Educational Policy 2017

Mehlah Jabeen

Key Point of National Education Policy-2017

- Goals, Objectives and Key Areas of Education Policy
- Islamic Education
- Early Childhood Care and Education
- Literacy and Non-Formal Basic Education
- Primary Education
- Secondary Education
- Teachers Education

Key Point of National Education Policy-2017 (Cont…)

- Technical Vocational Education and Training
- Higher Education
- Information Technology
- Library and Documentation Services
- Physical Education, Health and Sports in Education
- Private Sector Education
- Special Education and Inclusive Education

Key Point of National Education Policy-2017 (Cont…)

- Deeni Madaris

- Assessment and Examination Systems

- Guidance, Counseling and Character building Boy Scouts, Girls Guides, National Cadet Corps

- Financing of Education

- **Character building (**Taleem ,Tarbiyya ,Tazkyyathe)
- **Meeting Learning Needs** (Knowledge, Skills, & Values)
- **Pakistani Nationhood and National Integration**
- **Right to Education: Expanding Access**
- **Quality of Education & Institution Building**
- **Enhancing Education Budget**
- **Science and Technology**
- **Harmonization of Curriculum and Standards**

- **Promotion of Early Childhood Education**
- **Achieving Universal Primary Education**
- **Provision of Free Elementary and Secondary Education**
- **Non-Formal Education (NFE), Online and Distance Learning (ODL)**
- **Towards A Literate Pakistan**
- **Knowledge Economy through Higher Education**
- **Advancement of Science, Technical and Vocational Education**
- **Improving Quality and Efficiency of Education System**
- **Facilitating Private Sector Education**

Objectives

- **Promoting Use of Information and Communication Technologies (ICTs)**

- **Achieving Gender Equality in Education**

- **Reforms for Quality**

- **Selection, Recruitment, and Capacity building of Teachers**

- **Curriculum and Standards**

- **Libraries & Instructional Technologies**

- **Languages and Medium of Instruction**

- **Religious Education & Reforms in Deeni Madaris**

- **Mass Mobilization & Community Involvement**

- **Physical Education, Sports and Games**

- **Health and Hygiene**

- **Public Private Partnership**

- **Enhancing Coordination for Achieving SDGs**

- **Reforms in Assessment and Examination System**

- **Expanding Access to Special and Inclusive Education**

- **Boy Scouts, Girl Guides, Guiding and Counseling**

- **Increasing Education Budget**

- **Research and Database for Effective Educational Planning**

- **Mechanisms for Implementation and Monitoring of Education Policy**

Key Areas of Education Policy

1. **Capacity building of Education Personnel**

2. **Curriculum Reforms and Standard Setting**

3. **Literacy and Lifelong Learning**

4. **Research & Development (R & D) at Tertiary Level**

- ❑ Conceptual Frame work

- ❑ Constitutional and Legal Provisions

- ❑ Rationale and Need

- ❑ Issues and challenges

- ❑ Policy provisions

Issues and challenges

- Nazira Quran, translating of Quran and Hadith was not given due weightage as integral part of Islamiyat in the teaching programme

- Arabic was not considered as compulsory subject properly as according to its true spirit in the curriculum and text books.

- No qualified and trained teachers for teaching Islamiyat, Tajweed-o-Qirat, Arabic and moral Education have been recruited.

- No arrangements for providing opportunities for the teachers in higher studies in the country and abroad in the fields of Islamic Education, Arabic etc.

- **Conceptual Framework**

- **Significance of Early Childhood Education**

- **Situation Analysis of ECE in Pakistan**

- **Issues and Challenges of ECE**

- **International and National Commitments of Pakistan for ECE**

Sustainable Development Goal

Convention on the Rights of the Child (CRC).

Issues and Challenges of ECE

❑ Low priority of the governments for ECE.

❑ Lack of awareness among planners, decision makers, and parents about the need and significance of ECE for the children, education system and society.

❑ Absence of basic facilities and services for ECE in the government schools.

