

### Recommendations from NEP Consultation Session ICT: Lahore

There was a lot of debate and the discussions during the breakout session were lively and interactive. Data on each sub-sector, the SDG4 with Targets, RTE 25 A law and paper on LSBE was shared with each group. Facilitators from PAIS and NEP 2016 team at ITA helped with all references as and when needed. Each group had nominated a presenter who presented on their respective groups' recommendations. These are summarized below:

#### **Early Childhood Education**

- ECE an urgent need in Pakistan and Punjab as also acknowledged in the RTE act Punjab 2013 and also SDG 4.2 target
- ECE teacher preparation programs must be in place for specialized /trained ECE teachers
- Need to have a well-defined recruitment policy/cadre for ECE teachers e.g. each ECE teacher must be certified and have a certain number of field hours/for practicum.
- Teachers educated and trained in ECE must have choice to be retained in this specialized cadre with opportunities for career paths in the same cadre
- ECE standards on facilities/classrooms, equipment/learning materials including integration with ICTs is critical for quality programs to foster learning and care
- Need to mobilize mass media campaigns to promote ECE as well as airing educational programs on electronic media (radio and TV)
- Motivating and committing families and then communities on the importance of ECE as the first foundation for a well-being and productivity.
- Ensuring allocation adequate and consistent budgets/resources for ECE

#### **Primary Education**

##### **Access:**

- In 25 A and SGG 4.1 target this is seen as access plus learning challenges
- Advocacy and Awareness campaigns for parents (Role of NGOs/Govt) on RTE and enrolling all children in schools especially girls and the ultra-poor
- Linkage of access to quality education
- Upgrade all primary schools to elementary schools in line with minimum provision of 25 A for all children 5-16 years of age
- Develop new norms of building /design and construction for primary/elementary schools changing the outdated 2 teacher 2 room model – design sensitive also to areas prone to floods/emergencies
- Cover the opportunity cost of enrollment for the most marginalized groups through social safety nets such as Waseela –e-taleem/vouchers such as that of Punjab Education Foundation (PEF)
- Scholarships and Stipends as incentives for those in need to offset equity of the poor and disadvantaged
- Unique Identifiers to track access through child registration cards/ Birth Certificates
- Age group for primary should be 6-10 years in all surveys and reports and 11-13 for middle/elementary years

### **Quality**

- Issue of language and medium of instruction remains unresolved a Language Commission to be set up
- Teachers at primary must be retained with career ladder that ensures they can grow to the highest scale in their cadre just as secondary teachers are retained up to grade 19
- Frequent/continuous Professional Development / Teacher /leadership Training
- Student Centered Classrooms and learning
- Post of head-teachers declared with a proper salary scale at all primary level/schools
- Enhanced Monitoring and Evaluation
- Relevant Interactive textbooks – ICTs in learning to be promoted for students and teachers
- Textbooks to ensure that there is no hate material, is sensitive to diversity, minorities and gender
- Learning materials beyond the prescribed textbooks to be encouraged
- Continuous Assessment and Formative Assessment

### **Governance**

- SCs/School council to play an active role with the large Non-Salary budgets in government schools
- School councils to include 2 students from senior most class 5 or 8
- Technology enabled monitoring in all schools
- Child protection support/hotlines in all schools with support centers established at tehsil and Union councils
- Teachers/parents and children to be exposed to Life Skills Based Education for awareness and prevention of any abuse to the well-being of the child (good touch bad touch and more)

### **Secondary Education**

#### **Access and Quality**

- Secondary education is now part of 25 A and also of SDG 4.1 target
- Secondary level should be from grades 9<sup>th</sup> -12<sup>th</sup> in all schools (ages 14 upwards)
- More secondary schools to be built or organized through double shifts /upgradation on an urgent basis to fill the current gap between primary/middle and secondary transition- in both public and private sectors – this is critical to fulfill constitutional obligations for 25 A as well.
- Secondary schools set up through PPPs must cover costs for NGOs/private sector that assumes that responsibility
- Advocacy and awareness campaigns for parents to encourage children to have education up to 16-17 years of age
- Population census /tracking of no. of out of school children? For enrolment drives
- Incentives (scholarships, poverty targeted stipends)
- Facilities and norms of buildings to be revised aligned to new learning needs - design sensitive also to areas prone to floods/emergencies
- Teacher shortages for language, science and mathematics to be addressed with urgency
- Student teacher ratio to be revised: Sufficient number of teachers according to the strength of students and specialist teachers at secondary level
- Activity based pedagogy should be introduced supported by blended learning technology enabled learning.

