



**Consultation Meeting on the
National Education Policy 2016
Sindh**

Voices of Citizens and Youth

**September 2015
Hyderabad, Mithi, and Sukkur**



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Acronyms and Abbreviations

AJK	Azad Jammu and Kashmir
ASER	Annual Status of Education Report
CSOs	Civil Society Organizations
EFA	Education for All
EYAs	Education Youth Ambassadors
FATA	Federally Administered Tribal Areas
GB	Gilgit-Baltistan
ICT	Islamabad Capital Territory
ICTs	Information and Communication Technology
IPEMC	Inter Provincial Education Ministries Conference
ITA	Idara-e-Taleem-o- Agaahi
KP	Khyber Pakhtunkhwa
LMTF	Learning Metrics Task Force
MoE&PT	Ministry of Education and Professional Training
NEP	National Education Policy
NFE	Non Formal Education
PAIS	Pakistan Alliance of Independent Schools
PPPs	Public Private Partnerships
RTE	Right to Education
SDGs	Sustainable Development Goals
TVET	Technical Vocational Education and Training

Acknowledgements

A series of consultation sessions on the National Education Policy 2016 were held across Sindh in Hyderabad, Mithi, and Sukkur on 2nd, 3rd and 7th of September. The Strengthening Participatory Organization (SPO) in Hyderabad, Press Club in Mithi, and the Red Carpet in Sukkur graciously accommodated the ITA team and facilitated the consultation sessions so as to engage both students/youth and teachers/faculty in contributing to the policy revision process.

The bold decision by the citizens of Pakistan to engage with the NEP 2016 policy and reforms process is matched by the same vigor and robustness as seen in the Annual Status of Education Report (ASER) data collection on learning, making the invisible visible through a citizen led effort. Recognizing the critical urgency of Article 25 A – Right to Education and its implementation; the education sector plans and targets, and the upcoming Sustainable Development Goals (SDGs) – especially goal 4 and its accompanying 10 targets – it was essential to find a platform in collaboration with federal and provincial governments for citizens', especially youth, to voice their concerns regarding the current education scenario in Pakistan. After all, youth comprise 31 % of our population and they form the active ranks of students, teachers, entrepreneurs, and young parents, who rarely get an opportunity to voice their opinions.

Seeing as the NEP 2016 will affect their lives for the next 10 or 15 years, it was imperative to find a space for articulation and expression, not just in the mainstream capital cities, but also across the provinces, so as to give as many people as possible the opportunity to be heard and to make valuable contributions in the form of recommendations that will be included in the upcoming education policy.

This exercise would not have been possible without the active engagement and support of;

Head of Curriculum Wing Education & Literacy Department Govt. of Sindh, Prof. Dr. Fouzia Khan

UNDP – Pakistan who has supported the effort to mobilize voices for SDGs and Jawan Pakistan

Dubai Cares as part of its ongoing nationwide advocacy through ITA on policy and Right to Education

Teams from:

- Pakistan Alliance for Independent Schools (PAIS) Mr. Mohammad Jamil Najam and other founding members
- Education Youth Ambassadors (EYAs) and Right to Education (RTE)
- ASER Pakistan
- Idara-a-Taleem-o-Aagahi (ITA) public trust National and Provincial teams

Introduction

The National Education Policy (NEP) 2009 is part of a series of education policies dating back to the very inception of Pakistan. In August 2015, the Minister of Federal Education and Professional Training (MoE&PT) completed the first round of review of the implementation status of the NEP 2009 and acknowledged the process at the Inter Provincial Education Ministers Conference (IPEMC) – the highest inter provincial education body of the country, a forum of all federating units comprising Ministry of Federal Education and Professional Training, four provinces (Sindh, Baluchistan, Punjab & Khyber Pakhtunkhwa) and four Areas (FATA, GB, AJK and ICT). Further guidelines on review and updating of the NEP 2009 were issued with timelines to all units. Civil society working on cutting edge evidence based reforms stepped in to consult and include citizens' voices particularly the youth, as students, teachers, head teachers, edu-preneurs, and CSOs at the district level across the country with support from the departments of education and their focal persons for NEP 2009 review from each province.