❑ Non-availability of trained and qualified teachers for ECE.

❑ No mechanism exists for coordination amongst organizations, institutions and depart ment working for promotion of ECCE.

❑ Non-availability of adequate teaching – learning and instructional materials for ECE.

Early Childhood Care and Education

- Issues and Challenges of ECE

- Non-availability of separate class rooms for ECE/Katchi class students.

- Most of public and private sector schools offering pre-primary education or ECE are concentrated in cities, and children from affluent families avail these opportunities.

Early Childhood Care and Education (Cont…)

- Since government schools in rural areas lack basic facilities, therefore, rural children belonging to poor families are deprived of good quality ECE.

- Nutrition issues for ECE age group children are very serious.

- Health and care issues impede ECE.

Early Childhood Care and Education (Goals)

I. Sustainable Development Goal: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

II. Incheon Declaration 2030: Provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education.

III. Goal of National Education Policy (2017): Free and compulsory quality pre-primary education for children of age group four to five years and equal access to early childhood education and holistic development for the children of age group three to four years by 2030

Early Childhood Care and Education (Objectives)

I. To meet the learning needs of all children of ECE age group.

II. To ensure holistic development of ECE age group children on the basis of Early Learning Development Standards (ELDS).

III. To provide child friendly, attractive and entertaining school environment to young children.

Early Childhood Care and Education (Objectives)

- IV. To educate and sensitize parents about the significance of ECE.

- V. To sensitize and mobilize the policy makers, planners, administrators, teachers and other concerned about the need and importance ECE and strategies needed for its promotion.

Early Childhood Care and Education

- Early Childhood Education (ECE) brings following benefits to the individual, education system and the society as a whole

- Benefits to children

- Improvement in cognitive (thinking, reasoning) skills or 'Learning to Know'

- Development of their skills to communicate, question, create and solve new problems.

Early Childhood Care and Education (Con…)

- Reinforcement of their social development (how to nurture and maintain good relations with adults, their other fellows) or 'Learning to Live Together'.

- Set the foundation for enhancement of learning outcomes in next grades which help them achieve success in their career

Benefits for Education System and Society

- Improved attendance and retention rates of the children who have received ECCE prior to enrolment in formal Grade I of the primary school.

- Drop-out rate is reduced and thus wastage of resources is minimized.

- Graduates of the education system become productive and contributing members of the society and law abiding citizens; with reduction in the crime rate and positive contribution to the economic growth.

- Cost-saving in health care as recipients of ECE are better prepared to adopt healthy life style and practices.

Literacy and Non-Formal Basic Education

- Literacy For All: Country wide Literacy For All and All For Literacy campaign.
- Functional Literacy: Integrated approach in Literary i.e. Basic Literacy (Rea ding, Writing and Numeracy) Functional Literacy (Life Skills) and Income Generation skills literacy.
- Capacity building of Literacy Personnel: Establishment of National and Provincial Institutes of Teacher Training for Literacy and non-formal education teachers.
- ODL: Expansion of Online and distance learning (ODL) programmes and pro visions.

Literacy and Non-Formal Basic Education

- The emphasis of the policy is on expanding equitable access;
- improving the quality of adult literacy and non- formal basic education programmed.
- Strengthening the local and district organizational and management structure;
- Allocation and mobilization of adequate resources for promotion of literacy.
- The set targets and dates of their achievement for adult literacy are 75% by 2020, and 86% by 2025.
- The main focus of literacy programmers will be on basic, functional and skill literacy and priority age group will be 16-25 year.

Literacy and Non-Formal Basic Education

- The policy recommends a uniform system for assessment/examination and certification as well as equivalence of various levels of literacy.

- The policy provisions also provide for launching of country-wide programmer s for promotion of literacy and non-formal basic education by utilizing available infrastructure, resources and services both in public and private sectors including Deeni Madaris

- The policy also recommends expansion and extension of non-formal basic education programs to middle and secondary education level especially for out of school children of age group 5-16

Primary Education

- Primary education is the most important and cardinal sub-sector and the very foundation of education edifice.

