

#### ***Economic Access***

About three quarters of the population in Khyber Pakhtunkhwa are wholly or partially dependent on agriculture and this includes many of the poorest households. About 70% of the value of production is crops and 30% livestock products

Devastating floods in the summer of 2010 rendered 20 million people homeless, submerged 50,000 sq. kilometers and inflicted a massive damage of \$10 billion to public and private infrastructure as well as wiped out an estimated 2% points from the growth rate

- About one-third population lives below poverty line
- Locals cannot afford to arrange transport and accommodation due to poverty
- Investment in female education is considered as “non-profitable”

#### ***Community Participation***

- For improving quality of education and retaining students in schools, community participation is essential
- In this context, Parents-Teacher Councils (PTCs) were established in schools but most of these bodies remained disorganized and ineffective
- Lack of effective community participation is one of the main factors in limiting enrolments and high dropout rate
- Redressal of socio-economic problems is a long-term process
- These problems are even beyond the scope and capacity of education managers
- It is through community mobilization, creating awareness and motivation that the goals can be achieved

## **Topic 243**

### **Measures to Maintain Retention**

## Quality Education

The Students Classroom Ratio (SCR) is higher than the standard (i.e. 40:1), therefore, it is difficult to maintain access to quality education in all public sector schools

- Besides the high SCR, the low quality of teaching is another hindrance in access to quality education
- Teacher's absenteeism and high Students Teacher Ratio (STR) also affects the quality

Poor physical environment of the public sector schools also plays part in the low quality of education. Like most of the public sector, primary schools are two room schools with single teacher having no basic facilities like electricity, water, boundary walls, latrines etc. Moreover, the cleanliness condition of the buildings especially that of the class rooms and lawns is very discouraging to achieve the quality education.

### Teachers' Availability

Availability of qualified teachers especially in the science subjects is the main problem

- In rural areas female teachers are not available even at minimum prescribed qualification criteria, hence criteria were relaxed
- However, still shortage is being experienced in some districts

Most of the schools are without qualified Head Teachers

### Teachers' Motivation Level

- Low motivation of teachers also affects the quality of education
- Reward-punishment mechanism rarely applied which de-motivates the teachers

### Teachers' Capacity

- There is no continuous professional development and feedback system which leads to poor quality of human resources, i.e. teachers, which affects the quality of education adversely

## Topic 244

### Enhancement of Enrolments

#### *Measures to Maintain Retention*

#### Needs based Education

- The current curriculum is merely based on literacy and numeracy
- The market-oriented education is a big issue

Parents and students have less incentives to continue which leads to low retention

### ***Community Mobilization***

- *The Education Department* has more than 50% workforce of province
- This department has 27,000 schools throughout the province
- The monitoring of such huge number of scattered schools is a real challenge for the government
- To improve quality in all the schools, government has decided to involve the parents in schools' monitoring

### ***Concept of PTCs***

The concept evolved in early 90s in its raw form in Khyber Pakhtunkhwa. This concept was refined more in 90s and early 2000s by giving PTCs the administratively controlled financial powers. In 2007 it was decided that PTCs should be given more financial and administrative authority for improving quality of education in the schools. It is a bigger challenge for the government to mobilize the community for ensuring active participation by the parents in the schools' day to day affairs. Community can play a vital role in improving quality of education once they are mobilized and their trust is gained.

### ***Awareness***

- Awareness means educating the community regarding the importance of quality education
- Communication is one of the tools for awareness raising in the community

### **Topic 245**

#### **Recommendations of KPK Education Commission**

The funds spent upon the construction of large buildings for colleges and schools should have a better return through increased utilization

This can be achieved in the following ways:

- In cities where the educational standard is falling due to the pressure of new admissions, a second shift should be started with the number of students per class limited to 40
- The first group of 40 students should be taught in the morning shift while the rest should attend the second shift
- All those students who are unable to get education because they are working and earning income for their families may be placed in the second shift

- These students should receive free education
- At the same time, they should be taught work skills and rules of good health care
- For those schools in rural areas where the number of students is small in comparison with the space of the school, arrangement for the accommodation of female teachers may be made in the unused rooms
- Promote literacy for all with specific focus on adolescents and adult literacy using the facilities in the late afternoon and evenings or when the buildings are otherwise vacant
- In cities and rural areas where children are unable to seek admissions to public and private schools, they may be accommodated in mosque schools of the mohallah

## Topic 246

### Learning Achievement

#### *Background*

The quality of education provided in the public-school system is not up to the mark, with little focus on actual learning achievements of children or assessment of the core competencies of teachers. The poor quality of teaching and learning achievements, especially in the early classes of primary school, is one of the main reasons for the high dropout rate in primary schools.

- Efforts are being made to enhance access and meet global commitments.
- This commitment is also reflected in the government's policy documents such as the National Education Policy 2009.

There is an immediate need for a shift in government policy regarding the allocation of resources to improve quality and learning achievements.

- The Government has invested heavily in short-term gains in school infrastructure.
- The lack of policy initiatives to improve the quality of education and enhance learning achievements has seriously affected education.

One feature illustrating this lack of policy initiatives is the complete lack of school supervision and guidance in Khyber Pakhtunkhwa. The first ever student assessment was carried out in Khyber Pakhtunkhwa in 1998 by the Education Department.

- The exercise was repeated over the next few years and results indicated initial improvements, presumably as the system of in-service teacher training and school supervision had been established.
- This was followed by a fall in achievements.

One explanation for the decline is the downsizing of the district-based school support system under devolution, which negatively affected teaching/learning processes because of the reduction of

classroom-level pedagogical assistance by Learning Coordinators (LCs). The E & SE Department lost 771 Learning Coordinators who were responsible for providing academic support and training that led to improvement of teacher's performance and enhancing students learning achievements. This gap was later attempted to be filled by school-cluster based mentors who offered support to the other teachers of the cluster. However, this approach resulted in the loss of teaching time while the mentors were visiting neighboring schools, and was also discontinued.

### Lesson No. 38

## IMPROVING QUALITY

### TOPIC 244-252

#### Topic 247

#### Empowering Schools to Develop Annual SIP

School Improvement Plans or SIPs are designed to chart all activities to be undertaken, supervised or monitored by the PTCs. These activities specifically include:

##### ***Prepare and Engage***

Create a planning process based on a shared vision of where the school is now, what the PTC wants it to accomplish and a clear idea of how the SIP can help .

##### *Inside the classroom*

Set objectives for improving teaching and learning that considers standards of achievement and pupils well-being.

##### ***Learning Potential***

Reach a common understanding of the factors that affects pupils learning potential and identify ways to help all pupils achieve their full potential.

##### *Beyond the Classroom*

Identify ways to improve the well-being of all pupils in the school and community through extended services and other provisions.

##### ***Personalize***

Assess the needs of targeted pupils or cohorts in order to develop personalized interventions and demonstrate their impact.

##### ***Develop and Priorities Solutions***

Generate and prioritize solutions of school improvement objectives and define indicators of success.