National Education Policy 2009

<http://unesco.org.pk/education/teachereducation/files/National%20Education%20Policy.pdf>

The 18th Amendment to the Constitution of Pakistan was passed shortly after the NEP 2009 was formally passed by the cabinet (September 2009) on 19th April 2010. This amendment led to major shifts in entitlements, decision making, and responsibilities across the federation, necessitating review of the national education policy 2009. However, this review was put off through an agreement across Provinces and the Federal Government in September 2011 to honor NEP 2009 and the National Curriculum 2006/7. Since subjects on which earlier both federal and provincial governments could make laws were devolved completely to the provinces, the NEP 2009, particularly its assumptions on governance and financing became increasingly difficult to sustain.

18th Amendment-- New Fundamental Rights and Key Shifts

19A. Rights to information- every citizen shall have the right to have access to information in all matters of public importance subject to regulation and reasonable restrictions imposed by law

In the Constitution, after Article 25, the following new article shall be inserted, namely:

“25A Right to education – the state shall provide free and compulsory education to all children of the age five to sixteen year in such manner as may be determined by law.”

Abolishing the concurrent list transferring the residuary powers to provinces for 47 subjects including Education and Health

Full text on the 18th amendment at <http://pakistanconstitutionlaw.com/4thschedule-legislative-lists/>

Furthermore, in light of Article 25-A, the conclusion of MDGs in December 2015 and the recently endorsed Sustainable Development Goals (SDGs) 2030 – especially Goal 4 and its 7 accompanying

targets and 3 strategies, on education, the need for a review of the 2009 Policy became even more pressing.

Article 25-A

“The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.”

Well known for its work with youth across Pakistan, especially for the citizen led country wide initiative ASER with 10,000 youth volunteers, its work with Education Youth Ambassadors (EYAs) program, and its close engagement with the SDGs post 2015 agenda, Idara-e-Taleem-o-Aagahi (ITA) was naturally inclined to take the NEP 2016 consultations forward and upon the request of the MoE&PT provided technical assistance with the NEP 2016 revisions process. ITA set up a website dedicated to the review effort (<http://itacec.org/nep.php>) ensuring all relevant reference documents at the provincial, national and global levels are at one place.

ITA along with ASER, Right to Education Teams (RTE) and PAIS conducted 14 consultative meetings across Pakistan in order to mobilize public opinion and to provide inputs to revise National Education Policy. The aim of the consultation was to provide the Pakistani youth (teachers, associations, students, education youth ambassadors /activists, young entrepreneurs in education and learning), civil society, and experts with a platform to give their input on the upcoming new National Education Policy 2016, a policy that will undoubtedly have an impact on their lives for years to come.

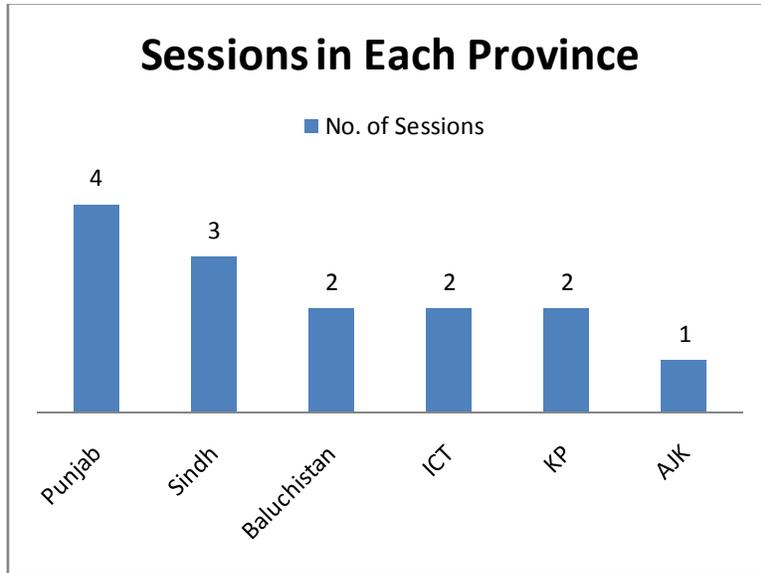
More specifically, the broader objective of the NEP 2016 exercise is ***to engage with focused constituencies, especially youth through consultations, face to face and through social media for the NEP 2016 ensuring links with 25 A and the Sustainable Development Goal No 4 for voice and recommendations.***

