

## Recommendations from NEP Consultation Session Punjab: Rawalpindi

### Early Childhood Education

Recommendations gathered are as follows:

- All children between the ages of 3-5 should be enrolled in ECE programs
- Schools must have separate ECE classrooms that are fully equipped with learning aids
- Special ECE teacher training certification should be introduced
- ECE teachers should be hired on a longer term basis
- A greater budget should be allocated to ECE programs
- Appoint education counselors who can address the special needs of younger children and help with mental and emotional development

### Primary Education

The Punjab Education Sector Plan stresses on the importance of improvements in all sub-sectors of education especially in the areas of (1) standards (2) curriculum (3) teachers (4) textbooks (5) examination and (6) school environment. The Government of Punjab makes a commitment to address issues of quality by making education service delivery a priority.

During the consultation session, participants focused on answering questions such as what steps can be taken to increase enrollment rates, what can be done to ensure teachers are appropriately qualified and certified and how parental involvement can be increased. There was also a lot of focus on how dropout rates can be decreased.

Pointing out students, parents, communities, and teachers as stakeholders, the group made the following recommendations:

- National standards should be set so quality can be ensured
- Ensure a child friendly learning environment
- Student teacher ratio should be monitored, and each classroom should house only one class
- Develop a decentralized examination system
- Provide teacher training on the basis of national professional standards to all levels
- Develop an integrated curriculum that is used across Pakistan

### Secondary Education

In its sector plan, the Govt. of Punjab states that *“(1) standards for science laboratories in Secondary and Higher Secondary Schools shall be revised (2) implementation of standards, utilization and maintenance of standardized science labs in all Secondary and Higher Secondary Schools will be ensured (3) standards for school libraries (primary, middle, secondary and higher secondary levels) shall be developed (4) curriculum/syllabi for secondary education shall be revised to enhance relevance to the world of work (i.e. enhance employability).”*

During the consultation session, the group discussed issues such as how access to secondary schools can be improved for boys and girls, what can be done to incorporate life skills in students' education, and whether or not grades 11<sup>th</sup> and 12<sup>th</sup> should be included in secondary education as well.

Recommendations and way forward include:

- Supply and demand of teachers must be monitored and balanced
- LSBE must be made a part of the curriculum
- All teachers must be subject specialists
- Teachers must ensure they are disseminating strong conceptual knowledge
- Well-equipped labs and libraries must be made available
- Training methodologies should be developed keeping in mind new trends and developments

### Technical and Vocational Training and Special Education

The Punjab Free and Compulsory Act defines education as *“teaching and training of mind and character by attendance in regular school education, madrasa education, **vocational training and special education** in the class room and school setting, or non-formal education or the education prescribed for a child or category of children by the Government”*. While acknowledging the Right to Free and Compulsory Education it also states *“(2) The Government shall **prescribe academic calendar for class one to class ten and for non-formal education, vocational education and special education.** (4) The Government shall, in the prescribed manner, provide or cause to be provided suitable education to a child suffering from disability or a special child.”*

During the breakout session, participants discussed how manpower can be optimally used, the need for job creation, introducing ways to generate income, eradicating gender specific jobs/tasks, and eliminating gender and ethnic disparities.

Recommendations and suggested way forward include:

- Career counselors must be present in all secondary schools to guide children with regards to technical and vocational training
- Research based studies, reports and findings should be considered for policy making process
- Very specific trainings for inclusive education for ICTs along infrastructure modification and requirements
- Monitoring and evaluation tools should be put in place to ensure efficient performance

### Governance and Financing for Education

When discussing how to best finance and allocate resources within the education sector, the group discussed what the optimal percentage of GDP allocated to education should be. They also discussed whether introducing a voucher system to keep children in school would work. Further they discussed the current infrastructure of schools and how to best prioritize the use of the allocated budget.

When talking about governance, the group discussed why there is a need for a new revised policy, what can be done to ensure 100 percent enrollment at primary level and decrease the percentage of

dropouts. Teacher absenteeism and missing facilities were pointed out as the most pressing issues that need immediate attention.

The group presented the following recommendations:

- Systems must be put in place and all policies must be long term
- There must be an administrative unit in education that must be selected from PPSE
- Training institutions must make curriculum audits and add new theories and concepts to ensure learning is in line with new trends and developments
- For smart governance, the use of information and communication technologies is compulsory. Those people who are selected must be trained for the use of ICTs
- There must be more than one sub cadre under the umbrella of a main cadre such as
  - District education officer
  - DEO admin
  - DEO curriculum
  - DEO development

#### **Madrassa Education**

The NEP 2009 acknowledges that Deeni Madrassas form a component of the private sector, and that this parallel system consists of a curriculum that lies outside the mainstream. The discussions in KP focused on how madrassas can be mainstreamed and monitored.

The following recommendations were gathered:

- All madrassas must be registered with the government and should be state controlled
- The state should overlook funding, monitoring, faculty/staff appointment and syllabus
- Madrassa should have the same education at least up to secondary level
- Madrass's should use modern teaching techniques and focus their teachings on peace and harmony