- Primary Education age group in Pakistan as per all the previous education policies had been 5 – 9+ years.

- The projected population of 5 – 9+ year children in Pakistan is around 23.77 million (male 52%: Female 48%).

Primary Education

- Constitutional and Legal Provisions:
- "The state shall provide free and compulsory education to all children of the age of 5 – 16 years in such manner as may be determined by law".
- Article-37 of the Islamic Republic of Pakistan states "the State shall remove illiteracy and provide free and compulsory secondary education within the minimum possible period".

Primary Education

Issues and Challenges

- high population growth
- low enrolment/participation rate
- out of school children due to poverty
- high opportunity cost
- child labor
- non-availability of schools at access-able distance
- governance and management issues
- parents illiteracy and social taboos
- missing basic facilities and services in school

Primary Education

Goal and Objectives
a) Universalization of primary education
b) Provide financial incentives to deserving and disadvantaged children.
c) Make primary education free and compulsory.
d) Meet the basic learning needs of the cognitive growth of children.
e) Make school environment attractive, child friendly and inclusive.
f) Improve the governance and management structure.

Secondary Education is important for several reasons

- such as it is continuity from the primary to higher level of education.

- Preparation to the world of work.

- Adoption of profession and most importantly the conceptual clearance of basic life skills.

Phases

1 **Middle (V-VIII)**

2 **High (IX-X)**

3 **Higher Secondary (XI-XII)**
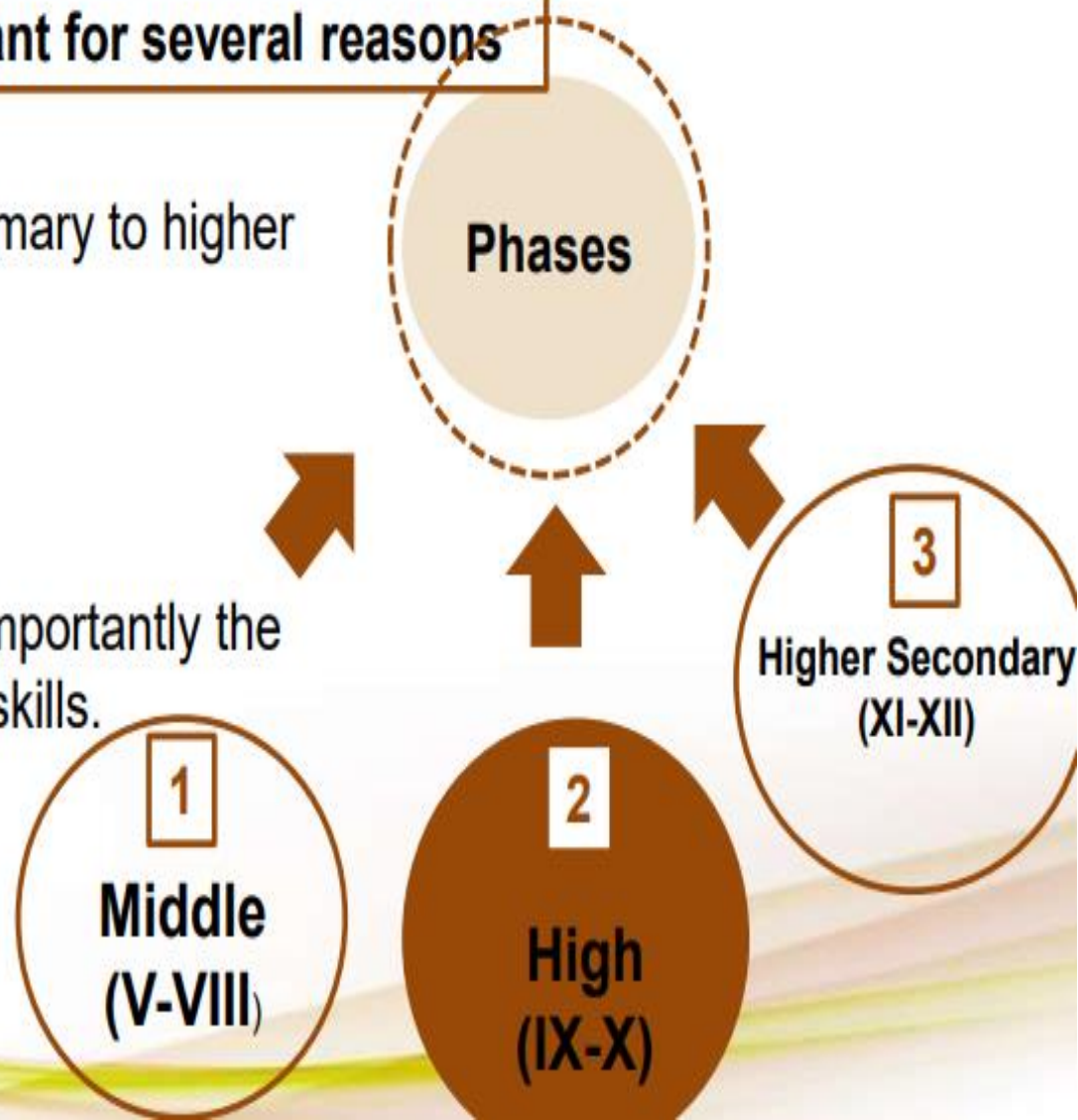
Secondary Education

Goal and Objectives

- To create a school environment conducive for social, emotional and intellectual development of the children.

- To produce academically sound, appropriately skilled, psychologically sound and morally resilient students ready to earn for themselves and/ or continue with their higher education in diverse fields.

- To ensure access and equity in secondary education for all children by providing sufficient number of schools, globally compatible curriculum, teaching-learning materials, qualified teachers and assessment system geared towards measuring higher order learning

Secondary Education

Targets

- Up-gradation of 50% existing public sector primary schools to middle level by 2025.

- Up-gradation of 40% existing public sector middle schools to secondary/ high schools level by 2025.

- Up-gradation of 20% existing high schools to higher secondary school level by 2025.

- Increase the gross participation rate at middle level from 62% to 85% and net participation rate from 27 to 50% by 2025.

- Increase the gross participation rate at secondary level from existing 58% to 70% and net participation rate from 27% to 40% by 2025.

- 50% increase in gross and net enrolment rates at higher secondary education level.

Secondary Education

Policy provisions to achieve the goals / targets

a) Existing public sector primary schools will be up-graded

b) Non-formal middle level schools will be opened.

c) Matric level district education program of A.I.O.U will be expanded.

d) Availability of qualified, trained and subject specialists teachers.

e) A system of awards/incentives and accountability for teachers.

f) Missing facilities shall be provided on priority basis.

g) charts, maps, teaching kits, audio-visual aids, educational CDs etc. will be produced.

h) Digital libraries and well-equipped science laboratories will be the focus areas.

i) Use of information and communication technologies will be essential.

Secondary Education

Implementation Strategies for Policy Provisions

- Rationalization of schools at provincial and federal level should be carried out.

- Student support shall be increased to prevent students from dropping out of school for financial and other reasons.

- Instructional activities in schools may be aligned with development of higher order learning of the students.

- Inter school competitions should be made compulsory part of academic calendar.

- Sport related provisions and trained physical education teacher should be provided to all schools

Teachers Education

1. Demand driven teacher education

2. Uniformity in designations, qualifications, salary structure and professional growth

3. Development of professional accreditation standards and linking the curriculum with the standards

4. Quality assurance of teaching personnel

5. Continuous professional development of teachers

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Technical Vocational Education and Training