##### ***Plan Delivery and Evaluation***

Create a practical and achievable plan for implementing and evaluating the agreed school improvement objectives.

#### Topic 248

#### Improving quality of education: Issues

Following are some of the issues which are affecting the promotion and delivery of quality education:

- A general sense of neglect and abandonment in children of government schools.
- The outdated approach of traditional schooling that focuses on rote memorization and corrodes the confidence and learning potential of children, needs to be changed.
- There are numerous problems within the primary school in terms of concepts, skills, management and operational resources.
- In particular the Kachi and year 1 classes containing young (early-childhood) children tend to be over-crowded, and not child-friendly, causing high levels of drop-out.
- Priorities in the public schools have traditionally been focused on access rather than quality.
- Poorly qualified teachers add to low achievement by students.
- Government institutes responsible for teacher quality lack capacity for understanding of modern concepts and techniques about educational assessment.
- Regular in-service and pre-service training of teachers have been a constant feature for many years.
- The curriculum for pre-service teacher education is however not appropriate to provide teachers to deliver quality education.
- In-service training is not developmental but is provided ad hoc based on the priorities of the funding agency.
- Current teacher training programs do not focus on actual teaching practices and students' achievements.
- There is no system for Training Need Assessment (TNA).
- Lack of female supervisors affecting performance of girls' schools.
- Lack of potential awareness towards teacher or children competencies.
- Home environment generally not conducive to learning.
- Irrelevance of education to national needs.
- Proliferation and weak capacity of BISE leading to deterioration in standards of assessment and examination.

## Topic 249

### Strategies

Improvement in the quality of education can only be achieved through a series of well-defined and reinforcing strategies over a period of time. The Government of Khyber Pakhtunkhwa has identified a number of initiatives that will form the policy basis for development of key core areas towards this objective. Some of these initiatives are:

- The Institutional Framework for Teacher Development (IFTD) is the notified strategy of the government for the improvement of teacher education and teacher professional development in the province.
- Based on IFTD, department prepared Capacity Development Strategy in 2010.

- It suggested reduction in overcrowding in Early-Childhood classes (Kachi and Class 1), and to introduce a modified curriculum and child-friendly teaching practices, appropriate for children of this age.
- Preparation of framework for Head Teacher development.
- Re-activation of co-curricular activities in schools.
- Budget for sports equipment.
- Improving the quality of learning in primary schools through better qualified teachers, localization of teacher support through Local Circle Offices (LCOs) and improved teacher management, improved quality textbooks and materials, paying greater attention to outcomes at the school level and the involvement of communities/parents in school supervision and management.
- Establishing a system of regular and comprehensive classroom assessments in primary schools.
- Developing institutional capacity for test development & administration, statistical analysis and report writing.
- Analyzing student performance with reference to variation in instructional context.
- Identifying strong and weak areas of student learning with reference to the curriculum and target competencies.
- Providing feedback to policy makers
- Informing parents, community members, Parent teacher Councils and other stakeholders about the quality of education.
- Reforming examinations for a more objective and cognition-based assessment system.
- Introduction of a management cadre with an appropriate share of females.

## Topic 250

### Textbooks and Learning Materials Development

#### Background

Prior to the passage of 18<sup>th</sup> constitutional amendment the curricula were prepared and endorsed at federal level by the Ministry of Education's Curriculum Wing. At the time the Provincial Directorate of Curriculum and Teacher Education (DCTE) was the organization responsible in Khyber Pakhtunkhwa for preparing provincial proposals for curriculum of different subjects at all levels of school education. Now, after the 18<sup>th</sup> amendment the DCTE is charged by the Government to be the competent authority for curriculum reforms and approval of textbooks. GIZ, EU and DFID have been supporting the Khyber Pakhtunkhwa Text Book Board in improving textual materials and capacity building of book professionals in preparing high quality textbooks. The Government of Khyber Pakhtunkhwa has been providing free textbooks to all the children in the public-school system since 2003-04.

#### *New National Textbook Policy 2007*

In 2007 a National Textbooks and Learning Materials Policy and Plan of Action were developed and notified by the Federal Government in consultation with all provinces.

- The core objective of the policy was to introduce a system of competitive publishing for provision of quality textbooks at affordable prices.
- The implementation of this policy was to begin with the implementation of the new curriculum 2006.

Under the new National Textbook Policy, increased emphasis has been given to private sector publishing, with the provincial textbook boards having the role of regulating, facilitating, and monitoring the production of textbooks by private publishers.

Khyber Pakhtunkhwa has adopted this new textbook policy. The provincial government under the articles of the new policy has the discretion to set the time frame keeping in mind the local conditions, training programs and other influencing factors.

### **Topic 251**

#### **Improving Quality of Education: Assessment**

- Currently assessment is mostly result-based.
- Teacher's performance is assessed on the basis of annual school results which has its own demerits and affecting the quality of education negatively.

#### ***Demerits of Result Based Assessments***

The teachers started encouraging cheating in the examination in 80s as both the assessment and teaching staff were teachers.

- This led to malpractices in examinations and resultantly government was compelled to introduce ETEA to assess the quality of education
- It is the same as discrediting the entire examination system and examination institutions.

Assessing the students on the basis of annual results is flawed as timely correction is not possible.

#### ***Capacity Building***

- There should be a proper mechanism for the capacity building and continuous feedback system.
- Training needs assessment (TNAs) will be developed before preparing any training manual.

There will be three types of capacity building trainings for teachers:

1. Techniques and behavioral trainings common to all.
2. Need based on the basis of teachers and learner's assessment.
3. Area specific for managers and teachers for better understanding of local problems.

There will be impact assessment and continuous feedback mechanism on the teacher's trainings.

### ***Documentation of the Trainings***

All the trainings must be properly documented in terms of the needs addressed in the training and data of teachers who received the trainings along with recommendations for follow up and future planning.

### ***Internal and External Assessment***

- Internal assessment system is weak and non-systematic.
- Previously there used to be formal grade 8<sup>th</sup> (middle) examination by a special Board in the DCTE.

One indicator to measure the quality of learning assessment is rate of promotion from class 1 to class 5<sup>th</sup> which is 87% and class 6<sup>th</sup> to class 8<sup>th</sup> which is 85%.

- In class 9<sup>th</sup> students are subjected to first formal external assessment which is done by B.I.S.E.
- 9<sup>th</sup> class pass percentage was 54% in March, 2011.

Strategy is being developed to introduce third party assessment at grade 5 and grade 8, in phases

## **Topic 252**

### **Higher Education Department in KPK: Higher Education Archives and Libraries**

The Department of Education was reorganized into two separate Departments w.e.f. July 2001. These two departments are:

1. Elementary & Secondary Education
2. Higher Education, Archives and Libraries

Presently the following directorates are under the administrative control of the department:

- Directorate of Higher Education
- Directorate of Archives & Libraries
- Directorate of Commerce and Management

Higher Education, Archives and Libraries Department was established to provide affordable quality education which emphasize in transferring skills and ensuring conducive learning environment with a view to develop knowledge-based economy. The department constantly endeavors to promote higher education and ensure increased intake by upgrading learning facilities and standards through introduction of market-oriented courses, expansion of facilities/infrastructure, provision of better trained teaching staff/faculty and managers. In achieving these goals, the department employees

5,531 teaching staff at 189 colleges catering to 164,886 enrolled students (106,198 males and 58,775 females).