The reports/recommendations of each consultation have been shared with and formally signed off by the provinces and federal government representatives, so that they may be integrated within specific segments of the NEP 2016.

NEP Consultations - Sindh

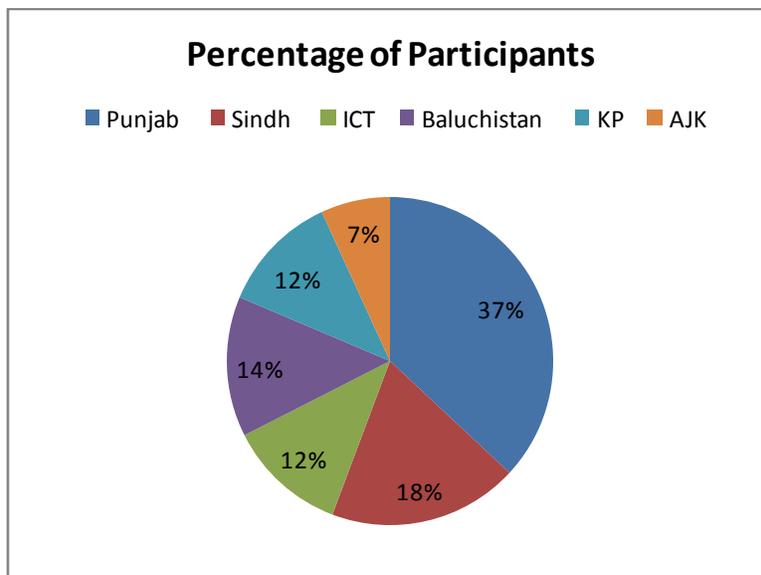
After successful consultation sessions in Punjab, ITA took on Sindh and held three sessions across the province. This exercise was carried out with the aim of gauging and recording the response of youth as well as other stakeholders across Pakistan for the upcoming NEP 2016 and initiating a debate on the strengths and weaknesses of the existing policy. Through this debate, ITA's goal was to mobilize target groups to provide their inputs on revising the education policy; a policy that will have an impact on their lives for the next 10 to 15 years.

Figure 1: Number of Consultations conducted in each province/administrative unit



With the aim of including voices in distant areas of Pakistan and enabling for early ownership in the process, 14 consultations were held across Pakistan in 12 districts including Hyderabad, Mithi and Sukkur in Sindh; Quetta and Lasbela in Baluchistan and Muzaffarabad in AJK. These sessions were attended by over 800 participants including youth, teachers, civil society members and government representatives. The pie chart below shows that of over 800 participants, 18% from Sindh. **Table 1** in the Appendix shows the number of participants from each district.

Figure 2: Percentage of participants from each province/administrative unit



Participation in all districts was exceptional and highlighted the fact that increasingly, all over Pakistan, people have become more and more aware of the importance of education and see it as an investment in their futures.

Tools for consultations

For this process to be an effective one, ITA developed a sector wide analysis on the education sector and its sub-sectors. For each sub-sector, the analysis included national commitments (NEP 2009 policy actions), provincial commitments (education sector plans), international commitments (SDGs and EFA etc.), current baseline on key indicators pertinent to the sector and the challenges that need to be overcome. By providing the participants with critical reference documents including sector plans from each province, ITA was able to engage in and receive meaningful recommendations. Furthermore, a number of additional tools were used to make the exercise a successful and meaningful one.