Technical and vocational stream in selected high schools

1. Separation Of Administrative And Academic Cadre

2. Use Of ICT

3. Implementation Of Article 25(A).

4. Provision Of Missing Facilities.

5. Increase In The Budget For Quality Improvement.

6. Extend The Non-formal Education Program Up To Secondary Level.

7. Ensure The Availability Of Qualified Science And Math Teachers.

8. Institutionalization Of System Of Accountability And Awards

Higher Education

The key strategic priorities of Higher Education

- Increasing equitable access.
- Excellence in leadership, governance and management of HEIs.
- Increased faculty with highest academic qualification.
- Preparation of 10,000 Ph.D faculty through US knowledge corridor.
- Enhanced quality of curricular offerings.
- Research, innovations and commercialization.
- Significantly enhanced financial investment because quality higher education pays relatively quick multiple dividends through creating a knowledge economy

Information Technology

Integration of ICT in Teaching-Learning processing school Education

- ICT provides access to a variety of learning resources that enhance the teaching skills and learning ability.

- ICT provides immediacy to education because the pace of imparting knowledge is very fast and one can be educated anywhere at any time.

- With ICT, it is anytime for learning. One can study whenever s/he wills, irrespective of whether it is day or night and irrespective of one's location.

- ICT greatly facilitates collaborative learning due to the availability of online library and distance learning

Information Technology

Issues and challenges

- The major challenge to Pakistan education and development is brought by population explosion.

- Basic issues that we encounter in our efforts to integrate ICT in school education is whether our teacher and the system as a whole is ready to take 180 degrees shift from the current pedagogy of memorization in schools to a more democratic paradigm of learning to learn and think.

- Pakistan is far below the minimum resources required for education as established by international organizations. Historically, we have rarely crossed over the 2% line of GNP for education. Can we commit to increase public spending on education by allocating efficiently at least 4 - 6% of GDP to education

Information Technology

Justification And Need For Policy Intervention

- Education is a lifelong process therefore anytime anywhere access to it is the need.
- Information explosion is an ever increasing phenomena therefore there is need to get access to this information.
- Education should meet the needs of variety of learners and therefore IT is an important vehicle in meeting these needs.
- It is a requirement of the society that the individuals should possess technological literacy.
- We need to increase access and bring down the cost of education to meet the challenges of illiteracy and poverty-IT is the answer

Library and Documentation Services

- Library and Documentation services are
- Improve the quality of library services.
- Promote the reading culture.
- Equip the libraries with modern facilities including internet connectivity.
- Extend the network of libraries up to the union council level.
- Introduction of mobile library services.
- Capacity building of library professionals.

Library and Documentation Services

Issues and Challenges
- Non-functional library buildings
- Inappropriate budgetary allocations
- Lack of qualified professional library staff
- Lack of IC infrastructure and equipment
- Non implementation of automation systems
- Lack of continuing education and training facilities for librarians
- Non introduction of information literacy courses in the academic libraries
- Preservation of digital literary heritage.

Library and Documentation Services

- The category/area wise status of the libraries in the country is as follows:
- School Libraries
- College Libraries
- University / Libraries
- Special Libraries
- Public Libraries
- Rural Libraries
- National Library of Pakistan

" Physical Education has an edge in developing physically and reflecting and revealing its success in terms of socialization and emotional wellbeing, live skills, human skills, management and leadership skills which would enable the participants to celebrate the success and cherish the failure taking as precedents for improvement ".

Issues and Challenges

Low priority assigned to physical education, health and sports by the federal as well as provincial governments. The situation is given as it can be seen from UNESCO's data on Physical Education Curriculum time allocation (mean minutes per week), Pakistan utilizes shortest time duration for Physical Education in the SAARC region

Country	Primary		Secondary	
	Minutes/Week	Range	Minutes/Week	Range
Pakistan	35	35	35	35
Nepal	45	45	45	45
Sri Lanka	95	95	40	40
Afghanistan	45	45	45	45
Bangladesh	180	180	180	180
Bhutan	40	40	-	-
India	60	60-100	40	40-80

Physical Education, Health and Sports in Education

Goals, Objectives and Targets

- Education departments operating under the federal and provincial education ministries must ensure implementation of the government policies in letter and spirit.

- Health departments should closely coordinate with the education department to provide health coverage to all students especially promising athletes.