- In 2015/16, there are 75 colleges for females
- Out of 20 postgraduate colleges, 5 are female colleges
- Enrollment of female students stands for 37% in degree colleges.

Functioning through Directorate of Higher Education and Directorate of Archives and Libraries, the department is also supported by seven autonomous/semi-autonomous bodies placed under HED.

### Lesson No. 39

## HIGHER EDUCATION DEPARTMENT

### TOPIC 253-261

#### Topic 253

#### Higher Education Department in KPK: Functions

Following are some of the functions of HED:

- College & university education
- Formulation of policies relating to higher education
- Improvement of quality/ standards of higher education.
- Regulation, registration and supervision of private higher education institutions/universities in the private sector.
- Preparation of draft acts/ ordinances as per need for the approval of Provincial Assembly/ Chief Executive of the Province.
- Financial Management (recurring/non-recurring budget) and auditing of the provincial level releases to Higher Education Department.
- Processing of pension GP Fund and promotion cases.
- Processing of development projects.
- Monitoring and review of Annual Developmental Plan.
- Coordination with the Federal Government, other provincial departments and concerned directorates.
- Inter provincial admissions on reciprocal basis.
- Performance evaluation reports of provincial level officers of Higher Education Archives and Libraries Department.
- Processing disciplinary cases/inquiries.
- Processing the cases of short and long-term foreign visits/training and awards of scholarships for approval of the competent forum.

- Attending to the Provincial/National Assemblies and Senate business.
- Dealing with the matters of autonomous bodies.
- Prime Minister, President, Chief Minister's and Governor's Directives.

### Topic 254

#### **Higher Education Department in KPK: Achievement's**

- During 2012/13 department of Higher Education achieved several milestones.
- Sixteen new government colleges (05 male and 11 female) have been completed while, 50 colleges are under construction.
- From 96 collges in 2001/2002, the department has 189 colleges in 2015/16.
- Enrollments increased from 65,721 in 2001/02 to 164,886 students in 2015/16.
- Number of college teachers employed increased from 1,667 in 2001/02 to 5,531 in 2015/16
- Total postgraduate enrollments during 2015/16 stood at 64,975 students of which 39, 783 were male and 24,992 were female students.

HED has constructed staff/students' hostels, PG, science, IT blocks, admin blocks, examination halls, additional classrooms, bus garages =, library blocks, boundary walls and day care centers at 44 colleges in 2015/16. An amount of Rs. 30 million was allocated for purchase of furniture, sports gear, machinery and equipment for all government colleges in Khyber Pakhtunkhwa. Apart from quantitative additions to the teaching facilities and staff, another significant achievement of HED relates to capacity building of the teachers to improve the quality of teaching. Since its inception in 2003/04, in-service training of teaching staff has now developed on firm foundations with total allocation of Rs. 25 million for in-service and pre-service training in 2012/13, in which 1,303 male and 1,034 female staff members were trained.

- An allocation of Rs. 100 million is provided for faculty support development program.
- Project Management Unit for reorganization of higher education has been established.

1,278 departments of BS- 4 years program have been started in 54 government colleges in Khyber Pakhtunkhwa with 4,591 male and 930 female students enrolled.

- Construction work on public libraries in Kohat, Lakki Marwat and Chitral is underway.
- Major repair of 6 existing public libraries in Khyber Paktunkhwa is also being carried out.

Bacha Khan University at Charsadda has been established.

- Sub-campus of universities at Haripur, Swabi have been upgraded to full-fledged universities for which financial support has been provided by provincial government.
- Khushal Khan University has also been established in District karak.

### Topic 255

#### **Higher Education Department in KPK: Gender Sensitive Initiatives**

HED is pursuing gender sensitive policies to tackle gender related issues.

Following specific measures have been taken to address gender constraints in the provision of higher education:

- Salary benefit package to the teachers serving in the remote area colleges of 8 districts.
- Provision of buses to the female colleges in order to provide transport facility to the female students.
- 96 buses have been provided to government girls colleges till now.
- Provision of day care centers in girls' colleges in order to facilitate the teachers.
- The provincial government has set up day care centers in girls' colleges.
- Forty-four centers have so far been established.
- Creation of posts of Assistant Director (female) & Deputy Director (female) at Directorate level and Section officer (female) at departmental level to deal exclusively with female colleges and staff members.
- Similarly, non-gazette staff of female colleges is preferably selected out of female applicants.

### **Topic 256**

#### **Higher Education Department in KPK: Challenges**

Following are some of the challenges being faced by HED:

- Difficulty in retaining teachers in remote/hard areas.
- Ensuring the effective participation of teachers in training.
- Inadequate residential facilities for the teaching staff
- Disseminating demand driven higher education by introduction of market-oriented course at colleges.
- Political interference in the affairs of the department (at all levels)
- Creeping fundamentalist ideology
- Decreasing/ no support for higher education especially women education in some parts/ communities of Khyber Paktunkhwa.
- Poor security and widespread militancy in most parts of the province.
- Weak governance.
- Meeting quality assurance standards for such a large-scale program with existing human and financial resources.
- Low quality of enrollments
- Poor public image of colleges and universities.

### **Topic 257**

#### **Higher Education Department in KPK: Priorities and Future Plans**

For the development of Higher Education in Khyber Paktunkhwa an amount of Rs. 5,000 million has been earmarked for the year 2015-16. This money will be utilized on the completion of following activities/schemas:

- Teachers engagement for BS-4 years degree program
- Provision of missing facilities in colleges.
- Construction of buildings for colleges established on non-developmental basis in rented/hired buildings and major repair of existing colleges.
- Purchase of furniture and lab gears for colleges.
- Development of archives and libraries and major repair of existing public libraries.

### Topic 258

#### **Higher Education Department in KPK: Higher Education Management and Information System**

The purpose of the cell was to automate all the manual processes and businesses of the department for smooth flow of information among sections/offices of the department and hence for timely decision making by the administration. The aims of the cell are to:

- Bring excellence in education by incorporating state of the art technologies for automating functions of the department at all levels.
- Enable administration to take timely decisions by providing up to date information.
- Minimize information overload by changing larger amount of data into summarized form.
- Bring coordination by integrating specialized activities among offices/sections.
- Enable department to report information of HR and colleges for day to day activities like transfers, postings, promotions employing staff, admissions, budget planning etc.
- To support all technology and computer related activities in the department.