Framework for Engagement with the NEP 2016 Architecture

The sessions started with a presentation on the overview of NEP 2009, explaining the current structure, outcomes, and shortcomings of the existing policy, and explaining the need for a review. It further highlighted the need to match and upgrade the national education policy in light of the 18th amendment, article 25-A, and the upcoming SDGs. A presentation on the relevant Right to Education Act was also presented to the audience.

These presentations can be found online [here](#).

At the directive of the Government, ITA ensured inclusion of 25-A requirements, ICTs, TVET and post 2015 SDGs with a strong leaning towards equity, public private partnerships (PPPs) and gender equality during the consultation sessions. A thematic note on life skills based education was developed by the SRHR groups (led by Rutgers WPF) to share with the participants in the aftermath of Kasur tragedy in August 2015, which was a frightening wake up call for educators and schools alike (Annex A in the Appendix). The format of the consultations was sharp and intensive; following the presentations and remarks from special guest/s, the audience was split into seven groups, each group evenly consisting of students(college/university) youth groups, teachers and government representatives. The seven groups were as follows:

1. Early Childhood Education
2. Primary Education
3. Secondary Education
4. TEVT and Special Education
5. NFE and Adult Literacy
6. Governance and Financing for Education
7. Madrassas

The groups were then given a set of guidelines and questions (**Annex B in the Appendix**) to consider during their discussions. Groups were also provided with a specially prepared working note on the sub-sector with the current status of key indicators/progress and challenges as well as the key policy actions

as contained in the NEP 2009 which can be found online on the website designed specifically to assist with the review process. The metrics/data and current implementation status of the key actions of NEP would help focus on how to make the recommendations more meaningful and evidence based.

The audience was also provided a guided set of questions or group discussions and recommendations **(Annex C in the Appendix)**, allowing the team to gather inputs in a systematic way.

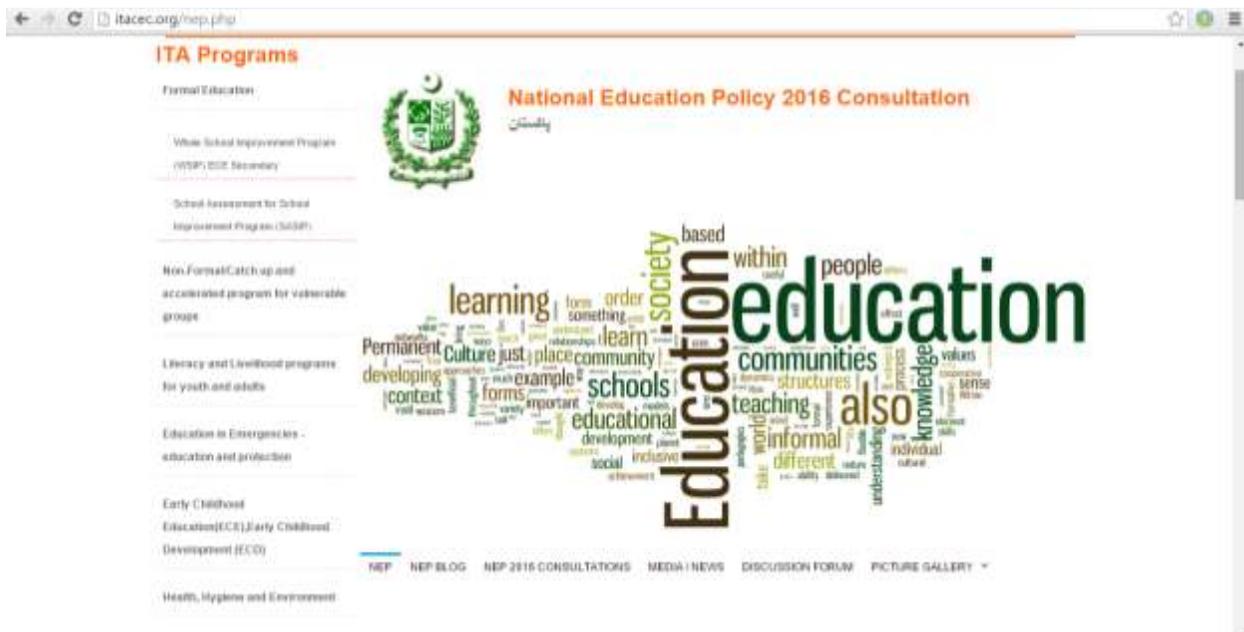
National Education Policy 2016 Consultations Website