- Sports federations should in close coordination with the education department provide sports facilities and coaching to all talented students and promote healthy activities for schools and colleges.

- Public private partnership strategy for promotion of sports is need of the hour.

Private Sector Education

- Education institution, which are not opened run, managed and financed by the government are considered as private sector institutions. These include varied category institutions such as:

- low cost,

- high cost,

- non-profit,

- profit based

- Deeni Madaris etc.

- As a result of nationalization of private educational institutions policy 19,432 educational institutions were nationalized. These include 18,926 schools, 346 madaris, 155 colleges and 5 technical institutions.

Goal " Literate Pakistan ".

Objective

❑ To increase access/ enrolment at all levels of education right from early childhood education to university level.

❑ To improve the quality of education.

❑ To assist the government in achieving the sustainable development goals and honor other national and international commitments.

Special Education and Inclusive Education

Situation of Special Needs Education in Pakistan

- WHO (2011), based on its Survey during 2004, has estimated that disability ratio 18 years old is 15.6%, ranging from 18% in lower income countries and 11.8% in higher income countries.

- Population Census of 1998 showed disability ratio of 2.49% in Pakistan. Latest estimates indicate that persons with disabilities constitute about 2.54 % population of Pakistan, and their number was around 5 million during 2012.

- Out of these, about 1.4 million are children of school going age. At present, it is feared, less than 5% of school aged disabled children are enrolled in special education institutions and remaining more than 95% are out of school.

Special Education and Inclusive Education

Policy level Issues

- Low priority by the planners to education of children with disabilities
- Insufficient budgetary allocations to modernize the delivery systems
- Lack of awareness among policy makers and other decision makers about the need of education, training and rehabilitation of children with disabilities
- Non-availability of reliable and up-to-date statistics about population of children with disabilities in the country, number of special education institutions, and their enrolment
- Lack of coordination and linkages between formal education system and special education departments.
- Lack of adoption of technology to address inclusivity in classrooms

Special Education and Inclusive Education

- Lack of capacity of primary schools that fails to reach out in order to include children with special needs.
- Limited access or insufficient number of special education institutions to cater to the learning needs of over 1.5 million children with disabilities.
- Imbalanced spread of special education institutions in terms of geographical coverage and category of disabilities in the country.
- Learning conditions in special education institutions are not conducive for quality education of children with disabilities.

Special Education and Inclusive Education

Challenges and Prospects of Inclusive Education in Pakistan

- **Infrastructure Requirements:** Buildings of schools, colleges, and universities are not disabled friendly.
- **Capacity Needs:** Teaching staff in formal education system are not sensitized and trained to handle children with disabilities.
- **Curricula:** The prevailing Curricula and teaching-learning materials in formal education institutions are not aligned and suited to the needs of children with disabilities.
- **Insufficient Financial Resources:** Financial constraints hamper formal education system to upgrade their infrastructure, and teaching-learning aids to adjust to the divers e learning needs of special children.

Deeni Madaris

- Seeking knowledge has always been a fundamental and integral part of Islamic tradition. Since the beginning of Islam, mosque assumed the role as center of knowledge.
- With the passage of time and as consequence of rapid spread of Islam, specialized institutions for education which were known as Madaris, were established in different parts of the world.

There are two streams of education in the country

- Formal education
- Madrasa Education

پاکستان میں قائم مدارس درج ذیل بورڈز کے تحت کام کرتی ہیں۔

۱۔ وفاق المدارس ۔ (دیوبندی)

۲۔ وفاق المدارس سلفیہ ۔ (الحدیث)

۳۔ وفاق شیعہ ۔

۴۔ تنظیم المدارس ۔ (بریلوی)

۵۔ رابطہ المدارس ۔ منصورہ (لاہور)

Deeni Madaris

Goals, Objectives and Targets

- To bridge the gulf between religious education and formal education system.

- Provide opportunities to their students and teachers to seek higher studies, research work and acquire training to enable them to absorb themselves in the labor market.

- To implement Madrasa Reform Project under the Ministry of Religious Affairs to achieve requisite targets.

- To allocate appropriate possible budget for the Madaris for improvement of their education.

Assessment and Examination Systems

- Terms 'Assessment' 'Examination', 'Testing' and 'Evaluation' are used interchangeably to connote a process of measuring student learning outcomes during or after completion of a course at the end of a semester or term, or even after delivery of a lesson by a teacher in the classroom

Types and Forms of Assessment and Examinations

- Examinations for Certification and placement in Grades

- Admission Tests for Higher Studies and Employment

- Classroom-based Assessment

- Large Scale Assessment Studies for Evaluation of Education System

Mechanisms of Assessment and Examinations in Pakistan

- Boards of Intermediate and Secondary Education (BISEs)

- Inter Board Committee of Chairmen (IBCC)

- Examination Commissions for Elementary Levels

- Tertiary Level Examinations (TLE)

- Large Scale Student Assessment Studies

Challenges and Issues of Assessment and Examinations

National Education Assessment System (NEAS)

- Textbooks versus Curricula
- Cognitive Skills
- Examinations shape Learning in Schools
- Lack of Research
- Continuous Professional Development Not a Priority
- Non-existence of Database
- Absence of Purposeful Coordination

Policy Actions

a) Curriculum

b) Textbooks

c) Teacher Training

d) Teaching and learning process

e) Assessment

f) Examination Boards

g) Assessment Organizations (NEAS, PEAC, PEC, BEAC etc.)

Financing of Education

1. School/institution based and enrolment based budgeting.
2. Education budget free from all types of cuts, non-lapsable and non-transferable.
3. Financial reforms in education training sectors to relax the rigid rules regulations and simplify the tedious procedures and processes to ensure on time releases and optimum utilization of education and training budget.
4. Improvement in the absorptive capacity of the system to effectively spend the allocated funds.
5. Allocation of 4% of GDP for education and training effective 2018.
6. Allocation of at least 25% provincial educational budget for quality improvement projects and programs.

Expenditure on Education as % of GDP 2006-07 to 2013-14 (PRs. In Million)

Year	Current	Development	Total Edn.Expr.	GDP (mp)	GDP Growth	As % of GDP
2006-07	130,313	31,771	162,084		Rate (%)	1.75
2007-08	155,622	32,034	187,656	10,284,000		1.76
2008-09	197,723	42,655	240,378	13,199,707	28.35	1.82
2009-10	219,933	39,592	259,525	14,886,996	12.78	1.75
2010-11	276,239	46,572	322,811	18,276,440	22.77	1.77
2011-12	330,228	63,295	393,523	20,046,500	9.68	1.96
2012-13	428,944	50,909	479,853	22,385,657	11.67	2.14
2013-14	453,735	83,863	537,598	25,168,805	12.43	2.10
2014-15	499,982	98,333	598,315	27,493,105	9.23	2.20
2015-16 *	230,880	32,823	263,703	29,597,905	7.66	2.20

Future Projections of GDP (mp) and Education Budget as % of GDP

Year	Current	Development	Total Edn.Expr.	GDP (mp)	GDP Growth	As % of GDP
2015-16	546,969	104,185	651,154	29,597,905	10.00	2.20
2016-17	643,145	131,728	774,873	32,557,696	10.00	2.38
2017-18	751,796	165,028	916,825	35,813,465	10.00	2.56
2018-19	874,328	205,089	1,079,418	39,394,812	10.00	2.74
2019-20	1,012,289	253,072	1,265,361	43,334,293	10.00	2.92
2020-21	1,167,383	310,317	1,477,699	47,667,722	10.00	3.10
2021-22	1,341,484	378,367	1,719,851	47,667,722	10.00	3.28
2022-23	1,536,656	459,001	1,995,657	57,677,944	10.00	3.46
2023-24	1,755,163	554,262	2,309,425	63,445,738	10.00	3.64
2024-25	2,093,709	697,903	2,791,612	69,790,312	10.00	4.00