- Properly equipped science and ICT labs that are in active use for all subjects not just for Computer classes – teachers must have their own tablets for accessing knowledge fund and references for adequate timely preparation for teaching/learning.
- Issues regarding quality of education /assessment are currently not being addressed by NEAS/PEC and Board examinations – assessment to be meaningful testing for comprehension and application not passing tests alone
- The mandate of the Boards BISE to be reviewed and support to education system/secondary education from their collected funds should be reviewed as well
- There is a need for a comprehensive assessment criteria
- Co-curricular activities on environment/heritage/food security/ tolerance should be a part of assessment through project based/integrated and /inquiry based learning
- Community service for 30 hours should be introduced as a graded course during summer months or course time as mandatory for which marks must be given in the school certificate examinations
- Teaching should be Student centered and Learning Objectives/outcomes based
- Teacher Training to be done on a continuous basis –secondary teachers rarely given opportunities all the formal education trainings by government are focused on primary/elementary levels
- Three year cyclic basis training (as mentioned in NEP, 2009) should be initiated.
- Resource persons should be selected carefully –from government and private sector as well with proper expertise to ensure professional capabilities and approaches of such resource persons
- Textbooks to be supplemented by reference books/supplementary readings and technology enabled learning resources; expanded concepts of curriculum v. textbooks are critical
- Training of teachers on ICT, Supervised ICT learning; , Connecting’ classrooms as good practice;
- There should be a need based system of education with preparation of the student to life and market needs
- Innovations should find space and budget in the NEP 2016 for all sub-sectors and governance
- Vocational needs should be aligned with education and introduced at this stage as not all students will go to universities.
- Aptitude tests must be taken at secondary level with student counseling/placement support
- Introduction of a **System-for streams of learning linked to labor market**
  - How many skilled students are required to be produced in a particular field?
  - More specialized fields should be introduced to the students before they get admission at secondary level.
- DRR ( Disaster Risk Reduction) training very critical at all levels of education including climate change
- Incorporate life skill based education –LSBE (protection against child physical/emotional/sexual abuse, emotional intelligence, social and interpersonal skills, human rights etc.)

### Governance

- Mentoring not monitoring
  - Giving Youth space for voice, choice and responsibility at this level
  - ICT enabled monitoring for results
  - School Councils/SMCs to become active in secondary schools with students as members
- Acknowledging the role of NGO’s and partnerships in education
- Wide awareness campaigns on Right to Education

- Budgets for this sub-sector should be greatly enhanced and tracked each year during the duration of the NEP 2016 to have more schools and facilities with quality learning in place

### TVET and Special Education

- Need based TVET actively introduced in education and training
- Start TVET from elementary level–grades 7 onwards in trades that are relevant and modern
- Relevance of TVET in rural areas to agriculture, livestock and related fields to sustain students.
- Teachers must be properly trained in TVET and head-teachers to be supportive of TVET
- Revised pay scales for TVET teachers
- Provide a segment on soft skills in each trade for graduates to be successful in placements /enterprise
- Provide internship facilities with local industry
- Awareness campaigns on importance of TVET as not second grade learning – enhanced status
- More investments and strong linkage with the industry
- Provide business opportunities and livelihoods – linked to families as enterprise
- Research to be enhanced in this sector to inform future development
- Budgets for this sub-sector should be greatly enhanced and tracked each year during the duration of the NEP 2016
- PPPs to be encouraged for TVET through multiple forums including the Education Foundations

### Special Education

- Recognize the widespread need of inclusive education as recognized in 25 A legislation and SDGs
- More research in this field is needed in access, quality and equity through university and think tank partnerships –
- Mainstream children with different abilities in ‘normal schools’ where possible with appropriate physical facilities in place
- Enhance inclusive education facilities with revised building norms across the province
- Teacher training at all levels must have more content and space for ‘inclusive education’
- Awareness in mainstream schools and public for sensitivity to children with different abilities
- Need of workshops with parents for care and support
- Incentives and special funds for children /youth/families with challenges
- Develop curriculum under the supervision of specialist of special education teachers
- More interactive assessment system for children who are challenged
- Outdoor/field activities for children with challenges for their social skills and visibility in society
- Supportive and positive role of the media in portrayal of ‘inclusion’ in their programs
- Budgets for this sub-sector should be greatly enhanced and tracked each year during the duration of the NEP 2016

### Non-Formal Education and Youth/Adult Literacy

- Literacy rate is poor especially for girls and women in rural areas and many students drop out at each stage of the education cycle without completing primary, middle or secondary education
- Many children out of school (never enrolled and drop out) and access to good planning data is difficult on 5-16 years of age – data needs to be accessible at each district, tehsil and UC level for better planning of bridge, NFE and literacy programs
- NFE/catch up programs to be expanded formally from ECE to Secondary education paced to the students’ needs

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- Allowing each government school to open doors for NFE /transitional/ literacy programs to be held in spare space during morning or afternoons
- Raising the standards of the NFE programs through :
  - Curriculum expansion and flexibility that is gender sensitive
  - Linkage to ICTs .digital and mobile programs
  - Incorporate LSBE, gender needs /rights, climate change, DRR, citizenship etc.
- Continuous professional development of teachers, linked to 3 year cycles at least
- Good pool of resource persons for NFE/Literacy /LSBE training
- Assessment system that is modular for each segment completed linked to local context
- Flexible equivalence system at district /local levels
- Budget to be enhanced for NFE, bridge/transitional and literacy programs
- Links of older groups 14 years plus with TVET livelihoods and financial inclusion services