<http://itacec.org/nep.php>

NEP Website

A comprehensive [website](#) hosting all documents – national and international – relevant to the NEP review process including NEP 2009, Right to Education Acts, Provincial Education Sector Plans, SDGs, draft of Framework of Action and others, was created for stakeholders to inform themselves regarding previous policies as well as keep abreast of new developments with regards to the NEP.

Furthermore, proceedings and recommendations/reports from each districts' consultation sessions were also uploaded.



Social Media Campaign

In order to mobilize the maximum number to people and make this exercise as visible as possible, the ITA team posted NEP sessions on the official ITA Facebook page and live Tweeted the proceedings as well.



Additionally, ITA created an interactive forum where likeminded individuals could start conversations and have discussions with fellow stakeholders regarding the policy. The discussion forum is [here](#) and the blog posts [here](#).

The NEP consultations also received extensive media coverage across Pakistan. Clipping and articles can be found online [here](#).

SDG Goal 4: Ensure inclusive and equitable education and promote life-long learning opportunities.

4.1. by 2030 ensure all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes (Right to Education)

4.2. by 2030 ensure all girls and boys have access to quality early childhood development, care and pre-primary education so they are ready for primary education (Early Childhood Education)

4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4. By 2030, increase by [x] per cent the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6. By 2030, ensure that all youth and at least [x] per cent of adults, both men and women, achieve literacy and numeracy

4.7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b. By 2020, expand by [x] per cent globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c. By 2030, increased by [X] per cent the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and Small Island developing States.

Summary of Recommendations - Sub-Sector Wise

The Curriculum Wing, Govt. of Sindh, Idara-e-Taleem-o-Aagahi (ITA) Public Trust, the Pakistan Alliance of Independent Schools (PAIS) and Right to Education teams in collaboration with UNDP organized three consultative meetings across Sindh to discuss and review previous education policies, chalking pathways for the future.

The first stop for the ITA team was Hyderabad where the session was held at Strengthening Participatory Organization on September 2, 2015. Dr IqbalNaeem, Senior PAIS Representative chaired the event and facilitated discussions. Dr. IqbalNaeem took the stage and gave a presentation on the overview of NEP 2009, explaining the current structure, outcomes, and shortcomings of the existing policy, and explained the need for a review. He said that in light of the 18th amendment, we need to match and upgrade our national policy and **“we must integrate the upcoming sustainable goals, especially goal 4 which states that we need to ensure inclusive and equitable quality education and promote life-long learning opportunities, in the policy”**. He also spoke to the audience about the Sindh Right of Children to Free and Compulsory Education Act 2013 and gave a brief outline of all 8 chapters of the document.

Speaking on the occasion, Syed GhulamRasool, Director Education Hyderabad appreciated the active participation of youth and said he is fully confident that the youth groups will bring about the much needed positive change in the education system of Pakistan. He further added that together we have to build on the progress we have made in realizing our vision of a better life for all.

While discussing the priorities of the provincial government with respect to the education sector, IdreesJataoi, Deputy Director, Bureau of Curriculum said: “Provinces have been given the power and authority to improve their governance and raise the bars of education. We have to set out priorities and build standards for improvements, and ensure that the good work continues to grow.”

In Mitthi, Dr. IqbalNaeem once again briefed the participants on the review process of the NEP and explained that the education system in Pakistan is still lacking and through a revision of the policy, we can address areas such as special education and inclusive education that were previously neglected. He also emphasized the role of the community as a major support and accountability forum.

