



EDUCATION IN PAKISTAN

INTERACTIVE PRESENTATION ON THE WHITE PAPER

28th MARCH, 2007

BACKGROUND

- It was realized early that the future of the nation depended on a productive pursuit of knowledge through education
- **Previous policies**
 - did not have widespread ownership of policy goals, strategies or plans were unrealistic
 - did not match committed resources
 - lacked uniformity across the geographic spread
 - achieved progress sporadically and were personality driven
 - did not have formal oversight and monitoring of implementation of the policy
- Decentralization of service delivery under the Devolution Plan, Pakistan's renewed commitment to the Education for All under Dakar Framework of Action, Millennium Development Goals, Poverty Reduction Strategy Paper and the Medium Term Development Framework and most importantly a renewed commitment of the Government of Pakistan to ensure equitable proliferation of quality education

OVER VIEW

- Knowledge is the main driver of progress and advancement of civilization
- Knowledge adds value to life of an individual and a society
- Knowledge in itself, is the aim of education
- External agendas should not pale pursuit of education into the background
- A dynamic doctrine of social behavior to provide the ideological basis for the Education Policy
- Dogmas, obscurantism, nostalgia – anything anti change should not influence the mind of the learner
- Concrete goals and targets – rather than abstract wish lists – should be the propellers of education

POLICY FRAMEWORK

- Education for All- a guaranteed fundamental right under Article 37(2) of the Islamic Republic of Pakistan
- Though Education is a Concurrent subject but education policy formulation has to be nationally determined, developed and owned
- A National Policy formulation will always need to be moderated at the federal level
- No standardized and agreed format for policy making in the education sector, all previous 9 documents followed varied methodologies
- The revised National Education Policy to be presented to the competent forums for final approval

METHODOLOGY

Stage I: Diagnostic:

- Literature Review
- Green Papers
- Research Studies
- District Consultations
- Education Conferences (National/Provincial/Area Governments)

Stage II: Prescriptive:

- Issue-based Consultations
- Organization-based Consultations
- Coordination with Development Partners
- Thematic Papers

Stage III: Policy Development:

- The White Paper (December 2006)
- The White Paper (Revised- February 2007)
- The Policy Paper
- Strategy/strategies
- Implementation Plans

HIGHLIGHTS OF THE WHITE PAPER

The White Paper – has been developed:

- in view of the socio-economic development policies of the state and international obligations through a evolutionary & participatory approach
- with help of public and institutional incisive, reflective views gained through a broad participatory process
- based on commonalities of views, reflective of hopes of the people & views of experts for every sub-sector of education
- with a thrust that is philosophical & thematic, not sectoral
- without traversing in same breadth from Policy to Strategy to Implementation Plans
- proposing a number of policy options for debate and discussion; to be accepted, modified or discarded
- With feedback on the White Paper incorporated in the revised paper to ensure Stakeholders influence the final policy document
- To set a precedent for a continued dialogue amongst all stakeholders in a reform process

THEMES DISCUSSED IN THE WHITE PAPER

1. **Governance and Management**
2. **Quality**
3. **Equity**
4. **Access**
5. **Relevance**
6. **Religious Education**
7. **Linkages with Principal Social Issues**
8. **Education in Emergencies**

VISION

Recognizing education as a right of the citizen, it is the aim of the state of Pakistan to provide equal and ample opportunity to all its citizens to realize their full potential as individuals and citizens through an education that enriches the individual with values/ skills preparing him/her for life, livelihood and nation building.

PURPOSE OF EDUCATION

The education system should raise highly knowledgeable, skillful, productive, creative and confident individuals who have advanced reasoning and perception of problem solving skills; are committed to democratic values and human rights; are open to new ideas; have a sense of personal responsibility; are committed to moral values; have assimilated the national cultures; are able to tolerate differences in opinion, faith and culture; have empathy towards all of humanity; and can participate in the productive activities in society for the common good using Social and Physical Sciences and Technology.

POLICY RECOMMENDATIONS

GOVERNANCE & MANAGEMENT

- To establish an education specific Committee of the Cabinet to formalize Education-related policy initiatives within the federal government
- Roles and Responsibilities of the Federal Ministry of Education and the sub-national governments be agreed through a national mechanism and must be reflected in the respective Rules of Business
- The distribution between the provincial and district governments must be thematic or functional rather than administrative as under the present system
- An inter-provincial mechanism for national management of broader policy issues of education be institutionalized through the apex body i.e. “Inter-provincial Education Ministers’ Conference”
- The process for review of the National Education Policy must be standardized. The framework must ensure that it is:
 - Demand driven and has equal role for all federating units
 - It is transparent with involvement of as many stakeholders as possible
 - Amendments in any extant policy be made only after approval of the Inter-provincial Education Ministers’ Conference

GOVERNANCE & MANAGEMENT

- Develop an integrated, country-wide, Management Information System, at all levels, leading to linkages with all tiers of education management
- A minimum investment of 4% of GDP be equitably distributed amongst all provinces/ area governments. Federal and provincial governments should be encouraged to legislate minimum levels of investment in education to make it administratively binding upon successive governments to continue pursuing these goals
- Education financing – 6% of GDP by 2015 – Enhanced utilization capacity must precede higher investment
- Legislation should be encouraged to pursue accountability and transparency in the administration of education, separating it from government's general mechanism of accountability and to ensure ready remedies from corruption and political interference
- District Education Boards be created to evaluate current needs of the district and be responsible for community based oversight