In order to achieve these aims following steps have been taken:

- MIS Module which stores information regarding staff and college across the province.
- Website of Higher Education Department is live.
- Online admission system is developed and will be tested this year on pilot basis in Peshawar.
- Web portal for all colleges has also been completed
- File paper tracking system has been completed
- Monitoring of colleges for which hiring is in progress on district level.
- College Management Information module is also under consideration for which letter has

### **Impact of 18<sup>th</sup> Amendment**

Prior to the 18<sup>th</sup> Amendment, the policy space for the provincial education sector was restrictive. Although the constitution identified education other than higher education, as provincial subject, in practice, however, not only where education policies developed by the Federal Government but they also prevailed in a number of areas.

Some of these areas include:

- Curriculum
- Standards setting
- Training

In the wake of 18<sup>th</sup> Amendment however, provinces are responsible for developing education policies that reflect political and sectoral priorities and that are closely aligned to the specific needs of the province.

### **Topic 260**

#### **Issues and Challenges**

Functions devolved to the Provincial Education Department (E&SE) after the 18<sup>th</sup> amendment are:

- Policy and planning
- Curriculum
- Syllabus and
- Standard of Education

As a result, the department will face implication in the following areas:

- Capacity for curriculum development
- Law and capacity for implementation of Article 25 A
- Additional legislation required for curriculum and compulsory education

#### ***Other Issues***

Some of other issues are:

- National coordination
- Fate of National Education Policy 2009
- Need for standards of education
- Future of inter-provincial Education Ministers' Conference

### *Challenges*

- Enhance capacity for curriculum development
- Preparation for change in law and capacity for the implementation of Article 25 A
- Formulation of additional legislation required for curriculum
- Enhancement of capacity building of Directorate of Curriculum and Khyber Pakhtunkhwa Textbook Board
- Strengthening of the existing weak and inefficient coordination between the organization in the education sector, and their coordination with other public sector institutions and organizations.

### **Topic 261**

#### **Efforts made to deal with challenges**

Keeping in view these issues and challenges the first National Education Conference in September 2011 took place where, Chief Minister of the Khyber Pakhtunkhwa along with other provincial counterparts and the Prime Minister signed a ‘joint declaration on education’

In the declaration all participants unanimously endorsed that the “National Education Policy 2009, subject to such adaptations as are necessitated in view of the 18<sup>th</sup> constitutional amendment, shall continue to be jointly owned national document”

With regard to the article 25 (A), the Declaration includes an agreement on enactment of provincial legislation for its implementation.

The declaration also envisions and calls for the establishment of a planning system, and a joint monitoring system for follow up on progress and to take decision on how to improve the situation vis-à-vis the national and international commitments.

The September 2011 declaration paved way for Provincial level Education Policy development in the longer run, by augmenting the current framework for policy making.

The current framework for policy making consists of several strategic and legal documents that provide a medium-term outlook for the sector.

These include:

- A ‘living’ Education Sector Plan (ESP),

- Comprehensive Development Strategy (CDS),
- Local Government Act 2001,
- Medium-term Development and Expenditure Framework

While these documents provide the sector, financial and institutional contexts, the imperative for a provincial Education Policy for Khyber Pakhtunkhwa in the longer run, is clear and strong from several perspectives.

Not only is it needed to articulate a sector vision, but also to express a public commitment to translate that vision into reality.

#### Lesson No. 40

### IMPACT OF 18<sup>TH</sup> AMENDMENT TOPIC (262-267)

#### Topic 262

##### Need for an Education Policy

- This Education Sector Plan highlights key policy areas
- It rightly focuses more on the implementation aspects rather than on a sector vision
- An education policy will anchor these implementation plans in the appropriate policy framework
- It will also enable a more logical relationship between articulation and commitment of public policy for the education sector, and the, managerial, technical and financial aspects of implementation that the Education Sector Plan contains.
- The development of an education policy would also provide a legislative and institutional framework for the implementation of the sector policy priorities.
- By developing an education policy for the province, Khyber Pakhtunkhwa can assume a leadership role in this respect, since none of the other provinces have yet made any substantial move towards developing a policy.

#### Topic 263

##### Strategies

The department has developed the following strategies for the post 18<sup>th</sup> Amendment Scenario:

- In the longer run, a Provincial Education Policy will be developed.
- A Research and Development Wing will be established in the E&SE Department.
- Capacity building of Directorate of Curriculum and Teacher's Education (DCTE) in terms of infrastructure, human resource, curriculum development experts etc. in order to cope with challenges of developing curricula syllabus and education standards.
- The Textbook Board will be strengthened to take the added responsibilities of printing textbooks in light of the new curriculum which needs to be prepared.
- For uniform curriculum standards, an Inter Provincial Coordination Review Committee (ICRC) will be activated.
- For uniform examination system the existing inters- Board Chairman Committee will need to be activated.
- E&SE Department will revamp its existing set of departments to take care of added responsibilities.
- Advocacy at all levels, political consensus building to ensure sustainability and required allocation of resources.
- The most important strategy is to implement provision of Article 25-A through legislation as, provision of free & compulsory education has far reaching legal, administrative and financial implications
- The capacity of the E&SE Department at provincial level will also need to be augmented in terms of expertise, infrastructure, technical know-how and personnel.

## Topic 264

### Risks

18<sup>th</sup> Amendment has posed great challenges for all provinces

- While under National Commission Finance Award (Dec, 2009) the provinces share in divisible pool has been enhanced, the Federal funding for the Educational programs has come to stand still.

- Provincial governments may not be able to allocate required resources as per Education Sector Plan (ESP) and to meet the provision of Article 25-A of the constitution.
- Law and order and disasters may lead to diversion of resources.
- Federal Education Ministry abolished and function got assigned to planning and Economic Affairs of Divisions.
- Capacity issues, donors' coordination and delays may hamper the on-time achievements of targets.

## Topic 265

### **Education and Modernization Theory**

#### **Education and Development Theories**

Debates on development theories have become greatly diversified and a broad range of theoretical perspectives are discussed concurrently.

There are two theoretical perspectives which are mainly important:

- Modernization theories in 1960
- Dependency theories in 1970

Both of these theories form an important point of reference for recent debates about education and development.

#### **Modernization Theories**

Modernization Theories came up in 1950s and 1960s

These theories saw the root causes of “backwardness” as they termed it, found in the static character of traditional, social and economic structures which prohibited any dynamic development.

Modernization Theories generally follow a dualistic view on societies and postulates a dichotomy between “traditional” and “modern” societies or respective coexisting factors within one society.

## Topic 266

### **Education and Modernization Theory**

### **Traditional Society**

The traditional society is considered to be static, backward, conservative, guided by irrational beliefs and an orientation which gives more emphasis to the past and the hereafter

#### ***Governance***

It is governed by a fixed and strongly hierarchical social stratification, autocratic and often feudal rule, with a strong patriarchal dominance.

#### ***Use of technologies***

The technologies used by a traditional society are basic and simple, lacking major innovations over time.

#### ***Interaction between traditional societies***

The 'traditional' sector is based on subsistence and bartering system in locally limited sphere of interaction.

#### ***Social mobility***

Social mobility is virtually nonexistent, because social position is determined by birth in a certain fixed caste or class.

### **Topic 267**

### **Education and Modernization Theory**

#### **Modern Society**

Modern society is considered to be very dynamic, exemplifying all characteristics attributed to Modernity.

#### ***Use of technologies***

This implies highly innovative and complex technological processes with utilization of machines, automations and new materials.

This high level of technology and the extended control over nature are based on exact methods and their use in the constantly progressing, rational and objective natural sciences

### ***Individualized society***

This society is highly differentiated and individualized, with a functional division of labor and high-grade specialization.

- The modern society is seen to be driven by independent, rational, hardworking and risk-taking entrepreneurs.
- This society draws its dynamic from constantly criticizing the status quo in search for further progress.
- Social stratification is fluid, and the meritocratic principle rules, where only personal achievement and professional success determine one's position and status in society, irrespective of social origin and family background.

**Lesson No. 41**

## **EDUCATION AND MODERNIZATION THEORY**

### **TOPIC (268-273)**

#### **Topic 268**

### **Education and Modernization Theory**

#### ***Modernization Theories and Development***

From a modernization theories' perspective, development means to gradually transform all traditional sectors and elements in a society into modern ones. The transformation process itself is called modernization.

Special emphasis is put on the transformation process in the socio-cultural dimension since the traditional cultural and social system are considered a major drawback for development.

Development is therefore, seen as a process of directed cultural change.

During the transformation process, the concerned countries and societies start to show a dualistic structure of traditional and modern elements in all dimensions of development caused by the unequal speed of progress in the different dimensions, geographical regions and social groups. From

this so called disharmonic cultural change, certain conflicts may arise between the traditional and modern elements.

## Topic 269

### **Education and Modernization Theory**

#### ***Role of Education***

Education plays a pivotal role in launching and facilitating the modernization process and directed cultural change. Modernization processes leads to differentiation of social function systems, social roles and increasing division of labor.

This is a consequence of the increasing partition and segmentation of processes in economic production and public administration, where new highly specialized tasks require new and highly specific skills and knowledge.

Therefore, the demand for skilled and trained experts is strongly growing in any modernizing society. To meet this growing demand a modern mass education system has to be established and a comprehensive education expansion has to be launched.

Apart from the necessary technical knowledge, the modernization theories stress the importance of imparting the “right” modern socio-cultural knowledge. This needs to be done in order to overcome traditional beliefs and mindsets and to facilitate and direct the process of cultural change in such a way that attitude and norms will match the needs of modernization process.

## Topic 270

### **Education and Modernization Theory**

#### ***Emancipatory Potential of Education***

At the individual level, the emancipatory potential of education is stressed by the modernization theories. Education would enable people to free themselves from the rule and suppression of the traditional elites in power.

Furthermore, it will also liberate people from the hitherto predominant control and influence of primary and social groups like family, kin and clan and the related constraining traditional norms and

obligations. New horizons would open up, especially for women, with the help of formal education, redefining the gender roles in household, economy, politics and society.

### Topic 271

#### **Education and Dependency Theory**

The dependency theory came in the mid-1960s. These theories came as a direct reaction to and critique of the modernization theories. Despite two decades of intensive development efforts led by the modernization paradigm in several underdeveloped countries, the expected and anticipated development progress did not reveal itself.

To the contrary, the gap between rich and poor broadened and the number of people living in absolute poverty continued to increase. This practical failure of modernization theories' explanations and strategies gave way to a number of alternative analyses, concepts and theories, subsumed under the umbrella of dependency theory.

### Topic 272

#### **Education and Dependency Theory**

##### ***External Causes of Under Development***

These theories focused on external instead of internal causes of underdevelopment. The focus was on structural aspects, power relations and mechanism of dominance instead of unrestricted agency; and on global economic and political interactions and structures of the capitalist world system, instead of a limited socio-cultural sphere regarded in isolation.

The virtually unlimited personal freedom and power of action so strongly emphasized in the (neo) liberal modernization theories was negated and confronted with a situation of structural violence. It dominated social system from global to the local level, where struggle for access to economic resources, power and social status inequalities together characterize class conflicts and severely limit the scope of individual action.

These theories criticized the ahistorical approach of the modernization theories and stated that present economic and socio-cultural conditions in underdeveloped and developed countries could

only be understood as the outcome of a long historical process of interwoven interactions and external factors.

### Topic 273

#### Education and Dependency Theory

##### *Dominance of Foreign Hegemonic Powers*

The problems, insufficiencies and socio-economic structure of underdeveloped nations are not seen as the result of an autonomous historical process. Rather, these are seen as being fundamentally shaped under the century long dominance of foreign hegemonic powers namely the Western European capitalistic metropolises. Due to the imprint of external influence on the inner structure of these nations, the external domination became internalized into the very core of society and the economy. This resulted in the inextricably interwoven nature of internal and external factors in underdeveloped countries.

Through this internationalization, and due to subsequent inner contradictions, foreign dominance is perpetuated, which is considered the root cause for deformation resulting in underdevelopment.

**Lesson No. 42**

#### **EDUCATION AND DEPENDENCY THEORY** **TOPIC (274-279)**

### Topic 274

#### Education and Dependency Theory

##### *Under-development: A historically unfolding intrinsic Moment*

The underdevelopment in the periphery is not an early or intermediate stage of backwardness in the evolution from “traditional” to “modern societies” as stated by the modernization theories.

Underdevelopment is seen as a historically unfolding intrinsic moment of the international economic system and international society, dominated by capital metropolises.

The development of these metropolises and the history of underdevelopment in the periphery are complimentary processes, mediated through the international system. Development and underdevelopment are two simultaneously evolving sides of the same, universal and historical process. In this view the capitalistic metropolises could only develop at the expense of the development in the periphery.

## Topic 275

### Education and Dependency Theory

#### *Unequal Economic Structures*

The unequal economic structures in the periphery termed as structural heterogeneity and seen as a consequence of unequal incorporation into the world market are characterized by the coexisting different but interconnected modes of production. In the modern world market-oriented industrial sector which operates with capital-intensive imported technology the demand for labor is comparatively low and restricted to well-trained and skilled employees resulting in structural unemployment for the masses.

Although masses in the periphery serve as a labor reserve for the capitalistic sector, the chances for the marginalized in the periphery to become integrated in the capitalistic sector are extremely low.

#### *Marginalization:*

It characterizes the state of this sector of society whose members lack stable employment and adequate remuneration.

#### *Modern Marginality*

The term modern marginality means that the affected people are no longer integrated into the economy and are therefore indispensable to it. This phenomenon is labelled as **population redundant** and is affected by a triple marginalization:

1. Their labor force is unneeded
2. As consumers they are unimportant
3. Their products are not requested

Under these conditions the chances of social mobility and advancement through achievements and formal education are very few. Even among the educated and trained only a minority will find employment in the modern sector and majority will be redundant.

### **Topic 276**

#### **Education and Dependency Theory**

##### ***Role of Education***

From the dependency theories' view the role of education in the underdevelopment process is clear. It is seen as a part of external and internal structures of dominations and contributes substantially to the establishment.

Development in the education sector are part and parcel of the process of development of underdevelopment. It reflects the situation of external dependency and contributes to the establishment of structural socio-cultural heterogeneity.

The education system facilitates the peripheral-capitalistic development path and serves the interest of elites of metropolises and in the periphery between whom a congruence of interest exists.

Government programs and external development assistance aiming at expanding education in its existing form are seen as only reinforcing and intensifying underdevelopment and the state of dependency.

##### **Recommendations:**

In the light of above-mentioned scenario, the dependency theories have come up with recommendations on how real self-determined development could be realized in the periphery.

These theories suggest that since structures of external domination and dependency are the essential root cause of underdevelopment, the way to auto-centric development can only be achieved by the truncation of all external linkages of dependency and domination and by radically reforming internal socio-economic and cultural structures.

The elimination of all external relations of exploitations enables the societies of periphery to recreate the formerly interrupted autonomous development path. For the economic sector this means dissociation from the world market and setting the focus on self-centered economic development.

In terms of the socio-cultural structures this results in the removal and eradication of all imprints and transformation which took place under external domination and which served to perpetuate dependency.

Therefore, far-reaching reforms in education sector are necessary where the equalization of opportunities and adaption and indigenization of organizational structures and curricula are the central issues.

### **Topic 277**

#### **Human Capital Approach**

##### ***Economics of Education***

In classical economic theories education, skills and knowledge did not play a major role. Although even the early economic scientist hinted at their significance, it was not until the 1950s that the first economic theories conceptualized knowledge and education as major factors of influence in the core of their models. In 1956, the American economist Robert Solow was the first to explain economic growth with the help of technical progress.

He introduced third factor in the growth education (besides capital and work) composed of technical progress and education of the labor force, which Solow was as being responsible for about two thirds of total production growth.

Schultz (1961) and Denison (1962, 1964, 1967) elaborated this technical progress factor further to make the influence of education more transparent. Following Schultz, the embedded skills of labor force were seen as a discrete production factor denoted as “human capital” which attracted the interest of another economist to work on the topic.

### **Topic 278**

#### **Human Capital Approach**

The human capital approach was first developed by Jacob Mincer in 1957. In the human capital theory education and knowledge are considered an economic resource. Furthermore, expenditures for education is seen as an economic investment which will bring benefits in the future and is rationally planned under consideration of costs and benefits.

Mincer investigated income inequalities and saw their root cause in differences of education levels, which are the outcomes of different investments in education. With the casual relationship between investment in education and higher income, he set up his famous equation for the calculation of rates of return for investment in education. Mincer approach has been broadened and refined by the economist and interdisciplinary education in two ways.

First, the idea of calculating rates of return on education investment has been shifted from micro level of the individual to macroeconomic level. At the macroeconomic level the investment in development and improvement of national education system are considered and placed in relation to national economic growth rates.

The second enhancement of Mincer's approach was to broaden the scope of education effects considered from merely monetary income effects to a wide range of non-monetary effects which have been termed as externalities.

## Topic 279

### Human Capital Approach

#### *Increased Labor Productivity*

Central to the human capital theory is the assumption of increased labor productivity. It postulates that learning, learning in systematic organized and formal arrangements, changes the learner in knowledge ability and attitude in such a way that a learner in his/her professional or economic activities become more capable or in economic terms more productive.

This increased productivity is transported into an increased change value of the higher qualified labor in the job market which is rewarded with increased income. On the macroeconomic level, increased labor productivity leads to higher economic growth rates.

The idea of a functional interrelation between education and development based on human capital considerations found its way into the international development discourse.

Furthermore, it contributed to the formulation of “ideology of education development” in international development plans since the 1960s. the economic research of human capital was and still characterized by a certain bias towards concept of modernization theories rooted in the 1960s.

### Lesson No. 43

## HUMAN CAPITAL APPROACH TOPIC (280-285)

### Topic 280

#### Human Capital Approach

##### *Challenges to Human Capital Theory*

One of the most serious challenge to human capital theory is the **filter theory** also known as screening theory. This theory was brought forward by Arrow (1973) and Spence (1973). The screening theory dismissed the labor productivity assumption and substituted it with the claim of a screening effect inherent in the education system, which rules the mechanism of transition from education to employment via the labor market.

Instead of labor productivity (i.e. actual skills and knowledge), the labor market rewards educational diplomas and education certificates, which serves as a signal for employer indicating the assumed capabilities and potential of the job applicants.

The labor productivity theory is also challenged by the theory of segmented labor markets. This theory focuses on the structures of the labor market and states that they are restricted by organizational and institutional factors which create a segmentation of labor market.

By this free competition and pricing as well as free mobility and labor turnover of qualified employees is prohibited. Income levels are determined by institutional factors inside and outside of organizations and are thus uncoupled from the actual labor productivity.

### Topic 281

#### Human Capital Approach

### ***Role of Education***

A combination of elements of Screening theory and segmentation theory were realized in job competition model developed by Thurow. Its starting point is the recruitment policies of companies which hire new manpower not for a certain position but for a whole career ladder.

Competition between the job seeker on the labor market, therefore, is not about jobs only, but is about entrance points for whole career courses.

Necessary skills and knowledge are imparted by on the job training and previous qualifications only function as a criterion for evaluating and selecting job applicants. The higher the previous qualifications are, the lesser the training expenses.

Education certificates function as a signal as a capability of being trained.

### **Topic 282**

#### **Education and Functionalism**

##### ***Functionalist Perspective***

The functionalist perspective traces back to Durkheim's sociological theory.

##### **Emile Durkheim (1858-1917)**

Durkheim is considered as the father of sociology because of his efforts to establish sociology as a discipline distinct from philosophy and psychology. According to him social facts are the social structures and cultural norms and values that are external to and coercive over individuals. He believed that social facts are not attached to any particular individual nor are they reducible to individual consciousness.

The functionalist perspective views society as a kind of machine where one part articulates with another to produce the dynamic energy required to make the society work.

### **Topic 283**

#### **Education and Functionalism**

##### ***Role of Functionalist***

Functionalists are looking for the common bonds which unite the groups, without which societies disintegrate and for the process that maintains social order. Societies have to cater rituals and institutions to provide the social cohesion and meaning.

Following Durkheim, the social glue in modernizing and modern societies is provided by education. It is education which fulfills cohesive functions in the intellectual, political, social and economic dimensions.

## Topic 284

### Education and Functionalism

#### *Functionalist Approach to Education*

The functionalist approach to education was developed by Davis and Moore (1945). The starting point for this functionalist is the hinge joint between education and employment. In their view, all societies assign functionally differentiated positions with varied value and evaluation which presuppose certain technical skills aside from natural talents.

These skills are imparted by the educational system, and there needs to be a mechanism to convince talented people to make the sacrifices related to the acquisition of education.

This mechanism is performed by the promise of rewarding the students for the sacrifices of a long and demanding education process through high status, high income and high prestige in their subsequent professional lives.

## Topic 285

### Education and Functionalism

#### *Principle of Correspondence*

A central thesis of the functionalist approach is the principle of correspondence. This principle of correspondence exists between individual education and labor market success. The unconfined reign of the meritocratic principle is supposed. Also, the influence of social origin and background is considered negligible. If social, economic and religious backgrounds are different so these should be negligible but in the modern societies people are focusing more on the social background.

**EDUCATION AND FUNCTIONALISM**  
**TOPIC (286-291)****Topic 286****Education and Functionalism*****Education and Schooling***

From the functionalist perspective education and schooling have a triple function for guaranteeing the meritocratic principle.

First the imparting of skills, values and norms needed in the production process. Second, the selection of talent and elites, who are in control and manage the process of economic development. Third, to guarantee equal educational opportunities.

**Topic 287****Education and Functionalism*****Role of Education***

As in the human capital theory, where education is seen as a means of social mobility, Davis and Moore considered “education as selector of talent and neutralizer of poverty and social inequality”

Equal educational opportunities are in this context equated with equal access to education. This education system provides the selection of the talented, and thus is the main legitimizing institution of meritocratic society.

Equal education opportunities as stated by Davis and Moore therefore, are a necessary condition for guaranteeing social justice.

**Topic 288****Human Capital Approach*****Theories of Social Reproduction***

Sociological approaches challenging the functionalistic position are subsumed under the general umbrella of **conflict theories** or **reproduction theories** as a part of critical sociology. They generally deny the validity of the meritocratic principle and prospects for social mobility, and assign only minimal relevance to the skills and knowledge imparted through schooling for personal employment prospects and labor market success.

They argue that the relationship between schooling, skills and employment is far less rational and the role of schooling in providing equality of opportunities is far more problematic than functionalist suggest.

In empirical studies they proved that other criteria of adjudication alien to the determination of the individual play a vital role in the distribution of posts and positions.

## Topic 289

### Human Capital Approach

#### *Decisive Criteria of Social Reproduction Theories*

Sociological theories considered the decisive criteria to be found in the social origin and family background of a person. The dominant social classes strive to maintain their position in the social hierarchy and bequeath to the next generation.

In the past the elite positions simply passed on through hereditary titles and positions, which have become obsolete since the establishment of public education and open employment systems.

In search of a proper mechanism of the reproduction of social hierarchies, the elites harnessed the education system for their purposes and made school a powerful tool for social stratification and selection.

School impart social class specific knowledge, language and skills. This means that children from different classes are educated and socializes in different ways.

## Topic 290

### Human Capital Approach

#### *Role of Schools*

From a conflict theories 'point of view, schools are seen as a place of power struggles "similar to social battle fields" where the power relations within the school correspond to the power relations within the large society.

These "real" power relations are conceived by ideology and the education system serves to legitimate the social inequalities created. Ideologies or intellectual justifications created by the powerful are designed to enhance their position by legitimizing inequality and the unequal distribution of material goods.

Empirical researches undertaken since the 1950s, which provided evidence for a relationship between family region, social class, education, academic and professional success, gave way to the establishment of a casual model of a specific socialization and occupation mobility according to social class.

The conflict theories which share the casual model as common ground differ in their answers on the question of how exactly the social and cultural reproduction process is put into effect through education.

## Topic 291

### Social Reproduction

#### *Acquisition of Cultural Capital*

One of the most famous representative of reproduction theories is the French sociologist Pierre Bourdieu. According to Bourdieu the formal education institutions are not the main places of acquisition of cultural capital.

Instead its transmission is strongly dependent on the cultural capital embodied in the family of origin. It is here that the earliest conditions of acquisition are set and cultural capital is transmitted in an informal and often unconscious way throughout the socialization period, starting long before the first school lesson is attended.

This form of informal **heredity transmission of capital**, which is always heavily disguised or even invisible is considered by Bourdieu as no doubt the best. Furthermore, it receives proportionately

greater weight in the system of reproduction strategies as the direct, visible forms of transmission tend to be more strongly censored and controlled.

**Lesson No. 45****SOCIAL REPRODUCTION  
TOPIC (292-299)****Topic 292****Social Reproduction*****Cultural Capital in Institutionalized Form***

Cultural capital in institutionalized means its objectification in term of academic qualifications and degrees. Through the objectification into credentials, the embodied cultural capital become academically recognized and sanctioned on a legal basis.

Institutionalized cultural capital receives a symbolic values as legitimate cultural capital which has a relative autonomy regarding its bearer and even regarding the cultural capital it effectively possesses at a given moment in time.

This distinguishes its bearer from the autodidact, whose cultural capital remains illegitimate and may be called into question at any time

High status social classes differ in their manner and their cultural consumption preferences.

Their cultural capital consisting of particular forms of culture such as (language, ideas and knowledge of a certain kind of music, art and literature) is passed on by the families and (elitist) schools, and serve as a significant indicator of status and class position.

In the education system and recruiting personnel for high ranking positions, the recruiters and personnel managers prefer those applicants who share the same cultural habitus and who are perceived as belonging to the same social class.

The habitus as a cultural model enable the selection of individuals in terms of difference or similarity to the ruling cultural model. As cultural capital has important exchange value in the educational and cultural marketplace, certain cultural limits attributed to family and social origin effect academic and professional success and failure.

The academic system is not neutral, since as Bourdieu states, it incorporates cultural arbitrariness and symbolic violence in teaching and therefore, a concept of domination is linked to teaching, contributing to the reproduction of class inequalities’

### **Topic 293**

#### **Social Reproduction**

##### ***Schooling***

Schooling is a part of symbolic process of cultural and social reproduction. Academic culture is arbitrary because its validity comes solely from the fact that it is a culture of the ruling classes, imposed on the whole society as if it were the only form of objective knowledge.

Schools present themselves as neutral but they actually advantage the upper and middle classes through their symbolic representations. Therefore, the prospects of social and occupational mobility depend on the arbitrariness of an unjust and unequal educational system in which the main obstacle that students from lower classes has to face are more cultural than economic.

### **Topic 294**

#### **Education Today and Future Implications**

##### ***Systematic Overview of Educational and Developmental Issues***

In order to get a systematic overview of the huge variety of issues related to the field of education and development, and of the corresponding theories which are concerned with these issues, an organizing scheme needs to be employed.

In this organizing scheme the issues are arranged along different dimensions (socio cultural dimension, economic, political institutional) and at different scale level. In the socio-cultural dimension, the core concepts are social status, social capital and cultural capital.

In the economic dimension, economic, capital, income materialistic assets and access to resources are the central concepts. Finally, the political institutional field is characterized by power relations and the questions of participation in social negotiation processes and decision making.

Every single thematic issue from the education and development field has its particular place in this ordering scheme. For example, national education policy and the set-up of national system would be located at the national level in the political institutional dimension.

Increased job and income opportunities for the individual graduate based on his/her education are located at the local/household level in the income dimension.

### The Multi-level and Multi-dimensional Field of Education for Development

| Level         | Socio-cultural Dimension                                                                                                                                                                                                                    | Economic Dimension                                                                                                                                               | Political-institutional Dimension                                                                                                                                              |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core concepts | Status, social capital and cultural capital                                                                                                                                                                                                 | Income, assets, access to resources                                                                                                                              | Power, participation                                                                                                                                                           |
| Global        | <ul style="list-style-type: none"> <li>• International education migration; migration systems</li> <li>• Global lingua France</li> <li>• Cultural imperialism</li> <li>• Westernized post-colonial education systems</li> </ul>             | <ul style="list-style-type: none"> <li>• International education business</li> <li>• Global labor market</li> <li>• Knowledge and technology transfer</li> </ul> | <ul style="list-style-type: none"> <li>• Global education governance (UNESCO, EFA)</li> <li>• International education standards</li> </ul>                                     |
| National      | <ul style="list-style-type: none"> <li>• Mode of access to social position (e.g. class society meritocracy)</li> <li>• Multilingualism and national language</li> <li>• Socialization and imparting of cultural values and norms</li> </ul> | <ul style="list-style-type: none"> <li>• Mode of financing education (e.g. government, private community)</li> </ul>                                             | <ul style="list-style-type: none"> <li>• National education policy, resources allocation and institutional setup</li> <li>• Teacher training and recruitment policy</li> </ul> |

|                 |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                     |                                                                                                                                                                                        |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"> <li>• Internal education migration</li> </ul>                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Privatization in education sector</li> <li>• National human capital</li> <li>• Rates of return on public education investments</li> </ul>                                  |                                                                                                                                                                                        |
| Regional        | <ul style="list-style-type: none"> <li>• Regional education discourses</li> <li>• Educational disparities based on culture, norms, gender roles etc.</li> <li>• Role of local language in formal education</li> <li>• Equal access to education and discrimination</li> </ul> | <ul style="list-style-type: none"> <li>• Regional human capital</li> <li>• Rise of private schools and emerging education markets</li> <li>• Educational disparities based on income and economic status</li> </ul> | <ul style="list-style-type: none"> <li>• Questions of correspondence between national and regional/local conditions</li> <li>• Regional setup of educational administration</li> </ul> |
| Local/household | <ul style="list-style-type: none"> <li>• Socio-economic status</li> <li>• Cultural capital and linguistic codes</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Monetary income</li> <li>• Business opportunities</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>• Political consciousness and critical citizenship</li> </ul>                                                                                   |

|  |                                                                                                                                                                    |                                                                                                                                                                                             |                                                                                               |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Social mobility/advancement</li> <li>• Empowerment through formal education</li> <li>• Educational aspirations</li> </ul> | <ul style="list-style-type: none"> <li>• Opportunities for economic advancement</li> <li>• Private returns on investment</li> <li>• Economic usability of skills and credentials</li> </ul> | <ul style="list-style-type: none"> <li>• Participation in public/community affairs</li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|

## Topic 295

### Education Today and Future Implications

#### *Dialectical Perspective on Education for Development*

In a step towards dialectical perspective on education for development, the different theories concepts and approaches may not only be sorted by scale level and dimensions as discussed earlier. But they can also be sorted by their assessment of positive and negative effects of education on development.

The central questions are:

- How can education contribute to development?
- In which field, in which way and under which conditions can education unfold its immanent potential?
- Where does it show its enabling and disabling effects on development?

## Topic 296

### Education Today and Future Implications

#### *Education Development*

Development, here is understood in a human centered and agency-based perspective, as enhanced problem-solving capacities of the people.

Following the definition of Rauch, development is an open, non-teleological process of a succession of social problem-solving processes.

It is a process based on enhanced problem-solving capacities of the people and their institutions.

With this agency centered notion of development, the focus of equity in the education-development nexus must be the human factor and their concrete problem-solving capacities and strategies.

## Topic 297

### Education Today and Future Implications

#### *Education and its Janus Face*

Education shows its Janus face in all fields where effects are attributed to it. Some effects of education are always found that contribute to the development, problem solving and emancipation.

Along with this, some contrary effects are found as well where education restricts opportunities for development and restrain people from finding solutions to pressing problems and improving their fate.

**Example:** in gender and development studies, education is mentioned as one of the central tools to transform gender roles and gender relations.

Education is claimed to contribute women empowerment and emancipation by enabling them to overcome their position of suppression and to claim their rights.

Due to education, women are in a position to alter the predominant patterns of division of labor and structures of decision-making. Education empowers them to participate in politics and in the world of formal employment, changes their mobility patterns, and broaden their personal freedom.

- The other face looks into the opposite direction and here, from the skeptical perspective the optimists' view contradicted.
- From this perspective education does not contribute to the women's' liberation, but to their suppression.

Education serves as a tool to internalize and reproduce the prevailing gender relations, so that they are reinforced and strengthened by education.

If at all, education can make a contribution to the women's practical gender needs, to improve women's situation within their given gender role without transforming it.

Women's education in this contribute to improve nutrition, household hygiene and child-care.

It eases some problems of women's everyday lives fulfilling their gender role, but it does not contribute transforming gender relations in the sense of "strategic gender needs".

## Topic 298

### Education Today and Future Implications

#### *Effects of Education for Development*

The effects of education for development in any given field of concern belong to two different sides showing a double Janus-faced direction of impacts.

- They are characterized by a mix of supporting and restraining contributions to development and show optimistic and skeptical aspects.
- These two sides do not exist independently.

In a given case the decision is not about which is the right perspective to apply or to ask which of the perspectives one has to choose, excluding the other.

Rather, for any individual case of study, located in a particular space and time, in a given social situation for a certain heterogeneous community of people and framed by specific meta and macro structures, one has to carefully examine which aspect from the two opposing perspective are actually effective and relevant.

On the ground in reality, a specific blend of elements from both academically constructed perspective will be effective.

The decisive question is which of the various and contradictory potentials immanent in education are realized in a certain case?

Some of them may become effective in a given context, other not. The specific blend of realized potentials of education is contextual and varies from case to case.

Any generalized assumption on the impact of education for development must fail, because they are removed from the individual conditions and characteristics of a certain case and therefore, become blind to the complex individual blend of inconsistent educational effects.

## **Topic 299**

### **Education Today and Future Implications**

#### ***Future Implications***

The dialectical approach to education for development, with its quality, with its duality, its “A as well as B”, the balancing of its perspective needs to be a fundamental approach. It should focus on opportunities and constraints of education for development in Pakistan.

Generally, any study on education for development should consider the individual empirical case in a dialectic perspective.

On the micro level in correspondence with the human-centered approach, the human actor and primary actor group and their livelihood strategies, will form the center of this enquiry.