On the occasion, PremSherwani, a journalist and educationist took the floor and briefed participants about the current state of education in Sindh. He pointed out that there were no qualified mentors present to help train teachers or guide students in their educational journey. He concluded by saying “we need career counseling and professional training facilities and we need to ensure that everything that happens, should happen on the basis of merit. We must hire teachers who are qualified and not ones who have the most influential backing.”

District Officer Secondary and High School Education Daulat Ram, also present at the session, urged the government to take serious steps to curb political interference in educational institutions. He praised the efforts of ITA for bringing teachers and youth on board in the NEP review process and for bringing them up to date on the previous policy as well.

Early Childhood Education (ECE)

During the group discussions, participants reviewed the existing ECE policy and its implementation in order to identify gaps. They addressed what age group falls under ECE, what the desired targets are, and whether or not the current policy is reflecting the appropriate age of ECE.

Below is a list of recommendations provided by groups in all three districts:

- Imperative to ensure that ECE enrollment rate is not being falsely reported – better SEMIs tracking system with formal census of all children in ECE grades with General Registration Numbers (GR) allotted in a timely manner.
- The policy should include not only compulsory primary enrollment, but also compulsory ECE enrollment as per 25 A law in Sindh
- ECE policies should also include life skills based education awareness such as educating students about “good touch bad touch” both with children and parents/caregivers etc.
- The ECE Status in education system should be recognized as separate entity with cadre of
- The government should allocate a bigger budget to this subsector
- Special attention should be paid when recruiting ECE teachers, and ECE teachers should be hired on a permanent basis by the government.
- Teachers with training just like primary and post primary level

Primary Education

Within these groups, there was a lively discussion on strengthening the monitoring and evaluation system and ensuring every child is getting quality education. Some of the areas highlighted in their discussion included how community awareness can be increased, and how political influence --that hinders with meritocracy -- can be prevented.

To achieve higher enrollments and to address other pressing issues, groups in all the districts presented the following recommendations:

- Monitoring and evaluation mechanisms to ensure proper implementation of the policy and right to education
- All recruitment processes must be transparent and merit based with sufficient number of teachers at primary level – number of 1 and 2 teacher schools and 1 and 2 room schools must be raised to 6 teachers and 6 rooms with library /resource room urgently
- Primary teacher should receive training upon induction and further, I.T. literate supervisors must be hired for monitoring purposes
- Urgently address the issue of missing facilities and other basic necessities in schools
- Ensure that students have access to resources and learning materials
- Extracurricular activities should be given importance at primary levels of education
- Eliminate parallel systems of education and introduce a uniform system that is equitable in quality matters as well as facilities
- Increase the budget allocated to this sub-sector

Secondary Education

The group discussion on secondary education addressed the issue of a high dropout rate at secondary level and proposed a research based methodology to address gaps in implementation. They discussed how enrollment rates can be increased, what the loopholes in implementation are, and what strategies can be taken to improve secondary education in Sindh. Pointing out parents, students, teachers, and the government as key stakeholders, they said that parents must be included in SMC fund utilization.

Below are important takeaways from group discussions in all three districts:

- Education at this level should be standardized and uniform from grade 6-12
- Many more schools must be opened at post primary level as currently this number is too small and children drop out due to a supply issue (even private sector presence is very low in rural areas) ; SEF should also encourage more post primary schools through partnerships .
- Monitoring tools such as bio-metric systems should be in place to eliminate issues of teacher absenteeism
- Recruitment criteria for hiring teacher should be revised and strictly followed
- Ensure that life skills based education is included in the curriculum and teacher education/training
- To make sure all student make it to secondary level, it should be made so that a CNIC will only be provided to those who have completed secondary levels of education
- It should be taken care that all secondary schools have well maintained, up to date labs with learning materials /chemicals and well qualified teachers to assist students with their learning
- Special emphasis should be laid on ensuring female enrollment rate is high as well both for students and teachers
- All teachers must be subject specialists

- Double periods in secondary schools must be encouraged for major subjects for concepts comprehensions (Language, Math, Science etc.)
- Innovations and ICTs must be introduced for technology based and inquiry based learning

TEVT and Special Education

These groups focused their discussion on providing equal opportunity and support for all, especially children with special needs. They also discussed the importance of practical knowledge so individuals can earn a living. They addressed important questions such as how the government can support special need students in schools, and what can be done to create an environment more conducive to learning. They also talked about the need for more vocational training centers and trained teachers to impart vocational training.