QUALITY

- Establish twelve years of schooling
- National education quality standards to ensure provision of minimum standards of quality of content, instruction, environment and assessment to all schools
- Uniform Curriculum for public and private schools should be a clear goal and mandatory for all institutions leading to certifications and degrees originating in Pakistan. This curriculum must be incrementally raised to the highest international standards, preferably by 2015, to obviate the need and inclination for studies in Pakistan leading to foreign certifications
- National Education Quality Standards Organization should be established forthwith. It should develop a National Testing System
- A uniform assessment system in country up to Class XII should be a medium term goal
- Textbook development should be carefully structured and the process should include subject specialists, teachers and managers

QUALITY

- Efforts, through a variety of incentives be undertaken to re-establish the social status of teacher in society to beckon higher intellectual and enthused capacity to the teaching profession
- After 2010, every teacher in the country should be placed in a minimum of BS-16 irrespective of his/her level of teaching
- A teacher should have the legitimate expectation of rising up to at least BS 20, based on his/her qualification and performance, irrespective of the class a teacher teaches

ACCESS

- A law for free and compulsory education up to Class-X must be enacted by each province. Access to Education should be Equal & Equitable. Imbalances in Gender, Economic and Geographical Disparity must be addressed
- Early Childhood Education age group be recognized as 3-5 years and one year pre-primary education be universally provided by the State with a provision of separate budget, and separate teachers and assistants
- Primary education official age group be redefined as 6-10 years
- Free, universal and compulsory education must be provided up to Class-X in a predictable time frame to be prepared matching the streams of financial investment that *can* be made available to this sector or which *must* be made available to this sector. It should be no later than by 2020
- In the Higher Secondary Classes i.e. Classes-XI & XII there should be the elective streams of humanities and social sciences, and natural sciences in the secondary schools and separate diploma awarding Higher Secondary Schools/Polytechnics for technical and vocational education established on identified need basis

ACCESS

- The present initiatives of HEC should continue transparently and fairly and greater investment in higher education may rise to 18% of education financing with a total investment of 4% of GDP in education by 2010-11 and rising to around 24% of expenditure on education with total investment in education reaching 6% of GDP by 2015
- Higher education should not be over subsidized
- The role of education in Social Sciences in reducing conflicts from society must be recognized and emphasized
- Distance learning through AIOU needs complete overhaul
- Institutional linkage with industry be created at the national and sub-national levels to link specific industry associations with educational institutions pro-actively
- A National Institute for Training & Research in Adult Literacy and Non formal Basic Education be established with Literacy Resource Centres at provincial and district levels

ACCESS

- A National Institute for Training & Research in Adult Literacy and Non formal Basic Education be established with Literacy Resource Centres at provincial and district levels
- A non-lapsable National Literacy Fund be created and managed nationally Non-formal Education must have a clear linkage with industry (service industry, agriculture and manufacturing industry)
- National Technical and Vocational Education Commission should liaison with the federal Ministry of Education, preferably through an Education Sector Committee of the Cabinet, for purpose of policy co-ordination

EQUITY

- The popular demand for teaching in the mother tongue should be balanced against the lack of economic prospects associated with mother tongue proficiency
- Medium of instruction for the first three years of the child's education should be the mother tongue wherever possible. Special budgetary provisions for teaching in the mother tongue, including learning materials, teacher education, assessment options and approaches should be immediately initiated
- A National Languages Commission may be established to help in operating policy option and cater to the demand of development of regional languages

RELEVANCE

- At the primary level the courses should cater to the requirements of the specific culture/province. Introduction to diversity should be left for later classes. Lessons should be about local issues, personalities, etc. that are familiar to the students as well their parents
- English should be made a compulsory subject, starting from Class I, in all public schools. Such compulsory education of English should only start after suitably qualified and appropriately trained teachers for English language are available to staff positions in all primary schools of the country to ensure that the benefit is assured to all the citizens, and not just the elite
- Technical education must be introduced at the secondary level
- Secondary Education and Higher Secondary education should be taken as one composite sub-sector and the separations removed preferably in no more than the next five years
- Higher education should continue with its investment in applied sciences and research in pure sciences.
- The planners must capture the opportunities offered by ICT in improving the quality and quantity inputs in the education system

Linkages with Principal Social Issues

- **Sectarianism**
- **Population growth**
- **Health**
- **Democracy**
- **Environment**

RELIGIOUS EDUCATION

- State should support and supplement family, not replace it
- Islamic values must determine the education policy with special provisions for Minorities
- Islamic Education:
 - must cater to the needs of the modern Muslim interpreting the letter of the law without disturbing the spirit of the religion
 - must be compelled by individual and social needs
 - to inculcate in the Muslim child the Muslim value system between Classes I to V & Class-VI onwards formal instructions in Islamic practices, which are common to all Muslim beliefs
- Ethics for Non Muslims: courses in values/morals drawn from recognized sources should substitute Islamic Studies at all compulsory levels

Public-private partnership be developed in:

- **Higher Education/Technical and Vocational Education**
- **Monitoring and Quality Assurance/School Inspection Boards**
- **Professional Development**
- **Assessment and Evaluation System**
- **Inclusive/Special Education**
- **School Education in areas where satisfactory private sector infrastructure exists- Fee vouchers**

THANK YOU