Below is a list of important takeaways and recommendations received from all three districts:

- The number of technical and vocational centers must be increased by at least 40 percent
- There should be community based vocational centers so that members of the community are getting the most relevant trainings. Center should definitely be focusing on IT and electronics
- Market and labor linkages must be ensured for TVET graduate employment and decent work
- Open option to special children so that they can express themselves in a better way. Special needs students are sometimes better with arts and craft or carpentry than with traditional studies.
- Health workers can be engaged & trained for creating awareness even of TEVT & special education

NFE and Adult Literacy

This groups' main objective was to identify what the actual problems are in the area of NFE and Adult literacy. There are over 4.5 million children out of primary schools and many more at post primary levels. They questioned why people have to remain so inaccessible to programs in alternative learning for younger and older age groups, and why government initiatives aren't as impactful as programs conducted by NGOs etc., and why training programs aren't deployed efficiently.

The following recommendations were made:

- Youth and adults must be engaged and informed of the opportunities to increase enrollments in such programs of alternative learning at primary and post primary level and also programs of life skills
- Providing monetary and/or non-monetary incentives will also assist in increasing enrollments
- The government should provide post-program job opportunities via job fairs or placements in Private and/or Government organizations. Public Private Partnerships can play a significant role here.
- A significant variety of training programs should be offered that are flexible and suit the needs of the out of school youth and adults
- NFE should be linked with formal education, with bridge programs like CBP and can be made part of the curriculum to help develop literacy, numeracy, and other interactive practical skills

- Staff & teacher trainings, such as capacity building, communication & behavioral training, must be introduced for these target groups
- ICTs or technology enabled life skills must be introduced for these target groups
- A proper monitoring and census system must be in place for this sub-sector that takes into account all service providers of the government of Sindh, Federal Govt and non-state private/NGO providers as right now all information is lying scattered
- A formal body should be appointed to make amendments & revision in NFE and adult literacy policies, curriculum, assessment and standards

Governance and Financing for Education

School Management Committees and their role in governance was an important topic of discussion. The groups talked about the importance of identifying SMCs and mobilizing them. Further they discussed the role that Public Private Partnerships (PPPs) can play in improving governance and financing of education. When it came to governance, identifying and implementing effective monitoring tools was also significantly discussed.

The main recommendations gathered from all three districts are as follows:

- After the creation of SMCs, meetings should be held on a regular basis so all parties are on the same page and any concerns can be addressed right away
- More funds on a regular basis to SMCs for school improvement, quality and even hiring staff to make up for temporary shortages and missing facilities.
- Monitoring tasks should be given to a third party
- There should be focus on capacity building of communities. The more aware they are, the more invested they will be in their child's education – including monitoring through technology enabled platforms such as smart phones
- There should be a check and balance in place and all fund allocation/utilization should be made transparent

Madrassa Education

Discussions within this group were started by first analyzing the role of Madrassas in the education system, and explored the challenges faced by budget constraints and lacking technical capacity of the system. They talked about whether or not madrassa education can be brought under the management of public sector, and what can be done at local, provincial, and national levels to protect the rights and interest of children enrolled in madrassas.

Recommendations from the three districts are as below:

- There should be an umbrella board for madrassas present as a monitoring body
- Madrassas should have the same level of rigorous hiring process as the other schools and teachers' qualification MUST be vetted before hiring. The minimum criteria of qualification should be graduate level

- Curriculum for madrassas education should be revised so they too can play a role in increasing literacy e.g. along with Quranic lessons, also teach math science, English, ICTs with life skills etc
- More interaction at district level with different school systems in co-curricular activities to break the isolation of parallel school systems
- Strict monitoring mechanisms should be in place to ensure safety and protection of children. Third party monitoring is an option

Article 20 (a)

Freedom to profess religion and to manage religious institutions.

Subject to law, public order and morality:-

a) Every citizen shall have the right to profess, practice and propagate his religion

Article 22 (1)

No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such institution, ceremony or worship relates to a religion other than his own.

Appendix

Table 1: Number of participants from each district

Sr.No	Province	District	No. of Participants
1	Punjab	Lahore	88
2		Bahawalpur	84
3		Rawalpindi- University	73
4		Lahore- University	53
5	Sindh	Hyderabad	45
6		Mithi	46
7		Sukkur	60
8	ICT	Islamabad	28
9		Islamabad-University	67
10	Baluchistan	Quetta	50
11		Lasbela	62
12	KP	Peshawar	44
13		Mardan- University	51
14	AJK	Muzaffarabad	55

Annex A: Guidelines for Breakout Session and Discussions

National Education Policy 2016 Consultative Meetings

Guidelines for Breakout Sessions/ Group Work (All by sub-sectors and governance/financing)

- **What are the gaps and challenges in Quality/Access/Governance?**
- **Which Policy Actions from NEP 2009 remain unaddressed? What was left out in NEP 2009?**
- **Where does the sector fit in given provisions of provincial legislation under 25-A?**
- **What is reported, and what must be the official age group for each sub-sector to be reported in indicators? (25 A/ NEP 2009/SDG No. 4)**
- **Issues of Quality and learning in the sub-sector:**
 - Teacher adequacy in sector/recruitment systems(lack of head teachers primary/elementary levels)
 - Teacher Education (pre-service)and training systems(in-service);
 - Assessment systems /Boards: reliability; regularity, access & end use to improve learning
 - Textbooks: relevance, diversity, alignment to National Curriculum/new versions SLOs etc.
 - Integration of Inclusive education; Life Skills Based Education (LSBE); Climate Change; Environment. Child & Human Rights; Protection; Tolerance/peace; heritage; demographics/population.
 - Role of and space for supplementary materials in the ‘official teaching time’
 - *Role of, and support to technology enabled learning solutions and innovations*
- **Issues of access across each thematic area? (public sector and private sector share)**

- Provincial Sector Plans to address access/gender, geography, class to reach unreached;
- Role of private sector on its own resources/support through the education foundation
- Facilities and norms in schools e.g. Number of rooms by level; need for inclusive spaces; library/resource room; ECE rooms; kitchen/store in low lying areas near rivers where emergency shelters are needed. Etc.
- **Governance :**
 - How can we activate school councils; ensure participation of students (grade 5 onwards); capability to spend large funds e.g. Non-Salary budgets (NSBs) *fact sheet on NSB?* How to ensure capacity for community engagement both VOICE & timely actions?
 - *Official role and scope of public private partnerships in public sector administrative and financing systems*
 - What are some ways of promoting Information and Communication Technologies (ICTs) in education – learning, monitoring and accountability?
 - Child/youth Protection/Life Skills: Importance of Life-Skills based education(LSBE) how can we ensure these in teacher education/training and in schools equipping students/ SCs with essential LSBE?: *Emergencies, preparedness systems & budgets mainstreamed.*
- **Financing: Is the financing adequate for the sub-sector? Releases are on time?** What are some innovative ways to tap resources for enhancing financing of education?
- Recommendations and way forward

Annex B: Template for group discussions and recommendations

Recommendation from Group Discussion:

For each group select a Chair (moderating/time management/reference to key docs); a Note Taker & agree on who will read the recommendations from this group. Each group should have access to reference documents. Please take 10 minutes to review documents in your folders.

Note: Please reference any additional documents used (internet sources/journals/books/news articles etc.)

Group Title: _____

Name of Group Chair/Moderator: _____

Name of Presenter: _____

Name of Note taker: _____

Group Members:

Please provide objectives of the sub-sector assigned:

--

Target goals to be achieved (e.g. increase enrollment by x% by December 2016):

Target audience and Key stakeholders:

RECOMMENDATIONS AND WAY FORWARD: