

# **IMPLEMENTATION STATUS OF NATIONAL EDUCATION POLICY 2009**

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## **ACRONYMS**

AJK	Azad Jammu & Kashmir
BEC	Balochistan Education Commission
BISEs	Board of Intermediate & Secondary Education
BOC & EC	Bureau of Curriculum and Extension Centre
BOC	Bureau of Curriculum
BTBB	Balochistan Text Book Board
CIF	Curriculum Implementation Framework
CT	Certificate in Teaching
DSD	Directorate of Staff Development
DTESC	District Training Education Support Centre
E & SED	Elementary and Secondary Education Department
EFA	Education for All
ESR	Education Sector Reforms
GB	Gilgit Baltistan
GDP	Gross Domestic Product
GPI	Gender Parity Index
ICT	Information Communication Technology
IER	Institute of Educational Research
KP	Khyber Pakhtunkhwa
MDG	Millennium Development Goal
NEAS	National Education Assessment System

NERP	National Education Policy Reforms Process
PCA	Punjab Curriculum Authority
PEAC	Provincial Education Assessment Center
PEAS	Provincial Education Assessment System
PEC	Punjab Examination Commission
PITB	Punjab Information Technology Board
PITE	Provincial Institute of Teacher Education
PRP	Provincial Reform Program
PSDP	Public Sector Development Program
PTC	Primary Teaching Certificate
RITE	Regional Institutes of Teacher Education
SESP	Sindh Education Sector Plan
SLOs	Student Learning Outcomes
SSC	Secondary School Certificate
STBB	Sindh Textbook Board
STEDA	Sindh Teacher Education Development Authority
SW & WD	Social Welfare & Women Development Department
TBB	Text Book Board
TPD	Teacher Professional Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
USB	Urdu Science Board

## **PREFACE**

Education is prerequisite for all developmental initiatives around the world. In fact, education pushes us towards innovation and teaches golden principles of honesty, integrity and helps to understand the point of views of other people. It is the panacea of all evils in our society. In order to implement Article 25-A, many initiatives need to be introduced in education sector.

This report will provide useful information regarding the implementation status of National Education Policy 2009 and help in revising the Education Policy. The study has focused on sub sectors of Education Policy i.e. Early Childhood Education (ECE), Free and Compulsory Primary Education, Elementary Education, Secondary Education, Literacy and Non-formal Education, Improving Teacher Quality, Curriculum Reforms, Quality in Textbook and Learning Material, and Improving Student Assessment.

On behalf of AEPAM colleagues, it is my pleasant duty to thank Engineer Muhammad Baleegh-ur-Rehman, Minister of the State and Mr. Muhammad Imtiaz Tajwar, Secretary, Dr. Allah Bakhsh Malik, Additional Secretary Ministry of Federal Education and Professional Training, Government of Pakistan, Islamabad for their continuous guidance, support and encouragement. I would like to express my gratitude to research team comprising Dr. Dawood Shah, Director (Training), Syed Muhammad Saqlain, Director (Research), Dr. Khawaja Sabir Hussain, Deputy Director (Research), Syeda Shaista Bano, Deputy Director (Research) and Mr. Muhammad Aslam Bhatti, Joint Director, for conducting the study. The services of Mr. Zulfiqar Ali Joya, Assistant Private Secretary for typing and composing the report are also appreciated.

**Mohammad Khan Khichi**  
Director General

## **EXECUTIVE SUMMARY**

The study was designed to assess the present implementation status of the National Education Policy (NEP 2009). It aims to examine implementation status of the NEP's (2009) provisions relating to Early Childhood Education (ECE), Free and Compulsory Primary Education, Elementary Education, Secondary Education, Literacy and Non-formal Education, Improving Teacher Quality, Curriculum Reforms, Co-curricular and Extra Curricular Activities, Quality in Textbook and Learning Material, and Improving Student Assessment. The objectives of this Study were to:-

- i) To explore current status of the implementation NEP 2009 at provincial and regional level.
- ii) To develop way forward to ensure improvement in implementation and review of the National Education Policy

In this context, research teams of AEPAM visited provincial headquarters, i.e. Lahore, Karachi, Peshawar and Quetta and regions i.e. Gilgit Baltistan, Azad Jammu and Kashmir and Islamabad to collect information using interview in consequence of the field visits. This report was developed on the basis of collected information from the field visits. The major findings of the Study are presented as follows:-

1. The proposed policy actions regarding Early Childhood Education implementation indicate that ECE age group is 3 to 5 years in all provinces whereas in Azad Jammu and Kashmir and Islamabad Capital Territory the ECE age is 3 to 4 years. Provision of ECE has been attached with Primary schools in a few provinces. However, no additional budget has been provided for employment of specified ECE teachers and other assistance i-e. Learning material and A.V. aids, etc. Two years specialized training for ECE teachers has not been provided. As far as teachers training was concerned, one or two weeks ECE teachers training programs were organized for ECE teachers in collaboration with NGOs and International Donor Agencies in public sector in almost all provinces/regions.



2. As far as elementary education is concerned it was found that provincial/regional and federal governments have made efforts to bring all children, irrespective of gender, in schools as per policy actions but lack of infrastructure and financial resources are hurdles to implement this policy provision. The provision regarding official age 6 to 10 for primary education has not been implemented. It was also found that UNICEF, UNESCO, JICA, UNDP and different Governmental and Non-Governmental Organizations are facilitating Education Departments to achieve EFA goals. The policy provision regarding providing necessary financial resources to achieve the EFA goals could not be implemented in letter and spirit due to financial constraints. Primary schools were upgraded to middle schools wherever feasible as proposed in the policy. It was further found that provision regarding priority to reduce the dropout rate by providing financial and food support to children could not be implemented. However, all the provincial/regional/federal Education Departments are striving to provide conducive environment and basic missing facilities in schools. Hence, sufficient funding is required to provide complete infrastructural facilities. It was found that “Apna Ghar” residential schools couldn’t be established in any province/regions. However, 14 Danish residential schools were established in seven districts of Punjab on the same principles to provide quality education to poor children. As far as unique ID allocated to students was concerned it was found that unique ID has not been allocated to children on admission in Grade-I in schools in provinces/regions except Punjab Province. In Punjab ID is allocated to the children enrolled in schools.

3. Implementation status regarding Secondary Education indicates that secondary schools particularly girls secondary schools have been implemented wherever, it was possible /feasible. Provision regarding students financial support could not be implemented Only free textbooks up to class X are being provided in all the provinces in public schools except Gilgit Baltistan and Azad Jammu and Kashmir to reduce drop out rate, but still there is need to support financially to non-affording poor students. It was found that no systematic counseling facilities are available to students in any of the provinces/regions from the elementary level as enshrined in the NEP, 2009. Moreover, only in a few Higher Secondary Schools Grade XI and XII classes are taught. Otherwise, grade XI & XII are part of college level education. Provision regarding making school more attractive by adding community service programs are concerned. It was found that community service programmes yet not devised and implemented in any of the provinces/regions.
  
4. Literacy target 86% by 2015 is not yet achieved. Provision regarding national literacy curriculum is concerned, it was found that Literacy Curriculum has been developed in Punjab, Sindh and ICT to improve literacy skills. Whereas, there is still need to work for designing National Literacy Curriculum in Khyber Pakhtunkhwa, Balochistan, Azad Jammu and Kashmir and Gilgit Baltistan. The other policy provisions could not be implemented such as allocation 4% of education budget for literacy and non formal basic education (NFBE), Linkages of non-formal education with industry and internship programmes and establishment of horizontal linkages between schools and vocational/skills training centers.

5. The provisions regarding improving teacher quality are concerned it was found that a Bachelor's degree with B.Ed/A.D.E is minimum required qualification for teaching at school level in provinces/regions. Teachers Training arrangement, accreditation and certification procedures have yet not been standardized and institutionalized. Specialized Teachers Trainers cadre still not established. Teachers Development Programs have not been developed on three years cyclic basis. Teachers' recruitment, professional development, promotion & posting/transfers are being made on merit. In-service Teachers' Training in Mathematics and Science including pedagogical contents, subject knowledge contents is being provided in provinces/ regions from time to time.
  
6. It was found that proposed policy actions regarding students' assessment have not been implemented. It was found that students' assessment is contents based instead of conceptual based as proposed in the policy. However, multiple assessment tools i.e. short-answer type, essay type and objective type assessment is made by Boards of Intermediate and Secondary Education. Multiple assessment tools i.e. short-answer type, essay type and objective type assessment is being made. Still there is need to ensure the balance between formative and summative approach as was proposed in the policy.

## **Conclusions**

On the basis of findings the following conclusions were drawn:

1. Early Childhood Education is being partially implemented. However as per policy provisions, all proposed policy actions have not been implemented in letter and spirit. Primary education official age 6 to 10 years has not been notified so far.
2. Equity in Education (gender, geographical Urban-Rural areas) is being promoted. “Apna Ghar” residential schools have not been established. However, Danish Schools (14) have been established in Punjab province in a few districts only. Both “Apna Ghar” & Danish Schools are for poor and needy students. Textbooks are being provided free in all provinces but not in the regions.
3. Government is static around 2% of GDP on education since last two decades whereas policy proposed 7% of GDP on education by 2015.
4. Each Provincial/Regional Education Department has developed its own Education Sector Plan as per proposed policy actions.
5. Separate Management Cadres has been established only in KPK and Sindh. Whereas realization to establish separate academic & educational cadres exists in other provinces/regions.

## **Way Forward**

- There is need for infrastructure development for the promotion of ECE by provinces/regions, therefore, more financial and other resources are required to be allocated either from Governments own kitty or with the collaboration of NGOs and International Donor Agencies to provide infrastructural facilities for ECE and teachers training programs.

- Evolve/develop strong implementation mechanism to ensure proper implementation of NEP 2009 in collaboration of all stakeholders.
- Do away with the practice of establishing primary and middle separate schools instead of establishing elementary schools
- Strategy is to be developed to reduce the dropout rate. There is need to launch various schemes for girls' stipends, uniform, stationary, and school bags for needy and poor students. Missing facilities in schools may also be provided in order to maintain child friendly environment.
- Gender disparities still exist in education sector in rural as well as urban areas. There is need to provide financial assistance (stipends) to poor students for reducing gender disparities.
- Professional Development programs for teachers are to be developed on three years cyclic basis as proposed in NEP, 2009. Professional Development program may cover pedagogical, pedagogical contents knowledge, subject contents knowledge and use of ICT to facilitate teaching and learning process in the classroom?
- There is need for providing technical and vocational education. Matric-Tech scheme has been introduced at secondary level only in a few districts of Punjab. It may also be introduced in all districts remaining of Punjab and other provinces as well as regions.
- Free textbooks may be provided upto Secondary level in Gilgit Baltistan and Azad Jammu and Kashmir regions.
- Review of National Education Policy may be made in the light of Education Sector Plans prepared by provinces/areas.
- Inter classes may be detached from college level of education and be attached with Higher Secondary Schools in all over the country.

- Career counseling may be provided in the schools to all students from elementary to secondary level to improve quality of education.
- Multipronged strategy to reduce poverty, provide physical facilities, teacher absenteeism may be evolved to wrest the high dropout rate at primary level.

# Chapter 1

## **INTRODUCTION**

It is a truism that education is the first and the best stepping stone for everything good in life. Education is considered as a route to economic prosperity and a key to scientific and technological advancement. Hence it plays a vital role in human capital formation and a necessary tool for sustainable socio-economic development. Education also combats unemployment, confirms sound foundation of social equity, awareness, tolerance, self-esteem and spread of political socialization and cultural vitality. It raises the productivity and efficiency of individuals and produce skilled manpower for leading the economy towards the path of economic development.

According to the Constitution of Pakistan 1973, the state's mandate is to "remove illiteracy and provide free and compulsory primary and secondary education within a possible period." In April 2010, under the 18<sup>th</sup> Amendment to the Constitution, a new Article (Article 25-A) was inserted in the Constitution which obligates the state to ensure the provision of education as a basic right. Article 25-A dictates to provide free and compulsory education to all children of the age of 05 to 16.

In 2000, Pakistan committed to achieve by 2015, the six Education for All (EFA) Goals and also to meet the Millennium Development Goals (MDGs) of which two goals (Goal 2 and 3) relate to education.

Since the inception of Pakistan, every successive government has made efforts to provide quality education to the masses. Directing education improvement in the country, each policy has been ambitious in its aims and critical of past failures. A common feature of all policies, plans, programs, and schemes is that all of them have been unsuccessful in changing Pakistan's education sector significantly. The National Education

Policy 1998-2010 states that the prime causes of failure of these policies was weak and defective implementation mechanism, inadequate personnel, poor training, low political commitment and absence of incentives.

The National Education Policy (NEP 2009) was prepared in consultation with all the federating units as well as members of civil society, universities, federal government officials, and provincial/area education departments, education experts and managers, specialists, academia, private organizations, non government organizations, international development partners, teachers, students, parents and a host of other stakeholders.

The key lesson learned was that by involving various stakeholders a large set of ideas and helpful suggestions were highlighted. Further, by involving provincial officials and experts, there was a higher degree of ownership in the provinces which was very essential for effective implementation at National Education Policy, 2009.

According to National Educational Policy 2009, our education system should focus on to provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nation, the concepts of tolerance, social justice, democracy, promotion of regional & local culture and history based on the basic ideology articulated in the Constitution of the Islamic Republic of Pakistan. The provincial governments also indicated of their commitments in true spirit to implement legislation on children's right to free and compulsory education.

After implementation of 18th Constitutional Amendment, education became the responsibility of the Provincial/District governments. Now the Inter-Provincial Education Ministers' Conference (IPEMC) oversees the implementation of NEP 2009 and reviews its progress periodically. (Pakistan Economic Survey, 2014)

The National Education Policy (NEP 2009) explicitly addressed the key issues like quality of education, universal primary education, equality in education, inclusive education, technical and vocational education, gender parity and good governance. Most of the issues recognized in this



document were also discussed in previous policy documents. However, the document recognized two deficits of previous documents i.e. governance reform and an implementation roadmap. The other issue identified was the fragmentation of educational matters in various ministries and institutions etc. Problems of management and planning have also been discussed and recommendations provide. Many of the policy actions outlined were initiated through reforms: most notably in the domain of curriculum development, textbook/learning materials policy and provision of missing facilities. A number of initiatives have already been implemented by the provincial and area governments. The policy took account of these ongoing reforms and took them into its recommendations.

## **1.2 Rationale of the study**

In the past, earlier policies were short of reality, the main issue was at the implementation level. Unfortunately, in Pakistan, all the policy stakeholders do not take part in its development and implementation. Therefore, attention remained focused mainly on function and procedure of institutions in the implementation of National Education Policies. Implementation is an approach to achieve the targets of a particular public policy. Implementation problems usually happen when there is a gap between the stated policy and the achievement of the benefits of the policy by the target community.

The National Education Policy (2009) puts the effort in recognizing the two major weaknesses in the current system (1) low access and quality of education and (2) dearth and misappropriation of funds. . It also accepts that the national curriculum is in dire need of reform and understands the need for greater provincial autonomy when it comes to administration. Moreover, it understands that lack of proper training and pay-scales correlates directly to a reduction in the quality of education. The policy sets itself a few notable milestones i.e. provision of free primary education by 2015, provision of free education up to secondary level by 2025, increase in adult literacy rates to 86 percent by 2015, increase in higher education enrolment from 4.7 percent to 10 percent in 2015 and 15 percent in 2020.

National Education Policy (2009) has set the right way to focus on qualitative improvement of education at all levels. National Education

Policy was prepared to enhance the allocation for qualitative education, enrollment at all levels, entry qualification and grades of teachers, expansion of vocational and technical education.

This study aims at review the current status, issues and provision curtailed in NEP 2009 relating to Early Childhood Education (ECE), Free and Compulsory Primary Education, Elementary Education, Secondary Education, Literacy and Non-formal Education, Improving Teacher Quality, Curriculum Reforms, Quality in Textbook and Learning Material, and Improving Student Assessment. The study was undertaken to investigate the current status of Implementation of National Education Policy 2009.

### **1.3 Statement of the Problem**

The current National Education Policy (NEP 2009), developed after several rounds of deliberations with relevant stakeholders, addresses all the dimensions of Pakistan's education sector. The NEP (2009) recognizes that there are close links between equity in educational opportunities and equitable income distribution and income growth. If the education system is constructed on a divisive basis, the divisions it creates can endanger long run economic growth as well as stability of society.

According to the NEP (2009), an affirmation of commitment to Pakistan's egalitarian education vision in the service of all citizens and as a driver of economic and social development can help to produce a virtuous circle of high level of human and social capital leading to equitable economic growth and social advancement.

The prime cause of failure of previous Education Policies was weak and defective implementation mechanism, inadequate personnel, poor training, low political commitment and absence of incentives. In the past, earlier policies were short of reality, the main issue was at the implementation level. The purpose of the study is to find out the implementation level of National Education Policy 2009 and suggest way forward to achieve policy actions.

#### **1.4 Objectives of the Study**

The objectives of this study are as under:-

- i) To explore current status of the implementation NEP 2009 at provincial and regional level.
- ii) To develop way forward for the improvement of implementation and review of the National Education Policy

#### **1.5 Significance of the Study**

This Study was conducted to assess the present implementation status of the National Education Policy (NEP 2009). Consequently, the study has immense importance for educational stakeholders, planners, managers, policy makers, and policy implementers in developing insight in understanding the implementation of the NEP 2009. Moreover, the findings and recommendations of the study may also provide insight to education managers and other stakeholders who have direct interaction with students. Findings of the study are expected to be very useful for adopting an appropriate course of action on the part of Federal and Provincial Governments for future pragmatic educational planning.

The National Education Policy (NEP 2009) explicitly addressed the key issues like the quality of education, universal primary education, and enrollment at all levels, equality in education, inclusive education, expansion of vocational and technical, teacher training, enhancing literacy, gender parity and good governance.

#### **1.6 Delimitation of the Study**

Keeping in view the limited time and resource constraints, the study was limited to only seven Districts/Regions of Pakistan including Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan, Gilgit-Baltistan, Azad Jammu and Kashmir and Islamabad Capital Territory(ICT).

The study was also delimited to find out the implementation status of National Education Policy 2009 pertaining to following areas:

- i) Early Childhood Education
- ii) Elementary Education,
- iii) Secondary Education,
- iv) Literacy and Non Formal Education,
- v) Improving Teacher Quality
- vi) Improving Student assessment
- vii) Quality in textbooks and Learning Material
- viii) Co-curricular activities.

# Chapter 2

## **LITERATURE REVIEW**

Pakistan has produced a number of educational policies in the past and all have been quality documents in their own right. The failure has always been in the commitment and implementation. Resultantly, the current document “National Education Policy 2009” focuses on governance as an issue and also calls for manifesting its commitment to education by investing more on education. The implementation framework also elaborates a federal-inter-provincial process that would involve the provinces as autonomous in development of implementation strategies and plans. The Inter-provincial Education Ministers’ forum has been designated as the oversight body for monitoring, again shifting the responsibility to all the federating units collectively.

### **2.1 Early Childhood Education (ECE)**

The importance of ECE is well-recognized in the world-wide. Early years of a child are considered critical for the acquisition of the concepts, skills and attitudes that lay the foundation for lifelong learning. These include the acquisition of language, perception-motor skills required for learning to read and write, basic numeracy concepts and skills, problem solving skills and a love of learning. With quality early childhood education, educational efficiency improves, as children acquire the basic concepts, skills and attitudes required for successful learning and development prior to, or shortly after, entering the system, thus reducing their chances of failure. As a long term impact, intervening in the earliest years of a child’s life could help societies to reduce the social and economic disparities and race and gender inequalities. In fact, pre-school education represents a milestone in shaping the child’s personality. All educational and psychological studies indicate that more than half the child’s intellectual abilities are developed before the age of six. Early education

and good nutrition play a crucial role is developing the child's skills and his ability to learn.

In Pakistan, early childhood education, although present in the public school system till the 1970s but it had never function as a formalized program. It existed in most of the primary schools, especially in rural areas, allowing younger siblings of primary students to sit in a separate section to prepare and familiarize them with the school environment prior to enrolling in class-I. Usually, neither separate room has been allocated for this group nor a proper teacher was provided. These children sit in the open air.

After the commitment of Pakistan to Early Childhood Care and Development activities as one of the six "target dimensions" of EFA at the World Education Conference (1990), this dimension began to regain prominence among policy-makers in Pakistan. It was for the first time that National Education Policy (1998-2010) mentioned ECE and called for reintroduction of Kachi/Pre-Primary Class as a formal class in Primary Schools, extending primary education to a six-year program

Following provisions were made regarding ECE in different education policies of Pakistan.

#### **National Education Policy (NEP- 1947)**

- Pre-primary age will be 3-6 years.
- Pre-primary classes will exist in only special schools.

#### **National Education Policy (NEP– 1998-2010)**

- Kachi class at primary level shall be introduced.

### **2.2 Elementary Education**

In Pakistan, elementary education comprises grades I-VIII. Primary education is considered most important in child's educational career to shape the child into a learner, thinker and a social being. Primary education holds a pivotal role in education system. Completing this stage is a basic introduction to learning how to read and write, acquiring the skills and

values based on knowledge. Following provisions regarding elementary education were made in different education policies of Pakistan.

#### **National Education Policy (NEP – 1947)**

- Free & compulsory education
- Period of compulsory education should be five years
- For Primary courses child's age will be 6 -11 years and for Middle courses child's age will be 11 – 14 years.

#### **National Education Commission (NEC – 1959)**

- Primary education will be compulsory.
- Minimum working hours in schools will be twenty six for classes I and II and thirty for classes II, IV and V.
- The age of 5+ will be admission age for primary school.
- The curricula of primary classes will enforce on reading, writing, arithmetic, elementary sciences, social studies, physical education, the practical arts, and moral instruction.

#### **National Education Policy (NEP – 1970)**

- There will be universal elementary education up to class VIII.
- Period of compulsory education will be eight years.
- There will be compulsory school attendance up to ten years of age.
- Attractive atmosphere will be ensured for young children in schools.
- Free education will be provided up to class V.
- Encouraging enrollment of girls by establishing girl's school.
- Purposeful selection of the knowledge & skills imparted, attitudes implanted and learning methods employed.

### **National Education Policy (NEP – 1979)**

- The policy proposes a development strategy involving provision of additional facilities for rural areas, improvement of internal efficiency of primary education and mobilization of community participation.
- 5000 mosque schools will be established for boys.
- Equipment will be provided to improve existing schools.
- Textbooks will be provided to all students at primary level.
- Teaching kits will be provided to existing and new primary school.
- A nation-wide school mapping evolves a process of school location planning.
- A nation wide survey will be undertaken to determine the repair needs of existing primary schools and a programme of repairs will be launched.
- The mosque school will be organized on a basis of 20-30 students and a trained PTC teacher in addition to the imam of mosque.
- Mohalla schools and village workshop schools will be established.

### **National Education Policy (NEP – 1992)**

- Primary education shall be recognized as a fundamental right of every Pakistani child.
- Primary education shall be made compulsory and free.
- The medium of instruction as may be determined by the provinces shall be either approved provincial language, the national language or English language.
- Special measures will be adopted for improving the quality of education. So, each primary school must have two rooms with five teachers.
- Development of primary education in the private sector will be encouraged.
- The primary kit will be provided to all primary schools.



- The programme of universal primary education will be carried through active participation of the community and elective representative.
- Quran Nazra will be started from class I.

### **National Education Policy (NEP – 1998-2010)**

- Character building, oriented towards humanism, tolerance and moral build up on Islamic lines and elementary level shall be assigned on top priority.
- The role of family schools, community, NGOs and the media in the provision of elementary education shall be maximized.
- High priority shall be accorded in the provision of elementary education to the out of school education.
- A monitoring system shall be developed to obtain timely and reliable information enrollment, retention, completion and achievement.
- Takhti and Slate of primary level shall be introduced again.
- An adequate supply of basic textbook free of charge for the needy and poor children will be ensured.
- Library books and children literature will be ensured.
- The span of primary/lower primary education including Kachi class shall be of six years.
- New schools and classrooms must be constructed where needed.
- Free and compulsory primary Education Act shall be enacted and enforced in a phase manner.
- Centre/Cluster school schemes shall be expanded and strengthened for effective management and supervision of schools.
- Massive popular campaign will be launched to associate communities in the establishment, renovation, repair, maintenance and supervision of school.
- “Education for All through All” shall be the key plan for achieving policy targets.

### **2.3 Secondary Education**

The secondary and higher secondary school system prepares young people for life. Secondary Education can keep pace with the rapid changes and educational, social and cultural development in the world. Compulsory basic education should be extended to the first stage of secondary education at least, in order to reduce the negative aspects of repetition and dropout rates and improve secondary education enrollment rates. Secondary Education system of education is an important terminal process. It has two important roles in this respect – providing skills to the labor market, as many students leave formal schooling at this time; and providing input to the tertiary system, for those who go on to this level of learning.

Following provisions were made in different education policies of Pakistan.

#### **National Education Policy (NEP – 1947)**

The child's age for Secondary education will be 14-17 year.

#### **National Education Commission (NEC – 1959)**

- Secondary education should bring about the full development of the child and enjoy the benefit of social progress, scientific discovery and invention and to participate in economically useful activities.
- Secondary education should be divided into three stages. Classes VI to VIII, Middle, IX and X, secondary, and XI to XII, Higher Secondary.
- The teaching of the national language science and math should receive considerably great emphasis.
- English should be taught as a functional subject rather than as literature.
- Religious education should be compulsory in classes VI to VIII and optional thereafter.
- The use of hand tools should be made compulsory in classes VI to VIII.

### **National Education Policy (NEP – 1970)**

- Secondary education should have a pronounced scientific technical and vocational education.
- Teaching of science and math must be an essential part for all forms of secondary education through necessary change in curriculum, adequate laboratories and improving teacher's competency.
- To maintain a minimum standard of facilities to teaching staff in all school.
- Admission of children in education institution will be on merit.
- Introduction of scheme of vocational training for those students who do not go into secondary education.

### **National Education Policy (NEP – 1979)**

- The four tier system: primary secondary college and university will be replaced by a three tier system of elementary (I-VIII), secondary (IX-XII) and university education in a phased manner compulsory subject for all the science students in classes IX-XII.
- Middle school, will be upgraded to high school, where needed.
- New science laboratories with equipment will be established in secondary schools.

### **National Education Policy (NEP – 1992)**

- Science laboratories should be provided to all middle and secondary schools.
- Science kit will be provided to all middle schools and high schools.
- Arrangement may be made for computer, education in high schools.

### **National Education Policy (NEP – 1998-2010)**

- One model secondary school will be established at each district level.
- Guidance centre for student, will be established
- Education card shall be provided to the needy students.

### **2.4 Improving Teacher Quality**

Teachers are perhaps the most critical component of any system of education. The teacher represents the cornerstone in any expected educational reform or development. How well they teach depends on motivation, qualification, experience, training, aptitude and a host of other factors, not the least of these being the environment and management structures within which they perform their role. The teacher prepares students for the knowledge society in which he becomes an instructor, planner, coordinator, supporter, catalyst and facilitator. The status of teachers is raised by improving their skills, working conditions and professional capabilities so that they can reach the highest levels of scientific, professional and cultural specialization.

Following provisions were made in different education policies of Pakistan.

### **National Education Policy (NEP – 1947)**

- Proper training of teacher and an adequate scale of salary.
- Short term courses of teacher training.
- Research sections to be added to training institutions for the study of special problems relating to teaching.

### **National Education Commission (NEC – 1959)**

- The teachers must be properly trained before entering service.
- The knowledge and professional skills of teachers must be periodically refreshed.
- Teacher must receive a salary which will enable them to maintain a reasonable standard of living.

- There should be a comprehensive assessment of the teachers work.
- The work of good teachers should be recognized by special award.
- Refresher courses of teachers must be organized at district and regional level on regular basis.

#### **National Education Policy (NEP – 1970)**

- Minimum qualification for teaching class's I-V should be SSC and PTC.
- Minimum qualification for teaching classes VI-VIII should be Intermediate and CT.
- Minimum qualification for teaching classes IX-X should be a bachelor's degree and B.Ed.
- Launching emergency training programme of the duration 2-6 months in teacher training college, general colleges and technical institution.
- Introduction of pedagogy as a subject at the intermediate and degree level.
- A comprehensive programme of in-service training of teacher should be launched.
- Basic academic and training requirement for women teacher may be referred.
- Institutional structure for education research.

#### **National Education Policy (NEP – 1979)**

- In-service teacher training course will be conducted throughout the country.
- Provincial education extension centre and in-service training centre will be strengthened.
- All the primary teacher training institution and normal schools will be up graded to the colleges of elementary teacher.
- The curricula of the pre-service teacher education programme at PTC, CT, B.Ed and M.Ed levels will be evaluated.

- An Academy of Educational Planning and Management (AEPAM) will be established to provide suitable in-service training facility to vast numbers of administrators and supervisors working at different level of education system.

#### **National Education Policy (NEP – 1992)**

- The salary of primary school teacher will be linked with his qualification.
- The training of teachers will include a comprehensive understanding of new concepts introduced in curriculum.
- A separate unit for organizing teacher training shall be set up by each provincial education department and at federal level.
- Mobile training units may be set up for on the job training of teacher.
- A regular in service training programme will be launched for teacher at all levels.
- A system of incentives will be created to encourage teachers to undergo in-service training.
- A national commission for teacher will be set up for examining the problems of teachers and for suggesting ways and means of their solution.

#### **National Education Policy (NEP – 1998-2010)**

- In-service training on a 3-year cycle basis shall be institutionalized.
- Entry qualification for primary teacher certificate shall be raised from SSC to FA/FSc.
- A new stream of (10+3) Diploma or elementary teachers will be launched.
- Pre-service teacher training shall be reformed by including the revision of the curriculum revamping textbooks and instructional material in the training program.
- Training needs shall be assessed systematically through consultation with teachers and designing programs according to their priority needs.

- Bachelor of Science education and Bachelor of Arts education shall be implemented.
- Special incentive package will be provided to attract and retain talented students into the teaching profession.
- A new cadre of teacher education will be created.

## 2.5 Literacy and Non-formal Basic Education

Non-formal education is defined as “any organized educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning-clienteles and learning objectives. By complementing the formal system of education, which is inadequate to meet the needs of the population, non formal education can help in enhancing the literacy rates through provision of education to out-of-school youth and illiterate adults; extending primary education to out-of-school and drop- out children; and improving the participation of girls, especially in remote and far flung areas. In order to develop new literacy programs and improve the quality of existing ones, it is important to capitalize on information and communications technologies, including social media, websites and national literacy media. In Pakistan, non-formal education is generally provided through Non-Formal Basic Education Community or “home schools”; Adult Literacy/Functional Literacy Centers; Vocational/skill Training Centers/Institutes; and some “Deeni Madrassahs” or religious schools.

Following provisions were made in different education policies of Pakistan.

### **National Education Policy (NEP – 1947)**

- Introducing literacy among the mass literacy.
- Training of adult school teachers.
- Provision of textbooks charters and pamphlet for adult education centre.
- Establishment of adult literacy centers for women with the cooperation of Industrialist, Businessmen and Zamindar.
- Adult literacy campaign

- 50% of adult literacy budget for adult literacy centers for women.

#### **National Education Policy (NEP – 1970)**

- Adaptation of suitable measures for providing functional education to adults and school leavers.
- Provision of work oriented basic education to employee by employers including government.
- Development for non-formal programmes of adult education.

#### **National Education Policy (NEP – 1979)**

- Community resources will be harnessed to promote literacy throughout the country.
- Teaching of the Quran Nazira and literacy skills will be developed in mosque schools.

#### **National Education Policy (NEP – 1992)**

- The literacy programmes shall be implemented through the provincial governments, NGOs and local organization supported by federal government.
- Literacy programmes will be integrated with skill based community development programme.
- Simultaneously monitoring and evaluation of literacy programme must be done.
- The potential of electronic and print media will be fully utilized for literacy movements.
- Adult literacy classes will be an integral component of the evening shifts in primary school.

#### **National Education Policy (NEP – 1998-2010)**

- Non formal system shall be adopted as complementary to formal system.



## **2.6. Curriculum Reforms**

In modern educational systems of the 21st century, learners have become the center of teaching process. Educational courses on languages, literatures, math and sciences are no longer oriented simply towards instruction and memorization but also to making learners acquire the abilities and skills necessary for communication, analysis, syntheses and creativity. It may be noted that the process of curriculum reforms in Pakistan has been introduced as part of the successive series of national education policies.

The following six-phase strategy has been adopted for implementing curriculum change:-

1. Evolution of curriculum objectives (by level);
2. Development of scheme of studies (by level);
3. Development of syllabus of each subject;
4. Development of textbooks/instructional materials;
5. Review/approval of textual material;
6. Teachers training.

The existing Scheme of Studies for Early Childhood Education to Higher Secondary School levels have been reviewed and revised keeping in view the Islamic teachings and ideology of Pakistan, cultural and religious sensitivities in the country and emerging trends like human rights education, population education, environmental education, disaster management, preventive education against HIV/AIDS, peace and value education, inclusive education, preservation of cultural heritage, inter-faith harmony, citizenship and other related aspects.

Following Action Plans were proposed in different education policies of Pakistan.

### **National Education Commission (NEC – 1959)**

- The curriculum at the secondary stage must be based on two principles. First it must provide a compulsory core of subject, to give every pupil the knowledge he needs to live as useful and

happy life in society. Secondly, it should include additional subjects and training to prepare him/her for a definite career.

### **National Education Policy (NEP – 1970)**

- The curriculum should be inspired by Pakistan's national objective.
- The curriculum of elementary schools should be redesigned around basic linguistic and numerical skill and manual to productive work to suit the practice needs of every day life.
- The curriculum at the secondary level should be redesigned with particular emphasis on science and technical subjects to manual arts.
- Physical development of children.
- Each province should have a permanent bureau of curriculum development for continuous evaluation and modification of the curriculum.

### **National Education Policy (NEP – 1979)**

- The entire curricula and textbooks will be reviewed to ensure inclusion of adequate content on Islam, Ideology of Pakistan.
- Integrated curriculum and textbooks will be introduced in classes I and II.
- At the primary stage more weight age will be given to practical work and creative activities.
- The process of curriculum development will be improved by proper emphasis on research studies.
- National/provincial curriculum development agencies, will work in close collaboration and involve adequate number of teaches and students.
- Supplementary reading material for children and teacher guides manuals for teachers will be prepared.
- In order to make teaching learning process more effective, laboratory equipment and instructional aids items will be provided.

### **National Education Policy (NEP – 1992)**

- Primary curriculum for classes' I-III will integrate into two books only.
- First integrating language Islamiyat and science and second basic math.
- The curricula shall encourage enquiry, creativity and progressive thinking through project oriented education.
- The linkage, among curriculum training and examination will be enforced.

### **National Education Policy (NEP – 1998-2010)**

- Uniform curricula for all the public and private schools, shall be adopted gradually.
- All curricula (grade 1-12) shall be revamped making it a systematic whole and linking it to the teacher training and textbooks reform.
- Emerging key issues such as computer literacy, population and environmental educating, health education etc. shall be introduced and integrated in curriculum.
- Revision of curriculum for secondary and higher secondary levels will be initiated.
- Curriculum at secondary stage will be based on two principles.
- First, it will provide a compulsory core of subjects to give every pupil the knowledge useful or a developing society.
- Secondly, it will include additional subjects and training to prepare the students for a definite career.

### **2.7. Quality of Textbook and Learning Material**

Textbooks are a key input towards provision of quality education. Their importance gets more highlighted where teacher quality is poor. Textbooks are a double-edged sword, as their contents may carry multiple and different tools for education, learning, development and analytical critical thinking. In order to achieve the educational objectives, textbooks should be modernized. The textbooks must be learner centered. Modern methods must be used in building courses and selecting the desired

standards in the various educational materials using stimulating methods, colorful illustrations and fine prints to motivate learners to use textbooks. The lack of quality and processes for development of textbooks limits the ability to develop quality textbooks. To overcome the problem, multiple textbooks are prepared.

### **National Textbook and Learning Material Policy 2006**

National Textbook and Learning Materials Policy 2007 was developed to improve the quality of education at all levels through provision of better quality textbooks at affordable prices. Provincial Textbook Boards (PTBB) is responsible for development of text-books according to the approved syllabi. Established lists of textbook writers in various subjects are kept. From these lists, invitations are issued to writers to submit draft materials within the prescribed syllabus parameters. Selections are made on the basis of the quality and relevance of materials submitted to local situations. Finally, the selected materials are transformed into textbooks; the final versions of which are sent to the NBCT for approval.

Following provisions were made in different education policies of Pakistan.

### **National Education Policy (NEP – 1970)**

- In order to produce better textbooks and to allow some diversity in reading material available to students, more than one textbook on a subject should be permitted and private publisher allowed publishing textbooks subject to prior approval by the textbook board.
- The textbook boards should only arrange to publish adequate supplementary reading material and teachers guide.

### **National Education Policy (NEP – 1979)**

- Textbooks boards, will be reorganized to improve quality of textbooks and to ensure their in time availability.
- Professional staff will be recruited in textbook boards for editing, printing production research and development.
- Supply of quality paper at cheaper rates will be arranged for the textbook board.
- The textbooks will be supplied to all the students at the primary level.
- Textbooks boards will provide sufficient subsidy to keep, the prices of the textbooks within the reach of common man.

### **National Education Policy (NEP – 1992)**

- Textbooks will be revised and updated to incorporate new knowledge.
- Curriculum development and book development shall be coordinated.
- Incentives shall be provided to teachers for providing new and attractive learning materials, member use audio video and print media.
- For each course, multiple textbooks may be approved and institutions may be allowed to select any one of these textbooks.
- Private publishers may be encouraged to produce school textbook.

### **National Education Policy (NEP – 1998-2010)**

- Procurement of textbooks shall be non-monopolized along with improving their quality and lowering the cost.
- Multiple textbooks shall be introduced at secondary school level.

## **2.8. Improving Student Assessment**

Assessment is the process of identifying gathering and interpretation information about students' learning. The central purpose of assessment is to provide information on student's achievement and progress and set the direction for ongoing teaching and learning. In Pakistan examinations are conducted to see student assessment. Examinations are of two types (1) Internal examinations conducted by the school management (2) External examinations conducted by Boards of Intermediate and Secondary educations.

Following Action Plans were proposed in different education policies of Pakistan.

### **National Education Commission (NEC – 1959)**

- The system of examination should be recognized and the award of certificate based on the performance of the student in (a) the public examination conducted by the boards of secondary education (75%) and (b) his school record including the result of periodic tests appraised of habits and general behavior (25%).

### **National Education Policy (NEP – 1979)**

- Efforts will be made to eliminate the male practices in the conduct of examination.
- The progress of the students will be determined on the basis of period cum annually examination and continuation systematic internal assessments of the student's achievement general behavior and aptitudes.

### **National Education Policy (NEP – 1992)**

- Internal evaluation will be introduced as a performance indicator along with the results of annual examination.
- All examination papers will be so organized to include objective type questions (30%), short answers (40%) and essay type (30%).

### **National Education Policy (NEP – 1998-2010)**

- Appointment in the examination boards should be on merit basis.
- A uniform schedule, for holding the annual board examination the results and admission shall be adopted.
- Mechanism shall be developed to integrate internal and external assessment.

### **2.9 Co-Curricular and Extra-Curricular Activities**

Co-Curricular Activities are the very important part and parcel of educational institutions to develop the student's personality as well as to strengthen the classroom learning. Co-curricular activities facilitate in the development of various domains of mind and personality such as intellectual, emotional, physical, spiritual, moral and social development. These activities also develop enthusiasm, energetic and positive thinking in students. These makes students perfect in decision making, develop a sense of belongingness and provide motivation for learning. Intellectual aspects of personality are solely accomplished by classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities.

Following provisions were made in different education policies of Pakistan.

### **National Education Commission (NEC – 1959)**

- Training institutions for primary schools teachers should include in their programme the essential elementary of physical education.
- Teachers of physical education should have qualified professionally.

### **National Education Policy (NEP – 1970)**

- Physical education in the form of physical training games and sports should form an integral part of education at all levels.

### **National Education Policy (NEP – 1979)**

- Physical education will be made an integral part of school curriculum.
- Physical education teaching period will be allocated in school.
- Sports and games competition will regularly be held among institutions of same category.
- For the promotion of sport and games, playground will be established with the cooperation of local committees.

### **National Education Policy (NEP – 1992)**

- Physical education, sports and games will be recognized as a high priority area in the education sector.
- Physical education will be a compulsory part of the daily timetable in school.
- National council of sports will be established.
- Scholarship schemes for talented sportsmen will be introduced.
- Electronic media will be used to broadcast attractive programmes on coaching in different games and sports.
- Each institution will hold annual sports to which attendance of all students will be compulsory.
- Physic/medical tests for student will be introduced in all schools.

### **National Education Policy (NEP – 1998-2010)**

- Two periods a week shall be devoted for co-curricular activities in school.
- Inter school sports competitions will be held.
- Regular summer camps in various sports would be held in the summer vacations.



## **2.10 Comparison of National Education Policy 2009 with Provincial Education Sector Plans**

After 18<sup>th</sup> Amendment in the Constitution of Pakistan, all the provinces have prepared their own education sector plans which mostly comprises of action plans as suggested in National Education Policy 2009.

### **2.10.1 Salient Features of Punjab Education Sector Plan**

#### **1. Early Childhood Education (ECE)**

- To increase enrolment in ECE
- To recruit and train ECE teachers
- To establish Resource Centers for ECE
- To create awareness in community for ECE
- To train education managers, head teachers and teachers on ECE.
- To prepare plan and implement expansion of pre-primary ECE programs to 5000 primary schools.

#### **2. Elementary and Secondary Education**

- To develop a mechanism for provision of free and compulsory education to children in terms of Article 25A
- To ensure 100% enrolment and retention in schools.
- To provide missing facilities in schools,
- To provide stipends for girls in middle schools in the poorest districts
- To review curriculum/syllabi to enhance relevance to the world of work
- To establish Science Laboratories in Secondary and Higher Secondary Schools
- To increase enrolment and decrease dropout
- To provide a second chance to drop out children to enter mainstream education.
- To develop formal linkages between the NFE and regular schools

### **3. Teacher Education and Development.**

- To develop an effective monitoring program to check teacher absenteeism
- To prepare a high quality teaching force that can help children develop higher order thinking processes.
- Capacity development of Directorate of Staff Development to undertake regulation of in-service and pre-service teacher education standards and induction trainings.
- Sustainability of Continuous Professional Development programme under the Directorate of Staff Development.
- To introduction of e-learning/ use of technology in teaching practices.
- To develop and implement standards for pre-service and in-service teacher education.
- To design and implement an induction training programme for new teachers.
- Design and prepare material on Health, Hygiene and Nutrition for teachers, head teachers and school councils

### **4. Curriculum and Textbooks**

- To prepare Comprehensive Curriculum Implementation Framework (CIF)
- Curriculum disseminated to school level (public & private) and communities
- To prepare quality textbooks for students
- To implement the curriculum through a comprehensive implementation framework that includes textbooks, teacher training (pre-service & in-service) and assessments.
- Effective implementation of curriculum 2006 to ensure maximum possible achievement of the objectives of the curriculum.
- Capacity development of the School Education Department and Provincial Curriculum Authority

- Enhance expertise in curriculum review and development in the province

## **5. Assessment**

- To review standards for examinations conducted by the Board of Intermediate and Secondary Education.
- Capacity development of Curriculum Authority to develop and manage standards of education.
- Development and implementation of standards for curriculum review.
- Introduction of assessment as a mandatory subject in pre-service teacher education
- Ensure quality assessments in schools as well as in public examinations to encourage a move towards testing of higher order thinking skills.

### **2.10.2 Salient Features of Sindh Education Sector Plan**

#### **1. Early Childhood Education (ECE)**

- To transform Katchi classes into ECE classes
- To increase enrolment in ECE
- To establish model ECE resource centers across the Province
- To recruit ECE teachers
- To train ECE teachers
- To review and revise the ECE curriculum and provide appropriate learning materials
- To support learners' transition from ECE to Class-I (Primary School)

#### **2. Primary and Elementary Education**

- To increase access at Primary level
- To increase access at Middle and Elementary level (Grades I-VIII)
- To move towards inclusive education

- To recruit qualified teachers according to merit and need
- To adopt a set of quality standards for Primary and Elementary Schools
- To increase retention rates and track key educational indicators
- To create demand for education in communities
- To increase the efficiency of Primary and Elementary schools through an effective school-based supervision system
- To improve learning outcomes through implementation of formative assessment in schools
- To conduct research on service delivery gaps at primary and elementary level

### **3. Secondary and Higher Secondary Education**

- To expand the provision of Secondary and Higher Secondary Education to underserved Population.
- To increase enrolment in existing Secondary and Higher Secondary Schools
- To recruit qualified teachers according to merit and needs
- To adopt set of quality standards for Secondary and Higher Secondary schools
- To develop a contextually relevant and broad based curriculum
- To revitalize vocational education within mainstream education, in order to increase employability and feed in to professional institutions
- To facilitate students in their career choices and help with psychological issues
- To strengthen management and supervision capacity for Secondary and Higher Secondary Education
- To improve the examination system at Secondary and Higher Secondary level

### **4. Literacy and Non-formal Basic Education**

- To develop a comprehensive policy for Non-Formal Basic Education and Alternative Learning Path in Sindh

- To improve access to literacy and non-formal education, especially for girls in rural areas
- To improve the quality and relevance of learning through curriculum and learning materials development
- To build the capacity of literacy and NFE teachers to contribute to improved learning outcomes on a continuous basis
- To use innovative, technology based approaches for NFE in partnership with the private sector
- To develop an accreditation and certification mechanism for mainstreaming students from ALP and NFBE programmes
- To allocate mainstreamed budget on a regular basis to strengthen the management

#### **5. Teacher Education and Development.**

- To improve the overall institutional rationalization and management of Teacher Education and Development
- To enhance the provision and quality of Initial Teacher Education (pre-service) in Sindh
- To enhance the provision and quality of Continuous Professional Development (in-service)

#### **6. Curriculum and Assessment**

- To manage for curriculum development and textbook development
- To improve Textbooks for teachers and learners based on new curriculum and in accordance with textbook and materials development policy
- To disseminate new curriculum and its resource materials to all stakeholders
- To improve assessment

### **2.10.3 Salient Features of Khyber Pakhtunkhwa Education Sector Plan**

#### **1. Early Childhood Education (ECE)**

- To enroll students in Kachi class and move upto grade-V in six years
- To expand and improve comprehensive early childhood care and education.
- To introduce and institutionalize formal Early Childhood Education (ECE) at primary school level.
- To introduce a modified curriculum and child-friendly teaching practices, appropriate for children of this age.

#### **2. Elementary and Secondary Education**

- To promote Primary Education for girls in rural, food insecure areas and increase female literacy.
- To increase enrolment, reduce dropouts, and improve attendance and retention rate in selected Girls Primary Schools.
- To reduce absenteeism of female teachers and to enhance their role by frequent interaction with the community
- To involve community for promotion of education especially at elementary level.
- Capacity building of elementary teachers
- To Improve in existing facilities of Teachers Training Institutions
- To declare primary education for all children (boys and girls) as compulsory and free through legal mandate (implementation of 25-A)
- To eliminate gender disparities in primary and secondary education
- Girls' Stipends - Secondary (per student)

#### **3. Literacy and Non-formal Basic Education**

- To improve literacy, numeracy and critical thinking

- To enhance school enrolment, as well as the ratio of female-to-male in the system and literacy rates
- Girls Stipend Programme and Voucher Scheme
- To collaborate with (i) Madaris and (ii) the low cost private sector schools
- To strengthen community level management
- To improve teacher management
- To provide quality education to enable all citizens to reach their maximum potential.

#### **4. Teacher Education and Development.**

- To train school managers and teachers.
- To provide Teachers Guide and Manuals
- To strengthen PTCs
- Construction of local circle offices.
- To involve communities in education

#### **5. Curriculum and Assessment**

- To declare Directorate of Curriculum and Teacher Education (DCTE) as Directorate for Curriculum, Syllabus and Teacher Education.
- To provide free textbooks to all student of Class I-XII.
- To provide library books to schools
- To develop linkages between all levels of education and curriculum.
- To improve examination system with re-introduction of uniform centralized examination system at class VIII and Class V levels.

### **2.10.4 Salient Feature of Balochistan Education Sector**

#### **1. Early Childhood Education**

- Prepare a policy framework for ECE

- To increase awareness among educational planners and implementers
- To recruit separate teachers for ECE classes.
- To provide pre-service training to the ECE teachers in the ECE concept and practices
- To provide separate ECE classroom with configuration required for the dynamics of ECE learning practices
- To link child health and nutrition to the ECE framework.

## **2. Primary and Secondary Education**

- To improve enrolment and retention of children in schools.
- To enhance internal efficiency of existing schools.
- To remove gender gaps prevalent in the current situation.
- To mainstream marginalized groups into regular education system
- To encourage ‘community school approach’ which has following characteristics:

## **3. Literacy and Non-formal Education**

To focus on adolescent and youth literacy

- To improve the current teaching learning material on literacy
- Capacity development to undertake literacy and Alternative Learning Path programmes

## **4. Curriculum**

The following strategic objectives have been targeted by the Balochistan Education Sector Plan:

- Effective implementation of curriculum 2006 to ensure maximum possible achievement of the objectives of the curriculum.



- Capacity development of the education department and related organizations to implement the curriculum and monitor the implementation process.
- Development of provincial capacity to review the curriculum.
- Development of Textbooks
- To adopt and implement Textbooks Policy 2007 for competitive publishing through the private sector
- To prepare textbooks under the SLO based Curriculum 2006

## **5. Improving Teacher Quality**

- To create a system of continuous professional development to ensure all teachers receive ongoing periodic training.
- To develop an ongoing feedback mechanism as well as benchmarks for evaluation.
- To develop formal coordination mechanisms between the PITE and the Directorate of Schools to ensure transparent selection of teachers, realistic needs assessment and feedback on impact in the classroom.
- To enhance provincial capacity to develop, implement and review quality in service teacher training

# Chapter 3

## **METHODOLOGY**

This chapter describes methods and procedure adopted for conducting this study. This study was descriptive in nature and a survey type of research. The following methods and procedures were adopted to carry out this study:-

### **3.1 Respondent of the Study**

The respondents of the study were included all the higher-level Federal , Provincial and Regional Education Managers i.e. Secretaries of Education Departments, Secretary Literacy, Directors and Heads of DSD, FBISE, PEC, TBB, PITE, EDOs, DEOs and other all concerned stakeholders.

### **3.2 Sample of the Study**

The major task of this study was to select such a sample that may be true representative at national level. Therefore, keeping in view the availability of financial and time resources, a stratified random sampling technique was used while making sample selection for the generalization of results to the population in all Pakistan. In order to obtain the required information/data the provincial headquarters of each province and one district from each region was selected. The following Districts/Regions from all over the country were included in the sample for data collection:-

**Table 3.1**  
**Provinces/Regions/District-wise Sample Selection**

<b>S#</b>	<b>Province/Region</b>	<b>Sample Districts</b>
1.	Punjab	Lahore
2.	Sindh	Karachi
3.	Balochistan	Quetta
4.	Khyber Pakhtunkhwa	Peshawar
5.	Azad Jammu & Kashmir	Muzaffarabad
6.	Gilgit Baltistan	Gilgit
7.	Islamabad Capital Territory (ICT)	Islamabad
<b>Total</b>		<b>(7) Seven Districts</b>

### **3.3 Research Instrument of the Study**

The instrument of the study interview was designed to collect data from all the concerned respondents. Pilot testing of the instrument was conducted in Islamabad. In the light of feedback received as a result of pilot testing. Necessary changes were incorporated in the research instrument. Efforts were made to design comprehensive instrument to get relevant information from the respondents included in the sample. Each and every question included in the research instrument was discussed.

### **3.4 Procedure for Data Collection**

The Research Team of AEPAM consisting of two Researchers personally visited each sample Districts to collect data. The team also conducted interviews with the Education Secretaries, Directors and other stakeholders. Every effort was made by the Research Team to collect valid and reliable data.

Using the interview schedule focus group discussions were held with the concerned officers of provincial/regional governments.

# Chapter 4

## **IMPLEMENTATION STATUS OF National Education Policy 2009 BY PROVINCES AND REGIONS**

The implementation status of National Education Policy 2009 on basis of information collection from the provinces and regions in respect of Early Childhood Education, Elementary Education, Secondary Education, Literacy and Non-formal Education, Improving Teachers Quality, Quality in Textbook and Learning Material and Co-Curricular & Extra Curricular Activities the provinces and region wise results are reported below:-

### **PUNJAB**

#### **Early Childhood Education (ECE)**

For the first time in Pakistan's history, ECE was included as a component in Punjab Education Sector Reforms Programme (PESRP) and funding was provided to the Provincial and District governments. ECE was also included in the National Plan of Action of Education for All. Punjab Government also invested in ECE out of its own budget in its Provincial Plan of Action. Government of the Punjab is following NEP-2009. However, the traditional 'Kachi' class in some public sector schools has predominantly remained a familiarization stage towards formal schooling for un-admitted young students.

Following steps have been taken in Punjab for promoting Early Childhood Education (ECE):-

- Free text books, reading material, story books are provided to ECE children.
- Parent's involvement is promoted and they are motivated to send their children to schools.
- International donor agencies and NGOs are encouraged to provide facilities for launching ECE classes in all public sector primary schools.
- Government has introduced and institutionalized formal Early Childhood Education (ECE) at primary school level.
- Funds have been provided to Parent Teacher Council (PTM) to construct additional rooms in primary schools. ECE Rooms have been established in 1225 schools and caregivers have been hired.
- Training have been imported to teachers and head teachers of the concerned ECE schools, members of school councils and education managers of the districts on ECE. Teacher training programs for one and two days have been organized for 1225 ECE schools' teachers.
- Caregivers have been lined in primary schools to facilitate ECE teachers and to look-after kids. Punjab government transferred caregiver's funds of one year in SMC's accounts for 1250 primary schools. Care Givers are appointed on incentive bases scholarship of Rs.3800 per month by School Management Councils.
- Learning environment of the existing classrooms are made more attractive through painting walls with some themes for joyful learning of early year kids,

- A day care centre is established in DSD for look after of kids of female teachers and managers who comes for training in DSD.

A special project for establishment of ECE rooms has been initiated for undeveloped districts. In low developed districts, 1225 ECE additional classrooms have been constructed in existing schools. Teacher training programs for one and two days have been organized for 1225 ECE schools' teachers. Moreover the Resource Centers have also been established in DSD, Lahore. In future ECE rooms will be developed in all the schools in Punjab.

The Punjab government intents to provide ECE rooms to 40% public schools during 2013-15 in phased wise. The details are given below:-

Phase	Duration	Targets
I	2011-2013	20% Govt. Schools with ECE rooms
II	2013-2015	40% Govt. Schools with ECE rooms

#### **Implementation Status of Policy Actions of NEP 2009**

Proposed policy actions	Implementation Status
ECE age group is 3 to 5 years.	This policy action has been implemented
Provision of ECE shall be attached to Primary schools which shall be provided with additional budget, teachers and assistants for this purpose.	ECE classes have been started in a few schools. Parent Teacher Council (PTM) has been provided funds to construct additional rooms in primary schools. ECE Rooms have been established in 1225 schools and caregivers have been hired.
Two yeas specialized training for ECE teachers	This action has not been implemented. However one and two days Teacher training programs have been organized for ECE teachers with the assistance of NGOs and UNESCO

## **Elementary Education**

To achieve the EFA goals the enforcement of Article 25-A of the constitution and promulgation of free and compulsory education Act 2014 are remarkable steps of Punjab government. The major issue at elementary level is sharp reduction in enrolment. The major reason for low enrollment in Elementary schools is the capacity issues. In order to address this problem, the definite way of rapprochement is to enhance access at elementary level by opening more schools and up-grading the existing primary schools where school strength has risen beyond 500 students. Punjab Education Foundation (PEF) has introduced Foundation Assisted School (FAS) model. FAS works on public private partnership model under the aegis of PEF, an Autonomous organization under School Education Department (SED). The Government of Punjab has introduced policy of public private partnership in education. The initiatives were launched in 2004 by an enactment through the provincial legislature i.e. Punjab Education Foundation Act 2004. Through this policy intervention, Government is supporting low cost private schools. Foundation Assisted Schools (FAS) Program was started as a pilot project with 54 schools in 2005 and now 3800 low cost private schools are in partnership with PEF. The provision of service is by private sector with financing by the Government of Punjab.

The target schools under PEF-FAS are financed up to a maximum of Rs.350 per month per student for Elementary Classes and Rs.400 per month per student for Secondary Classes as tuition fees and related/allied charges. The financial assistance to the recipient schools is linked with the satisfactory performance of the schools in Quality Assurance Tests (QAT). The major issue at elementary level is sharp reduction in enrolment. The major reason for low Enrolment in Elementary schools is the capacity issues. In order to address this problem, the definite way of rapprochement is to enhance access at elementary level by opening more schools and up-grading the existing primary schools where school strength has risen beyond 500 students. New inducted teachers get induction training of one month in their relevant Science Subjects, Math, Computer Science and English before joining their jobs in the schools. Forty two thousands teachers have been recruited on merit. Fourteen Daanish residential schools were established in Seven Districts Rahim Yar Khan, Bahawalpur,

Bhawalnager, Mianwali, Attock, Dera Ghazi Khan and Rajanpur of Punjab with enrolment of 5256 students. Daanish schools cater to the overall development of students belonging to the marginalized sections of society with emphasis on academics, sports, physical education mixed with social and cultural activities. Free textbooks, stationary, uniform and food are provided to the students of Daanish schools. Nine Centers of Excellence Day Schools exists in Punjab which will be increased to 72 numbers in 36 Districts of Punjab. Free textbooks, stationary, uniform and food is also provided to the students in these Centers of Excellence Day Schools. These schools are managed by Punjab Daanish Schools and Centers of Excellence Authority. Moreover, a unique tracking number has been issued to primary students so that drop-out can be reduced. Number contains father CNIC number with last two digits added for family order.

Enrolment Emergency Campaign was launched in April, 2014. Consequently 0-9 million more students were enrolled than last year. Original Stipend program for girls was started in 2004, a total at 4, 25000 girl's students benefit from this program annually. Supplemented stipend pilot project (68 schools of District Bhakkar and Kasur) were initiated in June, 2013. An enhanced amount of Rs.900/- per student for IV-VII students and Rs.1200/- per student for class IX-X students are delivered to eligible students per quarter. The coverage of public sector education infrastructure at primary level is a major issue in Punjab. There are serious issues of access especially for girls and there is a dire need to open more schools in remote rural and less privileged urban areas.

#### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
All children shall be brought inside school by the year 2015.	This provision has not been implemented so far.
Official age for primary education shall be 6 to 10 years.	This provision has not been implemented.
Government shall make efforts to provide necessary financial resources to achieve the EFA goals.	The government of Punjab has made effort to achieve this goal but EFA goals have not been achieved.



Wherever feasible, Primary schools shall be upgraded to Middle schools.	This action has been implemented.
High priority to reduce the dropout rate by providing financial and food support to children.	The government has made efforts to reduce drop out rate but did not implement in letter and spirit. Free textbooks have been provided to all students' upto Matric level in all public schools.
Apna Ghar residential schools to provide free quality education to poor students.	This provision has been implemented in seven districts with new name as Danish Schools.
Every child on admission in Grade I shall be allocated an ID.	This action has been implemented.

## Secondary Education

Secondary school has been established in rural areas and further efforts are made to upgrade Elementary/Middle schools to Secondary school on need basis. In Punjab financial support in the form of monthly stipend is granted to the students up to class X to reduce dropout rate. Monthly incentive of Rs.300 to Rs.400 is given to deserving poor girls students of nine divisional headquarters of Punjab. Nine million Rupees budget has been allocated to School Management Councils of 18 undeveloped districts of Punjab for providing missing facilities in schools. From the next financial year this budget will be provided to all districts of Punjab. The subject of technical and vocational education is being dealt by two organizations in Punjab i.e. Technical and Vocation Education Authority (TEVTA) and Punjab Vocational Training Council (PVTC). TEVTA is responsible for apprenticeship program implementation under Apprenticeship Ordinance. TEVTA is also responsible for national level coordination with all Governments and Private Sector Stakeholders. PVTC is another premier institution along with TEVTA in Punjab.

The major source of funding for PVTC is Zakat. Zakat money is being used as a tool for acquisition of skills and economic empowerment. PVTC has pioneered, way to channel Muslim Charity (Zakat) funds to support an effective model of vocational technical training. According to a

survey carried out by Education & Employment Alliance (EEA), United States Agency International Development (USAID) and International Youth Foundation (IYF), carried out recently, PVTC has done remarkable job of improving access to training and employment for young men and woman who lacked the financial resources to receive vocational technical training. PVTC is doing public service to bring deprived segments partnership with PEF. The School Education Department of Punjab is trying to provide the availability of basic facilities such as drinking water, electricity, furniture, toilets etc in all the secondary schools functioning under the public sector. Secondary education is provided to all the children who want to get admission after completion of elementary education.

#### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Secondary schools particularly Girls Secondary schools have been established in rural areas where the ratio of Secondary Schools is low.	This action has been implemented.
Students support shall be increased to prevent students from dropping out of school for financial reasons.	Monthly incentive of Rs.300 to Rs.400 is given to deserving poor girls students of nine divisional headquarters of Punjab.
Counseling facilities shall be made available to students from the elementary level onwards.	This provision has not been implemented so far.
Grades XI and XII shall not be part of the college level	This provision has not been implemented.
A system for ranking of primary and secondary educational institutions across the country shall be introduced with rankings based on result outcomes, extracurricular activities and facilities provided to the students	This provision has not been implemented.

## **Literacy and Non-formal Education**

Punjab is the only province having a dedicated department to deal with literacy and Non Formal Basic Education. Literacy and Non Formal Basic Education Department has already chalked out Ten Year Strategy Plan and has started implementation through different incipient organic initiatives and projects. Punjab has overall literacy rate of 57%, i.e. 61% for males and 48% for females.

Literacy rate however varies being the highest in Rawalpindi and the lowest in Rajanpur.

Four projects have been launched during current year in pursuance of declaration of 2010 as National Year of Literacy:-

- Literacy Program
- Campaign for enhancement of literacy in four districts of Punjab
- Punjab Literacy and Livelihood Programme
- Establishment of 300 Adult Literacy Centers and 200 NFBE Schools at Brick Kilns
- Community Learning Centers Project
- Capacity Building of the Literacy & Non Formal Basic Education Department

A pilot program has been started for literacy and numeracy skill in Lahore district which will be up-scaled from April, 2015. This program will be implemented in all districts in the year 2015-16. National Literacy Curriculum has been developed in Punjab to improve literacy skills and is submitted to competent authorities for approval.

In Punjab there are linkages among Non-formal Education and industry regarding internship programs. In Punjab, financial support in the form of monthly stipend is granted to the students up to class X to bring

child laborer in schools. There are literacy skill program for child laborer (boys & girls) in Punjab.

### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Literacy rate shall be increased up to 86% by 2015.	This provision has not been implemented so far.
Government shall develop a national literacy curriculum.	National Literacy Curriculum has been developed in Punjab to improve literacy skills and is submitted to competent authorities for approval.
A system shall be developed to mainstream the students in non-formal programmes into regular education system,	This provision has been implemented so far.
Provinces and district governments shall allocate a minimum of 3% of education budget for literacy and non formal basic education (NFBE).	This action has not been implemented.
Linkages of non-formal education with industry and internship programmes shall be developed to enhance economic benefits of participation.	Linkage of non-formal education with industry and internship programs has been developed to some extent to enhance economic benefits of participation.
Horizontal linkages between schools and vocational/skills training centers shall be established.	Linkages between schools and vocational training centre have been established to some extent.
Arrangements shall be made to use school buildings (where available) for adult literacy after school hours.	This action has not been implemented.

### **Improving Teachers Quality**

Teachers are recruited on merit. Professional quality of the teacher is being improved. PTC/CT is replaced with ADE/B.Ed (Honors) in order to produce teachers who can teach at elementary and secondary level in

accordance with NEP 2009. Minimum graduation qualification with ADE/B.Ed (Honors) has been fixed for recruitment of teachers in Punjab. No special cadre of specialized trainers to train the teachers has been created so far.

Directorate of Staff Development (DSD) along with its Government Elementary Teachers Training Colleges, University of Education (UOE), and Institute of Educational Research (IER), University of the Punjab, Lahore is imparting pre-service training of the teachers in the Province of Punjab. University of Education, Lahore is a specialized university for the promotion of teacher education. It is offering pre-service degree course such as B.Ed. (Elementary), B.Ed. (Secondary), B.Sc. Ed. (Special Education), B.Ed. (Hons), M.Ed., M.Ed. (Special Education), MA Education, M. Phil Education and Ph.D. Education. Besides University of Education is mandated to conduct final assessment examination of the Education Colleges and Government Elementary Teachers Training Colleges affiliated to it. It awards degrees to their successful candidates.

Continuous Professional Development (CPD) of teachers is absolutely essential for quality education in the educational institutions of the province. Directorate of Staff Development (DSD), Lahore is contributing a lot for the professional development of teachers and education managers in the province of Punjab. Directorate of Staff Development (DSD) along with its Government Elementary Teachers Training Colleges is providing in-service training to teachers and head teachers. DSD is imparting following types of in-service training to teachers and head teachers:

- i) ***Induction Training:*** One month introduction training is provided to newly recruited science teachers, math teachers and English teachers before joining their duties in schools.
- ii) ***Link Promotion Training:*** This training is compulsory for promotion of teachers and head teachers. It is estimated for promotion:

- a) from BPS-16 to BPS-17 and duration of training is four week
  - b) from BPS-17 to BPS-18 and duration of training is four week
  - c) from BPS-18 to BPS-19 and duration of training is six week
  - d) from BPS-19 to BPS-20 and duration of training is eight week
- iii) **Continuous Professional Development (CPD):** This training is provided to the Science, English and Computer teachers for their continuous professional development. Refresher courses of duration two to four weeks are being provided at Tehsil level, District level and at Directorate of Staff Development (DSD). These trainings are to be conducted in summer vacations. Follow up of trainings is also regularly done. These trainings are conducted by Master Trainers in subject contents and teaching pedagogy and supervised by Tehsil and District Education Managers.
- iv) **In-Service B.Ed Training:** For those teachers who are academically high qualified (MSc, M.Phil and Ph.D, etc) and have no professional qualification, Directorate of Staff Development (DSD) arranges in-service B.Ed Training. This training is provided in summer vacations and on weekly holidays in Government Elementary Teachers Training Colleges. B.Ed Degree is awarded by University of Education, Lahore.

The donor agencies have also developed some training modules considering National Curriculum 2006. Continuous Professional Development is working up to primary level and Primary School Teachers are trained using diagnostic, specialized and refresher trainings on annual basis.

### Implementation Status of Policy Actions of NEP 2009

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A Bachelors degree, with a B.Ed shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed shall be ensured by 2018.	This provision has been implemented.
Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.	This provision has not been implemented.
Teacher education curriculum shall be adjusted to the needs of the school Curriculum and scheme of studies.	This provision has been implemented.
A separate cadre of specialized teacher trainers shall be developed	This action has not been implemented.
Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.	This action has been implemented.
All teachers shall have opportunities for professional development through a programme organized on a three-year cyclic basis.	This provision has not been implemented.
In service teachers training in mathematics shall be given with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.	This action has been implemented.
In service teacher training in science shall be based on real life situations, use of science kits and provision of science kits to all schools.	This provision has been implemented.

## Co-curricular and Extra Curricular Activities

### Implementation Status of Policy Actions of NEP 2009:

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Standards shall be developed for co-curricular and extra-curricular activities, including scouting, for all levels of education.	This provision has not been implemented.
Sports activities shall be organized at the Secondary, Higher Secondary, College and University levels.	This provision has been implemented.
A system for monitoring of sports and co-curricular/extra-curricular activities shall be established by all Provincial and Area governments.	This provision has not been implemented.
All schools to organize Sports/PT periods in line with approved scheme of studies 2006.	This action has been implemented.
Regular summer camps in various sports disciplines shall be arranged by educational institutions, during the summer vacations.	This provision has not been implemented.
Annual inter-schools, inter-colleges and inter-universities sports competitions shall be held regularly in all Provinces/Areas.	This action has been implemented.
Performance and interest in sports and other co-curricular activities to be reflected in annual confidential reports (ACRs) of Heads of Educational Institutions.	This action has not been implemented.
Incentives would be offered to Heads of Institutions, performing well in sports and other co-curricular activities at all levels.	This provision has not been implemented.



## **Quality in Textbook and Learning Material**

The functions of Punjab Textbook Board (PTB) are to make arrangements for the production and publication of textbooks. Printing and Publishing of textbooks to be distributed free of cost in Government Schools by Government of the Punjab, tendering process under PPRA is adopted.

For assurance of quality and up-dating the textbooks, continuous review meetings of the authors and eminent scholars are conducted by

Punjab Textbook Board is responsible to ensure:-

- understanding curriculum and pedagogy of the subject;
- developing thematic map of each unit / chapter by including helping & key concepts;
- developing one chapter with illustrations etc. and get it pre tested with the targeted audience;
- making amendments in the 1st draft of the chapter in the light of data received from pre testing;
- developing final draft of one chapter along with illustrations and graphics and taking it to the targeted group for full satisfaction that manuscript would achieve the curriculum target; and
- developing the rest of the chapters in line with the scheme developed for the 1st chapter;

The books are updated keeping in mind the changing scenarios at National and international level. The process of reviewing textbooks involves following steps:

- identification of areas for review / improvement;
- feedback analysis;

- meeting of experts with authors;
- incorporation of suggestions/amendments advised by the subject experts and the authors;
- correction of pre-press materials;
- printing / publication; and
- marketing

### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A well regulated system of competitive publishing of textbooks and learning materials shall be introduced.	This provision has been implemented.
Federal and Provincial / Area Governments shall increase investments in school libraries and supplementary reading, teacher guides, teachers' training and learning materials.	This action has been implemented.
Implementation of the new system of regulated competitive publishing of textbooks and learning materials shall start with the introduction of revised National Curricula 2006.	Government of the Punjab education department adopted National Curriculum 2006.
Textbooks at primary level shall be developed within the context of local cultures.	This action has been implemented.

### **Improving Student Assessment**

Punjab Examination Commission (PEC), Lahore has been mandated to assess Student Learning Outcomes of the students of Grade-V and

Grade-VIII through out Punjab. PEC, therefore, annually conducts exams for these levels. General reputation regarding effectiveness of PEC for assessing SLOs has not been found satisfactory. In Punjab, nine (9) Boards of Intermediate and Secondary Education (BISEs) have been set up for assessing SLOs of the students of Grades IX- XII. In its jurisdiction each Board conducts annual examination for each grade from IX- XII. For making assessment of SLOs there are only two tools i.e. Question Paper and Lab Practical Works in four science subjects. The Boards have certain criteria to set Question Paper. So far, assessment is mainly Textbook-contents based and not the curriculum based.

The students are supposed to depict their learning outcomes within three hours examination. Evaluation of performance of students is made by the selected working teachers. The Boards are feeling constrained not having well trained paper setters and evaluators. The BISE, Lahore has arranged a few trainings regarding paper setting and making evaluation but other Boards are not doing so. It has been observed that there is great need to provide specialized training occasionally to those who are supposed to set question papers and those who are to evaluate performance. The formative assessments and annual assessments for promotion to next grade of students in Grades I-IV and VI-VII are made by concerned schools themselves. There are number of measures adopted by BISE, Lahore to avoid unfair means in examinations. Department of Staff Development (DSD), Lahore has introduced a system for monthly assessment for grade 3-5 and is implementing successfully. DSD conducts six assessments in one academic year and on the basis of outcomes of these assessments they make raking of performance of concerned teachers.

Following tools are applied to assess Learning Outcomes (knowledge, comprehension/under-standing, application, analysis, synthesis, evaluation):

- 20 % objective type questions(from textbooks) are given
- 30 % short-answer/short note are given
- 50 % essay type questions are used

However, there is one drawback which has not yet been addressed. Most of the question papers cover only knowledge/comprehension while

the cognitive aspects such as application, analysis, synthesis and evaluation are generally missing except in subjects carrying practical exams. Standardized examination system at elementary level has been established in Punjab. Punjab Examination Commission (PEC), Lahore has been mandated to assess SLOs of the students of Grade-V and Grade-VIII through out Punjab.

Marking of papers is done on the basis of designed answer sheets and keys. Evaluators use the centralized marking system. Subject specialist panel is organized as:

- Head- Examiner
- Sub- head Examiner
- Assistant checkers

The Boards have certain criteria to set Question Paper. So far, assessment is mainly Textbook- contents based and not the curriculum based. The students are supposed to depict their learning outcomes within three hours examination. Evaluation of performance of students is made by the selected working teachers. In order to standardize the performance of high-performers. The Boards are feeling constrained not having well trained paper setters and evaluators. The BISE, Lahore has arranged a few trainings regarding paper setting and making evaluation but other Boards are not doing so.

### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation</b>
Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stakes examinations.	This provision has been implemented.
National standards shall be developed to reduce the differences in quality across regions.	This action has been implemented.

Examination systems shall be standardized to reduce differentials across students appearing in different boards of examinations, either through gradual reduction of the number of boards.	This provision has been implemented.
The Examination boards shall be responsible for capacity building of paper setters and examiners.	This action has been implemented.
A comprehensive plan shall be prepared to eliminate cheating and use of other unfair means from examinations.	This provision has been implemented.
A quality cycle management shall link the various systems of assessment and institutions involved in assessment (examinations, NEAS/PEACE, continuous assessment) to provide feedback to curriculum development, textbooks development and teacher education and professional development.	This action has not been implemented.

## **SINDH**

### **Early Childhood Education (ECE)**

Sindh Reform Support unit is working in provision of ECE in Sindh Province. Recently, the Government of Sindh has developed the Sindh Education Sector Plan (SESP) 2014-2018. The focused of this sector plan was on the following:

- i) To develop ECE policy and minimum standards (e.g. space, enrolment, teacher requirements, teaching and learning materials, etc.)
- ii) To establish ECE Resource Centers through a phased approach, focusing initially on the most vulnerable population across the province and transforming 8,000 Kachi into ECE classes.
- iii) To establish an ECE teachers' cadre (recruit and train 8,121 teachers).
- iv) To review and revise the ECE curriculum and ensure the provision of teaching and learning materials, as prescribed in the ECE-Curriculum.
- v) To support learners' transition from home to school and from ECE to Class 1 (Primary).

It is pertinent to mention here that Sindh government is making efforts to implement proposed actions regarding ECE in the local context.

Following steps have been taken for promoting ECE after NEP 2009:

- National Child Friendly School Standards were established and a declaration was signed. This indicates a testament to Sindh commitment to ensuring that provincial education systems and

schools will serve the communities and their future: to promote ECE. Efforts are to be made for providing child friendly schools in urban and rural areas.

- Sindh Education Sector Plan was developed for formalizing and streamlining ECE in Public Schools in the Province.

ECE Policy and Standards development was initiated in 2014 via a consultative process involving seminars, dialogues, workshops and conferences with relevant stakeholders. Sindh’s vision, objectives and post-2015 targets for ECE have been identified and the ECE National Curriculum 2007 is being implemented. The ECE Policy document is in the final phase along with an ECE implementation plan that is to be approved within two months. The achievable targets/ objectives for ECE were made part of the five years Sindh Education Sector Plan, a comprehensive policy was developed for first time. The representative of Government of Sindh presented policy of the government regarding ECE in the Asia-Pacific Regional Network (ARNEC) Conference on “Early Childhood Development on the Global Agenda – Building partnerships for sustainability and harmony” presenting on ECE status, trends and targets. It about 20 % schools, ECE trained teachers were appointed. ECE teacher training plan worked out by Government of Sindh is given below:

<p><b>To train ECE teachers</b></p>	<ul style="list-style-type: none"> <li>• Implementation of ECE certification/diplomas for teachers</li> <li>• Engaging PITE and Private sector for ECE teachers’ professional development</li> <li>• Teachers training will be done in phases</li> </ul>	<ul style="list-style-type: none"> <li>• 8,121 ECE teachers will be trained by Dec 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Design comprehensive ECE teachers’ professional certification</li> <li>• Identify key institutions for training</li> <li>• Develop a comprehensive plan for training</li> <li>• All sanctioned ECE teachers undergo Professional Development by 2016</li> </ul>
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### **Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
ECE age group is 3 to 5 years.	This action has been implemented.
Provision of ECE shall be attached to Primary schools which shall be provided with additional budget, teachers and assistants for this purpose.	ECE classes have been started in some schools. However additional budget, teachers and assistants for this purpose has not been provided.
Two years specialized training for ECE teachers.	This action has not been implemented.

### **Elementary Education**

Right to Free and Compulsory Education for all students from 5 years to 16 years – RTFE Act/ Article 25A is passed in Sindh Assembly which ensures:-

- i) Provision of basic facilities and additional resources to all the schools;
- ii) School Management Committee grants to mobilize communities in bringing children to school for shared responsibility and accountability;
- iii) Enhancement in school specific budgets for all the schools on need basis to ensure quality based learning;
- iv) distribution of free Text Books is ensured in all the schools to reduce the burden on families in terms of educational expenses and encourage them to send their children in the schools and
- v) school consolidation Grants are given to the schools which are merged with adjacent/nearby schools to ensure provision of bigger and better schools for increased enrollment, retention and quality of education.



### **Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
All children shall be brought inside school by the year 2015.	This provision has not been implemented.
Official age for primary education shall be 6 to 10 years.	This provision has not been implemented.
Government shall make efforts to provide necessary financial resources to achieve the EFA goals.	The government of Sindh has made effort to achieve this goal but EFA goals have not been achieved.
Wherever feasible, Primary schools shall be upgraded to Middle schools.	This action has been implemented.
High priority to reduce the dropout rate by providing financial and food support to children.	The government has made efforts to reduce drop out rate but did not implement in letter and spirit. Free textbooks have been provided to all students' upto Matric level in all public schools.
Apna Ghar residential schools to provide free quality education to poor students.	This action has not been implemented.
Every child on admission in Grade I shall be allocated an ID.	This action has not been implemented.

### **Secondary Education**

Schools (From Primary/Elementary to Secondary/Higher Secondary) are up-graded on need base. Additional resources (Human, Financial, Infrastructure & Missing basic facilities) are provided in the schools. National Curriculum 2007 is being reviewed and updated in relevant context. Free Text Books are distributed to all students. Stipends are distributed to girl students to increase transition. Professional Degrees, Specialized Courses & CPD courses are introduced for teachers.

Standardized Achievement Tests (SAT) are introduced to ensure the provision of the quality education. Education is free for all as per the Article 25A of Right to Free and Compulsory Education Act was passed by Sindh Assembly in 2014. Proposal is under consideration for the inclusion of technical and vocational courses in general education stream.

Since the year 2009-10, the strategy has been adopted to provide grants for the basic missing facilities. An amount of Rs. 100 Million to each district have been allocated for prioritizing the high enrolment schools. The basic facilities include:-

- Boundary Wall
- Washrooms Facility
- Drinking Water Facility
- Electricity

In addition, to ensure provision of the above mentioned facilities, the schools are provided with several other grants through different programs namely:

- i) School Specific Budgets – Need based grants on annual basis
- ii) School Management Committee Funds –Based on enrolment & number of class rooms on annual basis.
- iii) School Consolidation Grants: One time grant for the merged schools for the process of consolidation.
- iv) Top Grants – for provision of required infrastructure on need basis.

The enrolment growth in 2009-10 was 23% which increased up to 26% 2014-15 in the secondary schools in the province of Sindh. This indicates that some progress have been achieved in secondary education after 2009.

### **Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Secondary schools particularly Girls Secondary schools have been established in rural areas where the ratio of Secondary Schools is low.	This action has been implemented.
Students support shall be increased to prevent students from dropping out of school for financial reasons.	Girl's stipends have been given to girl's students to prevent students from dropping out of schools for financial resources.
Counseling facilities shall be made available to students from the elementary level onwards.	This provision has not been implemented.
Grades XI and XII shall not be part of the college level.	This action has not been implemented.
A system for ranking of primary and secondary educational institutions across the country shall be introduced with rankings based on result outcomes, extracurricular activities and facilities provided to the students.	This provision has not been implemented.

### **Literacy and Non-formal Education**

Government of Sindh recently developed the Sindh Literacy Plan 2010- 2015 with a vision of 'Literate, educated and prosperous Sindh province'. Considering the extremely high rate of illiteracy in the province and huge disparities between urban and rural, rich and poor, men and women, efforts are made to reduce these disparities.

Innovative Literacy Programs run by Allama Iqbal Open University has been customized to the particular needs of learners in Sindh. National Literacy Curriculum and identification of instructional material, teacher training modules and professional development programs are in process, which will be implemented very soon.

There is literacy skill program for child laborer (boys & girls) in Sindh. Teacher training modules and professional development programs have been designed which are to be implemented in Sindh Province. As far literacy calculation is concerned, PSLM is used to report literacy.

### **Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Literacy rate shall be increased up to 86% by 2015.	This provision has not been implemented.
Government shall develop a national literacy curriculum.	This provision has not been implemented.
A system shall be developed to mainstream the students in non-formal programmes into regular education system,	This provision has been implemented.
Provinces and district governments shall allocate a minimum of 3% of education budget for literacy and non formal basic education (NFBE).	This action has not been implemented.
Linkages of non-formal education with industry and internship programmes shall be developed to enhance economic benefits of participation.	Linkage of non-formal education with industry and internship programs has been developed to some extent to enhance economic benefits of participation.
Horizontal linkages between schools and vocational/skills training centers shall be established.	Linkages between schools and vocational training centre have been established to some extent.
Arrangements shall be made to use school buildings (where available) for adult literacy after school hours.	This action has not been implemented.

### **Improving Teacher Quality-**

Professional qualification for recruitment has been enhanced in Sindh. Government has enhanced Professional qualification of teachers to B.Ed for secondary education in Sindh. PTC and CT Courses are eliminated for new recruitment. New teachers' training program i.e. two years Associate Degree in Education (ADE) and 4 years B.Ed Honors etc

are introduced. Restructuring of Teaching Cadre based on grades, redefining the promotional pattern and the professional qualifications is has been reviewed. Recruitment rules have been revised by introducing high grades as per the new professional degree. Launching of the Teacher licensing is introduced as the pre-requisite of the professional teachers. Special cadre of specialized trainers has been created to train the teachers. Teachers Education & Development Authority – (STEDA) is being established which is a separate entity for teacher’s education and development initiatives/programs and to cater any other matters related to Teacher’s Education.

STEDA is working on Continuous Professional Development (CPD) framework through an accreditation system for school based trainings, Online Trainings, Institution wise trainings and Distance learning etc. Special cadre of specialized trainers to train the teachers has been created. Phase-wise short courses for teachers in service Orientation Workshops / Induction Trainings includes;

- i) Provision of printed material
- ii) Project based trainings.

This program is in process and the (STEDA) Sindh Teachers Education & Development Authority is working on it.

**Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A Bachelors degree, with a B.Ed., shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed., shall be ensured by 2018.	This provision has been implemented.
Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.	This provision has not been implemented.

Teacher education curriculum shall be adjusted to the needs of the school Curriculum and scheme of studies.	This provision has been implemented.
A separate cadre of specialized teacher trainers shall be developed.	This action has not been implemented.
Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.	This action has been implemented.
All teachers shall have opportunities for professional development through a programme organized on a three-year cyclic basis.	This provision has not been implemented.
In service teachers training in mathematics shall be given with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.	This action has been implemented.
In service teacher training in science shall be based on real life situations, use of science kits and provision of science kits to all primary and middle schools.	This provision has been implemented.

### **Co-curricular and Extra Curricular Activities**

#### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Standards shall be developed for co-curricular and extra-curricular activities, including scouting, for all levels of education.	This provision has not been implemented.
Sports activities shall be organized at the Secondary, Higher Secondary, College and University levels.	This provision has been implemented.

A system for monitoring of sports and co-curricular/extra-curricular activities shall be established by all provincial and area governments.	This provision has not been implemented.
All schools to organize Sports/PT periods in line with approved scheme of studies 2006.	This action has been implemented.
Regular summer camps in various sports disciplines shall be arranged by educational institutions, during the summer vacations.	This provision has not been implemented.
Annual inter-schools, inter-colleges and inter-universities sports competitions shall be held regularly in all Provinces/Areas.	This action has been implemented.
Performance and interest in sports and other co-curricular activities to be reflected in annual confidential reports (ACRs) of Heads of Educational Institutions.	This action has not been implemented.
Incentives would be offered to Heads of Institutions, performing well in sports and other co-curricular activities at all levels.	This provision has not been implemented.

### **Quality in Textbook and Learning Material**

Government of Sindh has taken a major initiative of distribution of free textbooks to all the students in all government schools. From 2005-6 this incentive has been vertically expended till class X and an amount of Rs. 609 Million was earmarked for this purpose in the budget for 2005-06 which was repeated in financial year 2006-07. Enrolment increasing trend for the last few years have shown a positive correlation in the wake of this incentive. The Sindh Textbook and Learning material policy goal is to improve the quality and relevance of education at all levels through quality textbooks and learning material at affordable prices so that all our children (Early years to grade XII) receive a quality education and are empowered to participate effectively and productively in the society. The objectives are of text book and Learning Material Policy as follows:

- (i) Define fundamental principles and standards for timely development, approval, and availability of textbooks and learning material;
- (ii) establish performance and service standards to improve efficiency and effectiveness at every stage of textbook and learning material supply chain processes (authorship, production, printing, distribution);
- (iii) define quality assurance frameworks for textbooks and learning material production and review / evaluation;
- (iv) Establish transparent and competitive procedures by which textbooks and learning material for free distribution to public and low cost private schools are developed, produced, printed and distributed to ensure best value for money.
- (v) Matric tech scheme at Secondary level has not been introduced in Sindh.

**Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A well regulated system of competitive publishing of textbooks and learning materials shall be introduced.	This provision has been implemented.
Federal and Provincial / Area Governments shall increase investments in school libraries and supplementary reading, teacher guides, teachers' training and learning materials.	This action has been implemented.
Implementation of the new system of regulated competitive publishing of textbooks and learning materials shall start with the introduction of revised National Curricula 2006.	Government of the Punjab education department adopted National Curriculum 2006.



Textbooks at primary level shall be developed within the context of local cultures.	This action has been implemented.
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### **Improving Student Assessment**

At primary level the assessment mechanisms are as follows:

- (i) School Exams / Summative Assessments
- (ii) Standardized Achievement test to assess student assessment learning quality.

However, at the Secondary & Higher Secondary level Board exams are taken annually.

- (i) End of year Assessment – Summative Assessments, Performance Assessments, Standardized Tests and Diagnostic Assessments tools are used for assessments.

In Sindh no standardized examination system at elementary level has been established. The Standardized Achievement Test (SAT) in Sindh is a reform initiative established in 2011 by the Government of Sindh through the Reform Support Unit, to develop transparency in the student assessment, achievement and teacher performance process. The test is focused on key transitional Classes of V to VIII, within all government schools, highlighting region, district and school outcomes in the fields of Language, Mathematics and Science. PEACE reviews SAT from its inception to its administration and the third phased of SAT 2014-15 is currently scheduled for January 2015. Department, Government of Sindh has targeted to orient 24,000 primary School teachers in the year 2015 regarding SAT.

**Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stakes examinations.	This provision has been implemented.
National standards shall be developed to reduce the differences in quality across regions.	This action has not been implemented.
Examination systems shall be standardized to reduce differentials across students appearing in different boards of examinations, either through gradual reduction of the number of boards.	This provision has not been implemented.
The Examination boards shall be responsible for capacity building of paper setters and examiners.	This action has been implemented.
A comprehensive plan shall be prepared to eliminate cheating and use of other unfair means from examinations.	This provision has been implemented.
A quality cycle management shall link the various systems of assessment and institutions involved in assessment (examinations, NEAS/PEACE, continuous assessment) to provide feedback to curriculum development, textbooks development and teacher education and professional development	This action has not been implemented.

## **KHYBER PAKHTUNKHWA**

### **Early Childhood Education (ECE)**

Khyber Pakhtunkhwa issued notifications to admit four plus age group in all public sector primary schools. The early-childhood and Kachi class are included in primary education. Consequently primary cycle consists of seven grades instead of five grades. Besides, there is a class of un-admitted students which exists in almost every public sector primary school. These children usually come to school along with their siblings. The parents send them to schools to familiarizing them with school environment. Khyber Pakhtunkhwa government is facing 3.5 million out of school children problems; therefore government is taking every possible step to bring these children in schools.

It is further stated that NGO, Save the Children has started ECE program in five districts and 100 schools from each district were selected to start ECE classes.

Following steps have been taken in Khyber Pakhtunkhwa for promoting ECE:-

- Corporal punishment for ECE students has been completely discarded.
- Free text books, reading material, story books are provided to ECE admitted children.
- Parents' involvement is promoted and they are motivated to send their children to schools.
- International donor agencies and NGOs are encouraged to provide facilities for launching ECE classes in all public sector primary schools.
- Government has introduced and institutionalized formal Early Childhood Education (ECE) at primary school level.

- Moreover, Parent Teacher Council (PTM) has been provided funds to construct additional rooms in primary schools.

More than 400 ECE rooms will be constructed in the current year i.e. 2015. The primary education sub-sector has traditionally been the main target of government efforts in its pursuit of UPE. However, there are serious societal and cultural issues which caused an unwillingness of many families to send all their children to school.

Save the Children (NGO) implemented ECE in Khyber Pakhtunkhwa with an overall goal to improve educational outcomes and access for children in government schools by increasing opportunities for learning and development and by improving transition into primary school. This program proposes to directly address the Khyber Pakhtunkhwa education sector plan and thereby improve provincial government ability to sustainably extend the right of education to all children. Teacher training programs for one and two weeks have been organized for 500 ECE schools' teachers. Moreover the Resource Centers have also been established in PITE, Peshawar.

#### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
ECE age group is 3 to 5 years.	This provision has been implemented.
Provision of ECE shall be attached to Primary schools which shall be provided with additional budget, teachers and assistants for this purpose.	This provision has been implemented in some Primary schools. In five low developed districts, 100 ECE additional classrooms have been constructed in existing schools.
Two years specialized training for ECE teachers.	This action has not been implemented.

## **Elementary Education**

Elementary education forms the bulk of educational provisions in public sector in education. Through Elementary Education Foundation (EEF), the government is trying to promote private participation in educational provisions along with public private partnerships.

The primary education sub-sector has traditionally been the main target of government efforts in its pursuit of UPE. The Education Department of Khyber Pakhtunkhwa is providing Elementary Education to all the children (Boys & Girls). Efforts are made to give admission to all the children who are promoted from Grade 5 to Grade 6 in elementary schools. It is further supplemented by starting enrollment campaign in the month of March and April to give admission to all the children of age 5+ so that EFA Goals may be achieved. The Primary schools which are feasible for up gradation to elementary school are being upgraded as per needs and demand of the local community.

In Khyber Pakhtunkhwa, communities are being involved in education to increase access, reduce drop-outs and improve school facilities. Further incentives are provided to increase access and participation of girls in main stream education through free textbooks, stipends for girls at secondary level and scholarships. Hostel facilities for female teachers are provided where possible to facilitate female teachers. In spite of the all time efforts of the Government of Khyber Pakhtunkhwa drop-out at elementary education is still a big problem, which needs to be addressed. Primary schools on need base criteria are upgraded to elementary/middle level. About 220 primary schools have been upgraded to middle level. Consequently, enrollment is increased. Government is making efforts to provide missing facilities and to make attractive learning environment for improving quality education and to improve retention rate especially for girls in Khyber Pakhtunkhwa.

### Implementation Status of Policy Actions of NEP 2009

<b>Proposed policy actions</b>	<b><i>Implementation Status</i></b>
All children shall be brought inside school by the year 2015.	This provision has not been implemented.
Official age for primary education shall be 6 to 10 years.	This provision has not been implemented.
Government shall make efforts to provide necessary financial resources to achieve the EFA goals.	The government of Punjab has made effort to achieve this goal but EFA goals have not been achieved.
Wherever feasible, Primary schools shall be upgraded to Middle schools.	This action has been implemented.
High priority to reduce the dropout rate by providing financial and food support to children.	The government has made efforts to reduce drop out rate but did not implement in letter and spirit. Free textbooks have been provided to all students' upto Inter level in all public schools.
Apna Ghar residential schools to provide free quality education to poor students.	This action has not been implemented.
Every child on admission in Grade I shall be allocated an ID.	This action has not been implemented.

### Secondary Education

Secondary school have been established in rural areas and further efforts are made to upgrade elementary/middle schools to secondary school where there is need emerged by the local community. No special steps have been taken to provide life skills education at Secondary level. Technical and Vocational Education is working under Industries Department in Khyber Pakhtunkhwa. Hence, Technical and Vocational Education is provided to the students who are willing to get TVE (Technical and Vocational Education). The services in Technical Education are constrained by limited funding which means that Over 90% of expenditure is on salaries and there is limited scope for applied work. Many Courses are still

run along traditional lines and the Government is committed to Improving the scope and content of technical education to match more closely the needs of employers in Khyber Pakhtunkhwa. The Elementary & Secondary Education Department of Khyber Pakhtunkhwa is trying to provide the availability of basic facilities viz pure drinking water, electricity, furniture, toilets etc in all the secondary schools functioning under the public sector. Secondary education is provided to all the children who want to get admission after completion of elementary education.

### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Secondary schools particularly Girls Secondary schools have been established in rural areas where the ratio of Secondary Schools is low.	This action has been implemented.
Students support shall be increased to prevent students from dropping out of school for financial reasons.	All girls' students reading in public schools from 6th to 10th are given stipends as incentive to continue their studies.
Counseling facilities shall be made available to students from the elementary level onwards.	This provision has not been implemented.
Grades XI and XII shall not be part of the college level.	This provision has not been implemented.
A system for ranking of primary and secondary educational institutions across the country shall be introduced with rankings based on result outcomes, extracurricular activities and facilities provided to the students.	This provision has not been implemented.

### **Literacy and Non-formal Education**

Non formal education and adult literacy is taken care by the Elementary Education Foundation in Khyber Pakhtunkhwa. The sector suffers from lack of funds, lack of capacity and human resource. The sector

also suffers from low quality provisions and difficulty in mainstreaming. In Khyber Pakhtunkhwa National Literacy Curriculum has not been adopted to impart literacy skills. Non-formal Education in Khyber Pakhtunkhwa is the mandate of Elementary Education Foundation (EEF). The Elementary Education Foundation (EEF) in Khyber Pakhtunkhwa was established in 2002 to strengthen elementary education in the private sector in line with the education policy of the government. EEF's mandate was also extended to plan and implement literacy programmes in Khyber Pakhtunkhwa more systematically.

The function of the EEF is to take measures for the promotion, improvement and financing of education and development of human resources in the province by strengthening elementary education institutions in the private sector. There is a steady progress in non-formal Education from 2001-02 to 2008-09 but a fall has been noticed in 2010-11. The NEF has since been closed. The Elementary Education Foundation, Khyber Pakhtunkhwa has however been tasked to help improve literacy by opening non-formal basic schools for dropout children of primary schools. In Khyber Pakhtunkhwa there are linkages among Non-formal Education and industry regarding internship program. In Khyber Pakhtunkhwa financial support in the form of monthly stipend is granted to the students up to class X to bring child laborer in schools. There are literacy skill program for child laborer (boys & girls) in Khyber Pakhtunkhwa. No such policy has been adopted to provide training to literacy teachers. The literacy in Khyber Pakhtunkhwa has been improved after 2009.

#### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Literacy rate shall be increased up to 86% by 2015.	This provision has not been implemented.
Government shall develop a national literacy curriculum.	This action has not been implemented.
A system shall be developed to mainstream the students in non-formal programmes into regular education system.	This provision has been implemented.



Provinces and district governments shall allocate a minimum of 3% of education budget for literacy and non formal basic education (NFBE).	This action has not been implemented.
Linkages of non-formal education with industry and internship programmes shall be developed to enhance economic benefits of participation.	This provision has not been implemented.
Horizontal linkages between schools and vocational/skills training centers shall be established.	This provision has not been implemented.
Arrangements shall be made to use school buildings (where available) for adult literacy after school hours.	This action has not been implemented

### **Improving Teachers Quality**

Professional quality of the teacher is being improved by providing in-service teacher training. CT/PTC is replaced with ADE of two years in accordance with NEP 2009 B.Ed (Honors) has been introduced in Khyber Pakhtunkhwa in consultation with the Elementary and Secondary Education Department in order to produce teachers who can teach at elementary and secondary level. Professional qualification for recruitment has been enhanced in Khyber Pakhtunkhwa. Government has increased Professional qualification of B.Ed for secondary teachers in Khyber Pakhtunkhwa

The duration of teachers training programme varies according to the needs of the teachers. Sometime the training programmes are organized for one week and sometime one to two week. These training programmes are organized with the financial assistance and collaboration with different organizations i.e. UNICEF, UNESCO, UNDP, UNFPA, NORAD, GTZ and different Governmental and Non Governmental Organizations. These training programmes are also organized in NISTE in Islamabad. It is further stated that separate in-service teacher training programmes are organized for elementary teacher from grade I-VIII, and secondary teacher from grade IX to XII. The donor agencies have also developed some training modules considering National Curriculum 2006. Hence, no development programme

for teacher has been developed for three years cycle basis as per requirement of National Education Policy 2009. Additional 50% salary allowance is granted for teachers in rural and hard areas of Khyber Pakhtunkhwa. Additional salary allowance is granted to female teachers serving in underdeveloped and rural areas in Khyber Pakhtunkhwa.

### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A Bachelors degree, with a B.Ed., shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed., shall be ensured by 2018.	This provision has been implemented.
Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.	This provision has not been implemented.
Teacher education curriculum shall be adjusted to the needs of the school Curriculum and scheme of studies.	This provision has been implemented.
A separate cadre of specialized teacher trainers shall be developed	This action has not been implemented.
Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone	This action has been implemented
All teachers shall have opportunities for professional development through a programme organized on a three-year cyclic basis	This provision has not been implemented.
Arrangements shall be made to use school buildings (where available) for adult Literacy after school hours.	This action has not been implemented

In service teachers training in mathematics shall be given with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills	This action has been implemented
In service teacher training in science shall be based on real life situations, use of science kits and provision of science kits to all primary and middle schools	This provision has been implemented so far

### **Co-curricular and Extra Curricular Activities**

#### **Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Standards shall be developed for co-curricular and extra-curricular activities, including scouting, for all levels of education.	This provision has not been implemented.
Sports activities shall be organized at the Secondary, Higher Secondary, College and University levels.	This provision has been implemented.
A system for monitoring of sports and co-curricular/extra-curricular activities shall be established by all provincial and area governments.	This provision has not been implemented.
All schools to organize Sports/PT periods in line with approved scheme of studies 2006.	This action has been implemented.
Regular summer camps in various sports disciplines shall be arranged by educational institutions, during the summer vacations.	This provision has not been implemented.
Annual inter-schools, inter-colleges and inter-universities sports competitions shall be held regularly in all Provinces/Areas.	This action has been implemented.

Performance and interest in sports and other co-curricular activities to be reflected in annual confidential reports (ACRs) of Heads of Educational Institutions.	This action has not been implemented.
Incentives would be offered to Heads of Institutions, performing well in sports and other co-curricular activities at all levels.	This provision has not been implemented.
To provide incentive and to encourage development of Sports at grassroots level, quota for admission to educational institutions on sports basis shall be enforced.	This action has not been implemented.

### **Quality in Textbook and Learning Material**

In 2007 a National Textbooks and Learning Materials Policy and Plan of Action were developed and notified by the Federal Government in consultation with all provinces. The core objective of the policy was to introduce a system of competitive publishing for provision of quality textbooks at affordable prices. The implementation of this policy was to begin with the implementation of the new curriculum 2006. Under the new National Textbook Policy, emphasis has been given to the role of private sector publishing, with the provincial textbook boards having the role of regulating, facilitating, and monitoring the production of textbooks by private publishers. Khyber Pakhtunkhwa has adopted this Textbook Policy. Khyber Pakhtunkhwa Text Book Board published text books according to approved curriculum. Supplementary Learning Materials are also developed by the Khyber Pakhtunkhwa Text Book Board in light of curriculum 2006. The provincial government under the articles of the new policy has the discretion to set the time frame keeping in mind the local conditions, training programmes, and other influencing factors.

All the textbook boards and publishers must adhere to:

- i) Introducing the new textbook development policy;

- ii) setting up the Inter-Provincial Standing Committee on Textbook Policy;
- iii) reform and capacity development of textbook boards;
- iv) development of textbooks by publishers;
- v) submission of manuscripts, review and approval process;
- vi) supporting the development of textbooks by publishers;
- vii) development of school reading and learning materials (other than textbooks) by publishers;
- viii) printing, marketing, sale and distribution

#### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A well regulated system of competitive publishing of textbooks and learning materials shall be introduced.	This provision has been implemented.
Federal and Provincial / Area Governments shall increase investments in school libraries and supplementary reading, teacher guides, teachers' training and learning materials.	This action has been implemented.
Implementation of the new system of regulated competitive publishing of textbooks and learning materials shall start with the introduction of revised National Curricula 2006.	Government of the Khyber Pakhtunkhwa education department adopted National Curriculum 2006.
Textbooks at primary level shall be developed within the context of local cultures.	This action has been implemented

## **Improving Student Assessment**

In Khyber Pakhtunkhwa, eight Boards of Intermediate and Secondary Education (BISEs) have set up for assessing the students learning outcomes of grades 9-12. In its jurisdiction each Board conducts annual examination for each grade from 9-12. For carrying out assessment of Student Learning Outcome (SLO), there are only two tools i.e. Question Paper and Lab Practical Works in four science subjects.

Different processes of assessments conducted by institutions are:

- Multiple sets of question papers are prepared
- Papers are printed one day before examination / assessment
- Papers and exam material are provided early in the morning at the exam centre
- Three officers are responsible for maintaining secrecy
  - Chairman BISE
  - Controller of Examinations
  - Composer/Proof reader
- Papers are marked on the premises of BISEs
- Examiner must be a subject teacher of a particular subject
- Assessment process is monitored through CC camera by Chairman BISE, Peshawar.

Boards have certain criteria to set a Question Paper. So far, assessment is mainly Textbook- contents based and not curriculum based. Students are supposed to depict their learning outcomes within three hours examination. Evaluation of performance of students is made by the selected working teachers. In order to standardize the performance of high-performers Inter-Board evaluation is also got done.

Following tools are applied to assess Learning Outcomes (knowledge, comprehension/under-standing, application, analysis, synthesis, evaluation):

- 20 % objective type questions(from textbooks) are given
- 30 % short-answer/short note are given
- 50 % essay type questions are used

However, there is one drawback which has not yet been addressed. Most of the question papers cover only knowledge/comprehension while the cognitive aspects such as application, analysis, synthesis and evaluation are generally missing except in subjects carrying practical exams. Standardized examination system at elementary level has not been established in Khyber Pakhtunkhwa. Evaluators use the centralized marking system. Subject specialist panel is organized as:

- Head- Examiner
- Sub- head Examiner
- Assistant checkers

Marking of papers is done on the bases of designed answer sheets and keys.

### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation</b>
Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stakes examinations.	This provision has been implemented.
Examination systems shall be standardized to reduce differentials across students appearing in different boards of examinations, either through gradual reduction of the number of boards.	This provision has been implemented.

The Examination boards shall be responsible for capacity building of paper setters and examiners.	This action has been implemented.
A comprehensive plan shall be prepared to eliminate cheating and use of other unfair means from examinations.	This provision has been implemented.
A quality cycle management shall link the various systems of assessment and institutions involved in assessment (examinations, NEAS/PEACE, continuous assessment) to provide feedback to curriculum development, textbooks development and teacher education and professional development.	This action has not been implemented.



## BALUCHISTAN

The Government of Balochistan indicated its firm commitment to implement National Education Policy (2009). However, after 18<sup>th</sup> Constitutional Amendment the concurrent list was abolished and subject contained in that list were devolved to the provincial governments. In view of 18<sup>th</sup> Constitutional Amendment the Federal Ministry of Education was abolished in 2011 as a result there was no body to monitor the implementation of NEP 2009. National Education Conference was held at Prime Minister Secretariat in Islamabad on 16<sup>th</sup> September 2011. The conference was presided by the then Prime Minister Syed Yousuf Raza Gilani and it was attended by Chief Ministers of all the provinces. In that conference a joint declaration on education was signed by the Prime Minister and key provincial authority. The joint declaration stated that:-

- i) The Federal and Provincial Governments reaffirm their commitment to Education as a priority.
- ii) National Education Policy 2009, subject to such adaptations as are necessitated in view of the 18<sup>th</sup> constitutional Amendment, shall continue to be jointly owned national document.

It was observed that Education policy in Balochistan has been a mix of nationally driven documents, provincial plans and programs and the various rules and regulations. The main national policy documents are the Constitutional provisions and the National Education Policy 2009. Government of Balochistan has adopted NEP 2009 and developed Action Plan. The Plan envisages reforms in curriculum, textbooks development, teacher training and examinations and highlights capacity development and establishment of standards as cross cutting issues to improve quality in education. The government of Balochistan has established Policy Planning and Implementation Unit (PPIU) in 2010. The Unit was formed to design, coordinate and oversee education reforms in the province. He elaborated that PPIU has so far provided the response to the provincial needs under the 18th Constitutional Amendment through drafting of laws on Compulsory Education under Article 25-A and development and implementation of curriculum. It also initiated a donor coordination process. PPIU with

assistance from UNICEF and UNESCO has prepared an Education Sector Plan for the province. The plan has used the policy recommendations of the NEP 2009 as the basis for strategic development. The PPIU has already prepared an EFA and an ECCE Plan with UNESCO's support. The implementation status regarding each sub sector of education contained in NEP 2009 are given below:-

### **Early Childhood Education**

The total enrolment of pre-primary students of both sectors (public and private) has been increased from 375,527 in 2009-10 to 408,071 in 2013-14. The overall increase in enrolment of pre-primary is about 9% during 2009-2013. The enrolment of boy's students in pre-primary was 232,983 in 2009-10 which rose to 254,704 in 2013-14 and the growth was 9%. The girl's enrolment in pre-primary was increased from 142,544 in 2009-10 to 153,367 and the percentage increase was 8%. During 2009-10 about 22% students of pre-primary were enrolled in private sector, whereas, the same percentage i.e. 22% students enrolled in pre-primary in private sector in 2013-14 which indicate that private was unable to increase its share in pre-primary enrolment. The gross enrolment ratio of pre-primary for both sexes was 73% in 2009-10, whereas, it declined to 71% in 2013-14. A declining trend in pre-primary GER has been observed during 2009-2013. The GPI of pre-primary was 0.78 in 2009-10 which was decreased to 0.66 in 2013-14 which indicates that the gender gap is widening. Balochistan Education Sector Plan (2013-18) has envisaged to bridge the gender gap of ECE by setting 0.93 for pre-primary by the year 2018.

The traditional Kachi class has been existed in the public education system since 1970s but unfortunately no attempt was made to ensure that this class offer appropriate learning opportunities for children. It is normally placed in a multi-grade teaching environment where children from 'Kachi' receive the least priority. Teachers are neither trained to teach pre-primary children nor able to manage multi-grade classrooms. Books prepared by the Balochistan Textbook Board (BTBB) are 'taught to children of Kachi class, which is contrary to the design of the National Curriculum on ECE.

The 'improved Kachi' has been introduced in about 950 schools with the assistance of Agha Khan Foundation (700 schools in 7 districts), UNICEF (100 schools in 8 districts) and Save the Children (UK) (105 schools of Balochistan Education Foundation). It was observed that actual ECE was available to a very small number of students. There were 319,909 children enrolled in pre-primary sections of public education system in 3013-14 but only 2% of pre-primary age children had received education as per accepted educational concepts for children as envisaged in the National Education Policy 2009 and the national ECE Curriculum. The ECE has been provided in some elite urban private schools which have Montessori or kindergarten programs and a few public schools supported by donor agencies to develop 'improved Kachi'. The remaining public schools follow the traditional pre-primary class. Rural private schools do not have provision for quality ECE.

The current ECE program introduced in various public schools of Balochistan has been sponsored by donor agencies. In order to declare ECE program in all public schools, ECE policy frame work has been formulated. A summary for introduction of ECE program in all public schools has been submitted to Chief Minister of Balochistan. ECE Act will be passed by the Provincial Assembly. ECE teacher are being regularized. An amount of Rs.200 million has been allocated in the current year Public Sector Development Program (PSDP) for construction of ECE room in the existing public schools. BESEP has proposed construction of 3600 ECE classrooms and recruitment of 3600 ECE teachers by 2018.

Teaching material for ECE as per National Curriculum 2006 developed by Teacher Resource Centre, Karachi has been used in ECE schools. ECE teachers has been trained through donor assisted program, however, the training of ECE teachers will be conducted through continues professional development program as proposed in the Balochistan Education Sector Plan (2013-18), however, curriculum for ECE teacher training will be developed. ECE will be introduced in 30% schools of the province by 2015.

### **Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation</b>
ECE age group is 3 to 5 years.	This provision has not been implemented.
Provision of ECE shall be attached to Primary schools which shall be provided with additional budget, teachers and assistants for this purpose.	This provision has not been implemented.
Two years specialized training for ECE teachers	This action has not been implemented.

### **Primary Level Education**

The total number of primary schools of both sectors (public and private) has been decreased from 11,063 in 2009-10 to 11,047 in 2013-14. A decline in number of schools is due to decrease in number of public primary schools which has been reduced from 10,637 in 2009-10 to 10,585. The number of private primary school has been increased from 426 in 2009-10 to 462 in 2013-14. The enrolment of primary school students of both sectors was increased from 643,576 in 2009-10 to 676,777 in 2013-14. The growth in the enrolment of students at primary level was about 5% for a period of five years which indicates that there was one percent annual increase in the primary enrolment.

The enrolment of students of public sector was increased from 554,344 to 580,288 in 2013-14 and the percentage increased was 5%. The enrolment of private sector students at primary level grew from 89,232 in 2009-10 to 96,389 in 2013-14 and the growth was 8% during 2009-13. This trend indicates that the private sector growth is faster than the public sector in the enrolment of students at primary level. The NER at primary level for both sexes was 51% during 2009-10 and it rose to 53% during 2013-14. There was 2% increase in NER at primary level for a period of five years. The NER at primary level for boys was 57% in 2009-10 which increased to 60% in 2013-14, whereas, in case of girls NER there was no increase. The survival rate to grade-V was 50% in 2013-14. The transition rate from primary to middle level was 71% in 2009-10 and it increased to 74% in

2013-14. The number of out of school children was 513,702 in 2009-10 which was increased to 536,339 in 2013-14. The number of out of school girls was increase from 231,219 in 2009-10 to 293,559 in 2013-14. The GPI at primary based on NER was 0.79 in 2009-10 which was decreased to 0.75 in 2013-14 which indicates that the gender inequality is widening rather than declining. The dropout rate at primary level is about 50%. It is evident that slow growth in enrolment, low survival and transition rates as well as high gender disparity have resulted a large number of out of children at primary level.

### **Middle Level Education**

The total number of middle schools both in public and private sectors grew from 1212 in 2009-10 to 1442 in 2013-14 and the growth in number of middle schools was 19% during 2009-13. The number of middle school in public sector rose from 953 in 2009-10 to 1165 in 2013-14 and the increased was 22%. The number of middle schools in private sector has risen from 259 in 2009-10 to 277 in 2013-14 and this growth was about 7% over a period of five years. The total enrolment of students of both sectors (public and private) has grown from 144,786 in 2009-10 to 170,176 and the growth was about 18%. The enrolment of students at middle level in public sector rose from 118,304 in 2009-10 to 141,438 in 2013-14 which indicates 19% increase during the said period.

Similarly the enrolment of students in middle level of private sector grew from 26,482 in 2009-10 to 28,738 in 2013-14, so the private sector enrolment grew by about 9%. The enrolment of students of public sector at middle level has been growing faster than private sector. The NER at middle level increased from 17 % in 2009-10 to 24% in 2013-14. Balochistan has the lowest NER among all the provinces. The GPI at middle level (based on NER) has increased from 0.59 in 2009-10 to 0.66 in 2013-14, which indicates that gender gap is dwindling at middle level. The out of school children at middle has increased from 463,286 in 2009-10 to 559,108 in 2013-14. Despite an increase in NER during 2013-14, an increasing trend in number of out of school children at middle level was observed.

### Implementation Status of Policy Actions of NEP 2009:

<b>Proposed policy actions</b>	<b>Implementation Status</b>
All children shall be brought inside school by the year 2015.	This provision has not been implemented.
Official age for primary education shall be 6 to 10 years.	This provision has not been implemented.
Government shall make efforts to provide necessary financial resources to achieve the EFA goals.	The government of Balochistan has made effort to achieve this goal but EFA goals have not been achieved.
Wherever feasible, Primary schools shall be upgraded to Middle schools.	This action has been implemented.
High priority to reduce the dropout rate by providing financial and food support to children.	The government has made efforts to reduce drop out rate but did not implement in letter and spirit. Free textbooks have been provided to all students' upto Matric level in all public schools.
Apna Ghar residential schools to provide free quality education to poor students	This provision has not been implemented.
Every child on admission in Grade I shall be allocated a ID.	This action has not been implemented.

### Secondary Level Education

The total number of secondary schools in both sectors (public and private) has increased from 754 in 2009-10 to 952 in 2013-14. The growth in the number of school was 26% during 2009-13. The number of public schools has increased from 594 schools in 2009-10 to 783 and the growth was 32%. The number of private schools increased from 160 in 2009-10 to 169 in 2013-14 and the growth was about 6%. This indicates that number of public schools grew faster than the number of private schools. The enrolment of students at secondary level has risen from 67, 119 in 2009-10 to 75,418 in 2013-14 of both sectors (public and private). The enrolment in public secondary schools increased from 55,166 in 2009-10 to 62,315 in

2013-14 and the growth was 13%. In case of private sector the enrolment has been increased from 11,953 in 2009-10 to 13,103 in 2013-14 with the growth of 10%. The NER at secondary level increased from 12% in 2009-10 to 15% in 2013-14. The GPI at secondary level (based on NER) has increased from 0.54 in 2009-10 to 0.61 in 2013-14, which indicates that gender gap is decreasing at secondary. The out of school children at secondary level has increased from 353,994 in 2009-10 to 399,992 in 2013-14. Despite an increase in NER during 2013-14, the number of out of school children has been increased. It was observed that about 1.5 million children of age group 5-14 are out of school in Balochistan.

### **Deeni Madaris**

There are a total of 1095 Madaris in Balochistan according to data available with the Home Department of the provincial government with a total enrolment of 83,258. These Madaris follow four different schools of thought. The Madaris cater to needs of some of the poorest households and not only educate their children but also provide food and shelter.

### **Access and Equity: Issues and Problems**

The school education is free and the Balochistan Government provides textbook free of cost to all students of public schools. One of the major problems in Balochistan is the low access of children to school. In Balochistan there are 22,000 settlements where about 10,000 settlements are without schools. There are various factors responsible for the low access to schooling which includes poor communication infrastructure, scattered population, vast area, poverty, social tradition especially towards girls' education and lack of financial resources. In Balochistan the population is dispersed over a large piece of land however, the criteria for opening of new school are based on population available within a radius. This leaves many settlements outside the 'feasible' range. The province has the highest average commute time to schools for rural areas in the country. One in 5 children has to travel more than 30 minutes and one in 10 more than 1 hour to reach school. The expansion of school facility has failed to accommodate the school age population of children. Moreover, adequate number of middle schools is also not available for the primary schools' graduates and the ratio of middle to primary is very high one middle school

for 11 primary schools. In the province there is gender disparity in the provision of educational facilities. The gender gap can be observed in terms of enrolment of students and number of schools by gender at all levels of education.

### **Initiatives Undertaken to Increase Access and Improve Equity**

The government of Balochistan has undertaken a number of initiatives for improvement and expansion of education sector in the province. The initiatives includes establishment of a Policy, Planning and Implementation Unit (PPIU) responsible for planning, coordinating, and monitoring of education reforms. The education department has prepared Education for All (EFA) Provincial Plan and District EFA plans for all 34 districts along with Early Childhood Education (ECE) Provincial Plans for 8 districts. The Education for Plan could not implement due to financial constraints.

The other initiatives include the establishment of community schools which have been a relatively successful. Community schools are a low cost model for school expansion in the province. To run the Community schools, the community co-shares the expenditure through provision of space and building, a teacher from the community is hired and paid and works under its supervision. Balochistan Education Foundation (BEF) currently runs these schools and has set up 649 community schools with enrolment of 27,687 students in populations without schools. The criteria for opening of Community Schools are: a) at least 20 students can be enrolled by the community and b) there is no girls' school within a radius of 2km. The program is implemented through non-government organizations designated as Community Implementation Partners (CIPs). BEF monitors performance of schools with key indicators being student and teacher attendance and improvements in learning outcomes.

In addition to the community schools, BEF has also established 197 schools with enrolment of 22,381 students in partnership with individual owners who run these schools under a Public private Partnership (PPP) arrangement. These schools are managed with the help of the owner, Private Implementing Partner (PIP), BEF provides subsidies for facilities, material and a monthly subsidy for attendance. BEF also provides grant in



aid to 513 private schools in 30 districts. In addition to BEF the National Commission on Human Development (NCHD) also developed feeder schools with the support of the community and linked these to nearest government run school for administrative and reporting purposes.

Community Support Process (CSP) was successfully used in the opening of new girls' schools as per demand of the communities. Under CSP, the community was engaged in the management of the schools. In view of the success of CSP model, the government has decided to adopt this process in all its future interventions. The Parent Teacher School Management Committees (PTSMCs), established through a democratic process efficiently managed their schools and now the government has decided to revive these organizations to improve the management of schools.

In order to reduce dropout rate, corporal punishment has been banned in all public schools. Banning of Corporal Punishment Act is under process through Social Welfare Department. Gender mixed school with female teacher up to primary level has been introduced. Free and compulsory education Act 2014 has been promulgated to implement Article 25-A. Child friendly school have been introduced in seven districts. Alternate Learning Pathways for out of school or missed out children has been introduced in seven districts. Now the Government of Balochistan has decided to replicate Alternate Learning Pathways (ALP) model in all district of the province. Under ALP model, the primary level curriculum has been condense and books have been published by Balochistan Text Book Board. The duration of primary education under ALP is three years. Text books are provided free of cost to the students enrolled under ALP. Teachers are recruited by local education group. Classes under ALP are conducted in public schools in second shift or in private schools or in community buildings.

### **Strategies to Enhance Access and Improve Equity**

The Government of Balochistan has developed Balochistan Education Sector Plan (BESP) 2013-18. According to BESP the strategic objectives contained the plan have been derived from National Education Policy, Article 25-A of the Constitution that includes EFA and MDGs. The

BESP strategies on access and equity have three dimensions. These include horizontal expansion through building schools in settlements that are without schools, up-gradation of primary and middle schools, to improve enrolment in existing underutilized schools and reduction in drop outs. On the horizontal expansion requirements of teacher qualification will be relaxed as many of these settlements may not have qualified teachers. The plan has recommended community based schools model that has minimal construction requirements of two to three rooms.

As per BESP, 4000 primary schools will be established by 2018. The BESP has envisaged provision of education opportunities to all children in every settlement irrespective of the size of the settlement. Therefore, the existing criteria for selection of site for opening of new school will be revised to ensure provision of education facilities to maximum number of settlements that are without schools. During 2013-14, 200 primary schools have been established and 200 primary schools are to be established during current financial year (2014-15). In order to increase the number of classrooms in primary school, 15% primary schools with two classrooms and 10% primary schools with one classroom will be upgraded to five classrooms school. The sector plan has recommended community school approach for provision of educational provision on the basis of low cost model. The plan has proposed to improve utilization of existing schools through increase enrolment. Strengthening of community involvement in education has been proposed to assist with enrolment and retention. The inclusive education will be promoted through creating awareness, understanding, expansion and improving service delivery. Teachers and education administrators will be trained on the concepts of inclusive education. Comprehensive introduction of inclusive education will be initiated in 1000 primary schools, 100 middle and high schools in the initial. Strategy to rationalize the deployment of teaching staff will be developed. Awareness campaign in consultation with Parent Teacher School Management Committees (PTSMCs) will be launched regarding underutilized education institutions.

The plan also envisaged up-gradation of 1600 primary schools to middle level and 100 middle schools to secondary level by 2018. During 2013-14, 320 primary schools have been up graded to middle level. Moreover, 100 primary schools are to be up graded to middle level during

2014-15. A criterion for up gradation of schools has been developed and preference has been given for up gradation of girls schools. The sector plan has proposed up gradation ratio of 1:3 for middle–primary and 1:2 for up-gradation of middle to secondary level.

The GOB intends to provide missing facilities i.e. boundary wall, toilet, drinking water, electricity to all public schools. For provision of missing facilities in public schools, an amount of Rs.500 million was reflected in last year PSDP (2013-14). During current year PSDP, an amount of Rs. 1500 million has been reflected for improvement of school infrastructure which include Rs.500 million for the schools damaged by earth quack, Rs.500 million for shelter-less schools and Rs.500 million for provision of other facilities in public schools. In addition, Rs.500 million has been allocated in the current year PSDP for provision of drinking water and toilet facilities in government high schools and preference is given to girls’ schools. Due to severe poverty especially in rural Balochistan both direct and opportunity cost impede access to education, therefore, the sector plan has proposed stipends for girls enrolled in middle schools in 10 poorest districts of the province.

**Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation</b>
Secondary schools particularly Girls Secondary schools have been established in rural areas where the ratio of Secondary Schools is low.	This action has been implemented.
Students support shall be increased to prevent students from dropping out of school for financial reasons.	Students have been provided free textbooks up to class X in all the public schools to prevent students from dropping out of school.
Counseling facilities shall be made available to students from the elementary level onwards.	This provision has not been implemented.
Grades XI and XII shall not be part of the college level	This provision has not been implemented.

A system for ranking of primary and secondary educational institutions across the country shall be introduced with rankings based on result outcomes, extracurricular activities and facilities provided to the students	This provision has not been implemented.
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### **Literacy and Non-Formal Education**

The department of Social Welfare has the mandate for literacy and non-formal education. The literacy and non-formal programs are implemented by Directorate of Literacy and Non-Formal Education under department of Social Welfare. Directorate of Literacy and Non-Formal Education was established in 1993. Its main development activities have been funded either by Federal Government or donor agencies. Directorate does not have its own building and it has been functioning in a rented building. The Government of Balochistan only provides funds for salary of its employees and there is no allocation for development activities. Usually the Directorate makes the arrangements for celebration of International Literacy Day each year on 8<sup>th</sup> September.

Despite the province has the lowest literacy rate in the country, the literacy and Non-Formal Education is the most neglected sub-sector of education and it has lowest priority in resource allocation. According to PSLM 2012-13 the overall literacy rate for population of 10 years and above of the province was 44%, 62% for male and 23% for female. The literacy rate has been declined from 45% in 2008-09 to 44% in 2012-13. The BESP suggests that existing literacy rate may be enhanced to 60% by 2018. Although the rate itself is a product of the efforts of the regular school systems as well as the specialized adult literacy programs, the latter have been the most ignored area in the provincial education dynamics. The provincial government has never provided funds for the sector beyond the salaries of some of the staff of the Directorate of Literacy and adult literacy programs. The sector has largely been dependent on the legacies of the federal government and the international donor organizations.

There is no provincial policy framework for literacy and outreach of the provincial directorate is limited to 12 districts only. NCHD has had a wider scope and support than the provincial directorate. The adult literacy

program component of the provincial government remains completely dysfunctional. It has never gotten off ground. Even for literacy the directorate does not have formations in the districts and has been dependent on officers of the social welfare directorate and the NCHD. The treatment and understanding of the adult literacy and NFE program is linked to the failure of the provinces to own up to the country's international commitments.

During 2009-10 Directorate of Literacy and Non-Formal Education had established 140 adult literacy and non-formal education centers under Education Sector Reforms Program in 12 selected districts of the province and 3241 learners graduated from these centers. Similarly during 2010-11, 695 centers were established in 12 districts under ESR and 15,996 learners graduated. Moreover, an amount of Rs.1 million have been allocated in current year PSDP (2014-15) for opening of 10 Literacy and Non-formal Education centers in two districts namely Kalat and Loralai. About 25 learners will be enrolled in each center and the duration for learning cycle will be six months. The books developed under national curriculum 2006 are to be used in these centers.

**Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Literacy rate shall be increased up to 86% by 2015.	This provision has not been implemented.
Government shall develop a national literacy curriculum.	This action has not been implemented.
A system shall be developed to mainstream the students in non-formal programmes into regular education system.	This provision has been implemented.
Provinces and district governments shall allocate a minimum of 3% of education budget for literacy and non formal basic education (NFBE).	This action has not been implemented.

Linkages of non-formal education with industry and internship programmes shall be developed to enhance economic benefits of participation.	This provision has not been implemented.
Horizontal linkages between schools and vocational/skills training centers shall be established.	This action has not been implemented.
Arrangements shall be made to use school buildings (where available) for adult Literacy after school hours.	This action has not been implemented.

### **Improving Teacher Quality**

In service teacher training has been provided by the Provincial Institute of Teacher Education (PITE) and Bureau of Curriculum and Extension Center (BOC&EC). In service teacher training has been provided by adopting sporadic and piecemeal approaches. Teacher training has been conducted without any assessment and evaluation of the impact of interventions for improving teaching and learning processes in the classroom. The Government of Balochistan has not developed any benchmark for teacher training. The quality of the training program has been question due to non-transparent selection of trainees and non maintaining of a database of the trainees. A continuous professional development process has never been established due to lack of systematic and continuous assessments of the needs of teachers and students. PITEs and BOC&EC has been facing capacity issues in terms of personnel and financial resources. Most of the trainers in PITE do not have formal training on the process and have not been selected based on aptitude and ability. Similarly most of the officers in BOC&EC have no back grounds in teacher training.

Directorate of School Education has the responsibility for delivery education to the children of the province, however, it remains, by and large, aloof from quality issues. Its involvement in quality related inputs like teacher training, textbooks and examinations are limited to administrative matters. There are no regular funds available to conduct in service teacher training. Usually proposals for teacher training have been submitted to the Provincial Education Department but the Provincial Education Department is unable to provide funds for in service teacher training program. Most of

the in service teacher training program is sponsored by the donors as per their criteria. There is no cadre of teacher training in the province. The academic qualification for JVT has been enhanced from Matric to Intermediate and the professional qualification from PTC to Associate Diploma in Education (ADE)/B.Ed. Similarly the academic qualification for JET has been enhanced to Graduation (BA/BSc.) with the professional qualification of ADE/ B.Ed. The required academic qualification for EST is graduation and professional qualification is ADE/B.Ed.

The Government of Balochistan has decided that all recruitment of teachers will be made through National Testing Service (NTS). The name of those candidates who score 45% and above marks in the NTS screening test will be included in the merit recruitment list. The Government of Balochistan has advertised more than 4,000 vacancies of teachers in the National Press of new teachers to be recruited through NTS.

The Sector Plan recommends a shift to a Continuous Professional Development (CPD) program from the current discrete trainings system through sporadic donor interventions. The following strategies have proposed BESP:

- i. Create a system of continuous professional development to ensure all teachers receive ongoing periodic training
- ii. Develop an ongoing feedback mechanism as well as benchmarks for evaluation
- iii. Develop formal coordination mechanisms between the PITE and the Directorate of Schools to ensure transparent selection of teachers, realistic needs assessment and feedback on impact in the classroom and
- iv. Enhance provincial capacity to develop, implement and review quality in service teacher training.

Pre-service teacher education has been offered by both public and private sectors education institutions; however, the quality of the teachers produced by these institutions is very poor. In public sector, the pre-service

teacher training is offered by Elementary Colleges, College of Education and these institutions are functioning under BOC&EC. Moreover, these institutions are affiliated with three universities functioning in the province. The teacher training institutions had usually offered certification courses, i.e. PTC and CT with the duration of nine months resulting inadequate quality teachers. These institutions lack professional faculty, resources, malpractices like cheating in examination. Consideration on pedagogy; very little attention has been given to the idea of curriculum, textbooks, assessment and understanding of the child learning needs. Therefore, the PTC and CT programs have been abolished, however, the holders of PTC/CT qualifications are eligible for recruitment as JET and JVT up to 2016. However, if the holders of PTC/CT are selected as a teacher they are required to improve their professional qualification within a period of three years.

The Government of Balochistan has introduced ADE in education with duration of two years with the entry qualifications of FA/F.Sc. ADE program is offered by elementary colleges, college of education and other education institutions in the province. The Government of Balochistan has also introduced B.Ed. (Hons). The duration of this program is two years for those candidates having ADE and four years for those candidates having FA/F.Sc. The B.Ed. (Hons) program is offered by University of Balochistan, Quetta, Sardar Bahadur Khan Women's University and *Lasbela University* of Agriculture, Water and Marine Sciences. For both ADE and B.Ed (Hons) the curriculum developed by Higher Education Commission (HEC) is followed. There are no training arrangements for teacher trainers.

The sector plan has recommended a complete revamping of the pre-service teacher education structure in line with international benchmarks. It supports the work already started in the pre-Step Teacher Education Project which is working on longer, two year and four year, programs with a revised curriculum.



### Implementation Status of Policy Actions of NEP 2009:

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A Bachelors degree, with a B.Ed., shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed., shall be ensured by 2018.	This provision has been implemented.
Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.	This provision has not been implemented.
Teacher education curriculum shall be adjusted to the needs of the school Curriculum and scheme of studies.	This provision has been implemented.
A separate cadre of specialized teacher trainers shall be developed.	This action has not been implemented.
Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.	This action has been implemented.
All teachers shall have opportunities for professional development through a programme organized on a three-year cyclic basis.	This provision has not been implemented.
Arrangements shall be made to use school buildings (where available) for adult Literacy after school hours.	This action has not been implemented.
In service teachers training in mathematics shall be given with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.	This action has been implemented.
In service teacher training in science shall be based on real life situations, use of science kits and provision of science kits to all primary and middle schools.	This provision has been implemented.

## Co-curricular and Extra Curricular Activities

### Implementation Status of Policy Actions of NEP 2009

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Standards shall be developed for co-curricular and extra-curricular activities, including scouting, for all levels of education.	This provision has not been implemented.
Sports activities shall be organized at the Secondary, Higher Secondary, College and University levels.	This provision has been implemented.
A system for monitoring of sports and co-curricular/extra-curricular activities shall be established by all provincial and area governments.	This provision has not been implemented.
All schools to organize Sports/PT periods in line with approved scheme of studies 2006.	This action has been implemented.
Regular summer camps in various sports disciplines shall be arranged by educational institutions, during the summer vacations.	This provision has not been implemented.
Annual inter-schools, inter-colleges and inter-universities sports competitions shall be held regularly in all Provinces/Areas.	This action has been implemented.
Performance and interest in sports and other co-curricular activities to be reflected in annual confidential reports (ACRs) of Heads of Educational Institutions.	This action has not been implemented.
Incentives would be offered to Heads of Institutions, performing well in sports and other co-curricular activities at all levels.	This provision has not been implemented.
To provide incentive and to encourage development of Sports at grassroots level, quota for admission to educational institutions on sports basis shall be enforced.	This action has not been implemented.

## **Quality in Text Books and Learning Materials**

Balochistan Textbook Board is responsible for development of textbooks since 1977. Until the 18<sup>th</sup> Amendment to the Constitution, the federal government had the responsibility for final approval of textbooks and that function has now been devolved to the Provincial government. Balochistan has adopted the Textbook Policy 2007 to outsource publishing to the private sector. In pursuance of text book policy 2007, the Balochistan Text Book Board advertises the book title on various subjects and for different classes for submission of manuscript from private publisher as per National Curriculum 2006. The selected private publisher are asked to submit their draft manuscript as per National Curriculum 2006. The manuscript submitted by private publishers is usually scrutinized by Desk Officer in BTBB as per check list containing 14 points. If the desk officer finds a manuscript as per laid down criteria then it is referred to the Internal Review Committee of BTBB. IRC consists of Professor in the relevant subject from university, a professor from college in the relevant subject, subject specialist, working teacher and curriculum expert. The committee examines the manuscript and if some discrepancies, errors and omission are discovered then the manuscript is referred back to the publisher to revise the manuscript. After incorporating the recommendations of the IRC, the publisher submits the revised manuscript which is referred to BOC&EC for review and issuance of NOC for publication. In the Bureau of Curriculum the manuscript is reviewed by Provincial Review Committee. The Provincial Review Committee comprising five members and it is headed by Director, BOC&EC. If the Provincial Review Committee finds the manuscript in order than it issues No Objection Certificate to BTBB for publication of book as per number of students.

Up till now Balochistan Text Book Board has published Textbooks of 43 subjects out of total 73 subjects. Balochistan textbook Board also designed and published Mathematics for ECE class. Free textbooks are provided to the students up to Secondary level in all the public schools of the Education Department of the Government of Balochistan. At present no feedback mechanism exists to ensure quality and relevance to the child's level. The BESP has proposed the following strategies:

- i. Prepare quality textbooks that cater to learning needs of the students and assist in their cognitive development and conceptual understanding.
- ii. Enhancement of provincial capacity to develop quality textbooks.

As indicated earlier that Balochistan has adopted the Textbook Policy 2007 to outsource publishing to the private sector. Textbook and other learning material development expertise is limited in Balochistan and specialized textbook authors do not exist. Moreover, the most of authors did not get any training of preparation of textbooks. Once textbooks are introduced into the schools no mechanism exists for obtaining and documenting feedback from teachers on the issues in textbooks. Moreover, the number of private publishers in Balochistan is very limited. The Government of Balochistan is unable to provide the budget as per requirement of BTBB and there is about Rs.320 million liability which are to be cleared by the BTBB. It was observed that the quality of the textbooks produced by Balochistan Text Book Board is poor. The books are written in a dull narrative which does not arouse the child's interest. The local context is missing in the primary level books and the language transcends realistic assumption about the child age.

Computer Science subject has been introduced as an elective subject at Secondary School Certificate level. In Balochistan out of 700 Secondary School only 250 Secondary School have computer laboratories and 150 Secondary schools have computer teachers. Most of the schools in Balochistan are without electricity. So presently use of ICT for enhanced access and learning is not being properly utilized in schools in Balochistan.

### Implementation Status of Policy Actions of NEP 2009

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A well regulated system of competitive publishing of textbooks and learning materials shall be introduced.	This provision has been implemented.
Federal and Provincial / Area Governments shall increase investments in school libraries and supplementary reading, teacher guides, teachers' training and learning materials.	This action has been implemented.
Implementation of the new system of regulated competitive publishing of textbooks and learning materials shall start with the introduction of revised National Curricula 2006.	Government of the Balochistan education department adopted National Curriculum 2006.
Textbooks at primary level shall be developed within the context of local cultures.	This action has been implemented.

### Improving Students Assessment

In Balochistan, the internal assessment is carried out by teachers within the schools and school administration and teachers conduct annual examination up to class-viii. The Directorate of Schools conducts scholarship examinations of 5<sup>th</sup> and 8<sup>th</sup> classes. This scholarship examination is not mandatory for all students of 5<sup>th</sup> and 8<sup>th</sup> classes. Board of Intermediate and Secondary Education conducts external assessment usually they conduct Secondary and Higher Secondary school examinations. The Provincial Education assessment Centre (PEAC) has the mandate for system wide diagnostic assessments. PEAC has conducted the last assessment in 2008. Since 2008 the PEAC is unable to conduct assessment due to lack of resources. However, PEAC has conducted assessment of class 4th and 8th of public school students in Social Studies, Urdu, Mathematics and Science which were sponsored by Ed-Link (USAID) and UNICEF. Provincial PEACE unit of Balochistan has been placed in the BOC&EC in line with its role of system wide assessment. At present it appears to be a dormant function.

Provincial capacity in assessment includes teachers as well as the specialized agencies like the BISE and PEAC. Teachers have little or no training on assessments as neither the pre-service nor the in service training have components on assessments. Assessment remains the most ignored area as neither the teachers in school nor the external Balochistan Board of Intermediate and Secondary Education (BISE) have the capacity to develop good assessment products. There are no standards set by the Board for either examiners in terms of training or certification or the examining tools. The Government of Balochistan has decided to restructure the PEAC. Balochistan Examination and Assessment Commission will be established to conduct annual examination for class 5<sup>th</sup> and 8<sup>th</sup>. The Balochistan Education Sector Plan has proposed the following strategy:

- i. Improve the quality of examination at all levels to shift away from testing of memory to assessment of critical analytical ability.
- ii. Shift to curriculum based examinations from textbooks based ones.
- iii. Enhance provincial capacity to ensure credibility of public examinations at all levels.

#### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stakes examinations	This provision has been implemented.
Examination systems shall be standardized to reduce differentials across students appearing in different boards of examinations, either through gradual reduction of the number of boards	This provision has not been implemented.

The Examination boards shall be responsible for capacity building of paper setters and examiners.	This action has been implemented.
A comprehensive plan shall be prepared to eliminate cheating and use of other unfair means from examinations	This provision has been implemented.
A quality cycle management shall link the various systems of assessment and institutions involved in assessment (examinations, NEAS/PEACE, continuous assessment) to provide feedback to curriculum development, textbooks development and teacher education and professional development	This action has not been implemented.

## GILGIT BALTISTAN

### Early Childhood Education (ECE)

Parent's involvement is promoted and they are motivated to send their children to schools. In ECE classes free story books, flash card, blocks are provided and these are taught in most of the schools under UNICEF Project. Moreover, teacher trainings for ECE are also organized. ECE teachers are paid by local community. Three to six week training programme is for ECE teachers with the assistance of UNICEF and Agha Khan Foundation. The curriculum material and support material for ECE is provided by UNESCO in Gilgit Baltistan.

### Implementation Status of Policy Actions of NEP 2009:

Proposed policy actions	Implementation Status
ECE age group is 3 to 5 years.	This action has been implemented.
Provision of ECE shall be attached to Primary schools which shall be provided with additional budget, teachers and assistants for this purpose.	This provision has been implemented to some extent but additional budget, teachers and assistants for this purpose is not provided.
Two yeas specialized training for ECE teachers	This action has not been implemented.

### Elementary Education

The Education Department of Gilgit Baltistan is providing elementary education to all the children (Boys & Girls). Efforts are made to give admission to all the children who are promoted from Grade 5 to Grade 6 in Elementary Schools. It is further supplemented by starting enrollment campaign in the month of March and April to give admission to all the children of age 5+, so that EFA Goals can be achieved.

It is reported that drop-out is high in Gilgit Baltistan. Education department is trying to reduce dropout rate in elementary and primary education. Government has not provided any financial incentive to the



students for reducing dropout at elementary and primary level. Primary schools are upgraded to Middle schools on need basis. Consequently, enrollment is increased. Government is making efforts to provide missing facilities in public schools to create attractive learning environment for students to improve quality of education and has retention especially for girls. Hence, no special incentive policy has been adopted to increase enrolment and to improve retention rate particularly for girls.

#### **Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
All children shall be brought inside school by the year 2015.	This provision has not been implemented.
Official age for primary education shall be 6 to 10 years.	This provision has not been implemented.
Government shall make efforts to provide necessary financial resources to achieve the EFA goals.	The government of Gilgit Baltistan has made effort to achieve this goal but EFA goals have not been achieved.
Wherever feasible, Primary schools shall be upgraded to Middle schools.	This action has been implemented.
High priority to reduce the dropout rate by providing financial and food support to children.	This provision has not been implemented. Even free textbook are not provided to students.
Apna Ghar residential schools to provide free quality education to poor students	This action has not been implemented.
Every child on admission in Grade I shall be allocated a ID.	This action has not been implemented.

#### **Secondary Education**

Secondary schools have been established in rural areas and further efforts are made to upgrade Middle schools to Secondary school. In Gilgit Baltistan monetary incentive policy has not been adopted for poor students to prevent them from dropout of Schools. Special steps have not been

taken to provide life skills education at Secondary level. Technical and Vocational Education is provided separately to those students who are willing to get Technical and Vocational Education. Recently, department of education has developed PC-I for providing missing facilities to secondary schools functioning under the public sector. Secondary education is provided to all the children who want to get admission after completion of elementary education.

#### **Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Secondary schools particularly Girls Secondary schools have been established in rural areas where the ratio of Secondary Schools is low.	This action has not been implemented.
Students support shall be increased to prevent students from dropping out of school for financial reasons.	This action has not been implemented. Even free textbook are not provided to students.
Counseling facilities shall be made available to students from the elementary level onwards.	This provision has not been implemented.
Grades XI and XII shall not be part of the college level.	This provision has not been implemented.
A system for ranking of primary and secondary educational institutions across the country shall be introduced with rankings based on result outcomes, extracurricular activities and facilities provided to the students.	This provision has not been implemented.

#### **Literacy and Non-formal Education**

In Gilgit Baltistan there is no literacy department. Hence NCHD is working with education department to enhance literacy in Gilgit-Baltistan. Proper literacy program has not been launched. In Gilgit Baltistan separate department is not functioning to promote Non-Formal

Basic Education. Basic Education Community Centre (BECS) has established schools in Gilgit Baltistan. Detail is as under:

<b>No. of School</b>	<b>No. of BEC School Teacher</b>
750	1425

In Gilgit Baltistan no policy has been adopted to develop linkages among Non-formal Education and industry regarding internship program in Gilgit Baltistan. No initiative has been taken to bring child laborer in schools in Gilgit Baltistan. There is no literacy skill program for child laborer (boys & girls) in Gilgit Baltistan. No such policy has been adopted to provide training to literacy teachers. The literacy in Gilgit Baltistan has been improved after 2009.

**Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Literacy rate shall be increased up to 86% by 2015.	This provision has not been implemented.
Government shall develop a national literacy curriculum.	This provision has not been implemented.
A system shall be developed to mainstream the students in non-formal programmes into regular education system,	This action has not been implemented.
Provinces and district governments shall allocate a minimum of 3% of education budget for literacy and non formal basic education (NFBE).	This action has not been implemented.
Linkages of non-formal education with industry and internship programmes shall be developed to enhance economic benefits of participation.	This provision has not been implemented.

Horizontal linkages between schools and vocational/skills training centers shall be established.	This action has not been implemented.
Arrangements shall be made to use school buildings (where available) for adult literacy after school hours.	This action has not been implemented.

### **Improving Teachers Quality**

Professional quality of the teacher is being improved by providing in-service training to the teachers. CT/PTC is replaced with ADE of two years in accordance with NEP 2009. B.Ed (Honors) has been introduced in Karakorum University in consultation with Education Department in order to produce teachers who can teach at elementary and secondary levels. Professional qualification for recruitment has been enhanced from P.T.C/C.T to A.D.E/B.Ed in Gilgit Baltistan. Government has increased Professional qualification of teacher B.Ed for secondary education in Gilgit Baltistan. However, most of the S.S.Ts is M.A, M.Sc/B.Ed, and M.Ed. No special cadre of specialized trainers to train the teachers has been created. Teachers are trained by subject specialists in Elementary Teachers Training Colleges. In Gilgit Baltistan there are two types of in-service teacher training provided to the teachers?

The duration of training programme varies according to the needs of the teachers it usually consists of one to two weeks duration. Often these training programmes are organized with the financial assistance of International Donor Agencies i.e. CIDA and JIKA. Moreover, these training programmes are also organized in NISTE in Islamabad. It is further stated that separate in-service teacher training programmes are organized for elementary teacher from grade I-VIII, and secondary teacher from grade IX to XII. The donor agencies have also developed some training modules considering National Curriculum 2006. No regular professional development program for teachers has been developed due to non availability of funds. There is not any incentive policy for teachers in rural and hard areas of Gilgit Baltistan.

### Implementation Status of Policy Actions of NEP 2009

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A Bachelors degree, with a B.Ed., shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed., shall be ensured by 2018.	This provision has been implemented.
Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.	This provision has not been implemented.
Teacher education curriculum shall be adjusted to the needs of the school Curriculum and scheme of studies.	This provision has been implemented.
A separate cadre of specialized teacher trainers shall be developed.	This action has not been implemented.
Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.	This action has been implemented.
All teachers shall have opportunities for professional development through a programme organized on a three-year cyclic basis.	This provision has not been implemented.
Arrangements shall be made to use school buildings (where available) for adult Literacy after school hours.	This action has not been implemented.
In service teachers training in mathematics shall be given with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.	This action has been implemented.
In service teacher training in science shall be based on real life situations, use of science kits and provision of science kits to all primary and middle schools.	This provision has been implemented.

## Co-curricular and Extra Curricular Activities

### Implementation Status of Policy Actions of NEP 2009

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Standards shall be developed for co-curricular and extra-curricular activities, including scouting, for all levels of education.	This provision has not been implemented.
Sports activities shall be organized at the Secondary, Higher Secondary, College and University levels.	This provision has been implemented to some extent.
A system for monitoring of sports and co-curricular/extra-curricular activities shall be established by all provincial and area governments.	This provision has not been implemented.
All schools to organize Sports/PT periods in line with approved scheme of studies 2006.	This action has been implemented to some extent.
Regular summer camps in various sports disciplines shall be arranged by educational institutions, during the summer vacations.	This provision has not been implemented.
Annual inter-schools, inter-colleges and inter-universities sports competitions shall be held regularly in all Provinces/Areas.	This action has not been implemented.
Performance and interest in sports and other co-curricular activities to be reflected in annual confidential reports (ACRs) of Heads of Educational Institutions.	This action has not been implemented.
Incentives would be offered to Heads of Institutions, performing well in sports and other co-curricular activities at all levels.	This provision has not been implemented.

## Quality in Textbook and Learning Material

Punjab textbooks are being taught in Gilgit Baltistan.

### Implementation Status of Policy Actions of NEP 2009

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A well regulated system of competitive publishing of textbooks and learning materials shall be introduced.	This provision has not been implemented.
Federal and Provincial / Area Governments shall increase investments in school libraries and supplementary reading, teacher guides, teachers' training and learning materials.	This action has been implemented to some extent.
Implementation of the new system of regulated competitive publishing of textbooks and learning materials shall start with the introduction of revised National Curricula 2006.	Government of the Gilgit Baltistan education department adopted National Curriculum 2006.
Textbooks at primary level shall be developed within the context of local cultures.	This action has not been implemented.

### Improving Student Assessment

Mechanism of Student Assessment is Content Based. Question papers are designed to give weight-age of 20 marks to objective type and 80 marks is subjective type questions. In the subjective type questions 40 % questions are short answer type questions. Assessment for classes I-VIII Grade is done by schools management entirely. However, scholarship examinations for brilliant students of V & VIII classes are organized and conducted by Directorate of Education. Examinations of IX & X classes and XI & XII classes are organized and conducted by Karakorum University Gilgit.

Examinations are conducted transparently. Coordination is made with Directors of School and Colleges. Supervision of examination is based on confidential visit and inspection of the centre, surprise visit of examination centre are made. Standardized examination system has been established at elementary level in Gilgit Baltistan. Evaluators use the centralized marking system. Subject specialist panel is organized as:

- (i) Head- Examiners
- (ii) Sub- head Examiners
- (iii) Marking of papers is done on the bases of designed answer sheets and keys.

#### **Implementation Status of Policy Action of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stakes examinations.	This provision has been implemented.
Examination systems shall be standardized to reduce differentials across students appearing in different boards of examinations, either through gradual reduction of the number of boards.	This provision has not been implemented.
The Examination boards shall be responsible for capacity building of paper setters and examiners.	This action has been implemented. Karakorum University Gilgit is responsible for capacity building of paper setters and examiners.
A comprehensive plan shall be prepared to eliminate cheating and use of other unfair means from examinations.	This provision has been implemented.



<p>A quality cycle management shall link the various systems of assessment and institutions involved in assessment (examinations, NEAS/PEACE, continuous assessment) to provide feedback to curriculum development, textbooks development and teacher education and professional development.</p>	<p>This action has not been implemented.</p>
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## AZAD JAMMU AND KASHMIR

### Early Childhood Education (ECE)

Female Directorate of Education deals with the Early Child Education (ECE) program in the Azad Jammu and Kashmir. In the light of the National Education Policy 2009 to increase the enrolment in ECE, it was decided to enroll those children who are three years and above age in selected 152 schools with the assistance of UNICEF. Female teachers are appointed to educate such children in these selected schools. But unfortunately, in May 2012 the assistance from the UNICEF Project was stopped as the Project was completed and salaries to the teachers could not be made. Students enrolled became in these schools the part of the regular public schools and some teachers were absorbed in the regular education department. Workshops and seminars are organized for subject teachers. Total annual budget for ECE is Rs. 180,000/- which is insufficient for improving the quality of government teachers.

In State of Azad Jammu and Kashmir the education department has increased the enrolment of early childhood education activity based programmes are being carried out. Practical work Skills is developed. ECE teacher is not a regular post in government education system, so training is not provided to ECE teachers in the Azad Jammu and Kashmir due to the lack of funds and financial hurdles.

### Implementation Status of Policy Actions of NEP 2009

Proposed policy actions	Implementation Status
ECE age group is 3 to 5 years.	This provision has been implemented.
Provision of ECE shall be attached to Primary schools which shall be provided with additional budget, teachers and assistants for this purpose.	This action has not been implemented.
Two years specialized training for ECE teachers.	This action has not been implemented.

## Elementary Education

Awareness campaign is in progress through media, advertisement, seminars to motivate parents to send and enroll their children in schools. Schools for boys and girl are opened where feasible. Buildings for shelter less schools are constructed. Trained teachers are being provided to schools. Physical punishment to students is banned in schools to decrease the dropout rates. School Management Committees (SMCs) are established. Refresher courses for training of teachers are arranged on regular bases. Child friendly environment is created in schools by providing missing facilities and providing training to teachers, however, teacher training is very limited. Education Department is making efforts to decrease dropout rate of children in the schools. The literacy rate in the Azad Jammu and Kashmir is better as compared to some other regions and areas. In some districts (3 districts) poor students are supported through Benazir income supports programmes. By providing incentives, enrolment in some districts has increased and retention rate improved especially in girls educational institutions.

## Implementation Status of Policy Actions of NEP 2009

<b>Proposed policy actions</b>	<b>Implementation Status</b>
All children shall be brought inside school by the year 2015.	This provision has not been implemented.
Official age for primary education shall be 6 to 10 years.	This provision has not been implemented.
Government shall make efforts to provide necessary financial resources to achieve the EFA goals.	The government of Azad Jammu and Kashmir has made effort to achieve this goal but EFA goals have not been achieved.
Wherever feasible, Primary schools shall be upgraded to Middle schools.	This action has been implemented.
High priority to reduce the dropout rate by providing financial and food support to children.	This action has been implemented. Still free textbooks are not provided to students.

Apna Ghar residential schools to provide free quality education to poor students.	This action has not been implemented.
Every child on admission in Grade I shall be allocated a ID.	This action has not been implemented.

### **Secondary Education**

Middle schools are upgraded to secondary schools wherever feasible. School buildings are constructed after the earthquake where necessary. Creation of more posts and promotion of teachers is done on need bases. Due to 2005 earthquake, many secondary and higher secondary schools laboratories and libraries were damaged which are being renovated and making them functional. Vocational education, Computer courses, Home Economics, Embroidery, Kitchen Gardening and Agriculture courses etc are also provided to students in secondary schools. Budget is allocated for the provision of missing facilities in secondary schools. Water and sanitation facilities furniture and ICT equipment are being provided but not at large scale.

### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Secondary schools particularly Girls Secondary schools have been established in rural areas where the ratio of Secondary Schools is low.	This action has not been implemented.
Students support shall be increased to prevent students from dropping out of school for financial reasons.	This action has not been implemented.
Counseling facilities shall be made available to students from the elementary level onwards.	This provision has not been implemented.
Grades XI and XII shall not be part of the college level.	This provision has not been implemented.

A system for ranking of primary and secondary educational institutions across the country shall be introduced with rankings based on result outcomes, extracurricular activities and facilities provided to the students.	This provision has not been implemented.
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### **Literacy and Non-formal Education**

Due to non formal education enrolment in the government schools is gradually increasing. Private schools are also supporting the government sector to increase the literary rate in the Azad Jammu and Kashmir. In less than 2% of education budget is utilized for literacy and NFBE programs. In Azad Jammu and Kashmir the 60-65% literacy rate is reported and increases the enrolment about 10%.

### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Literacy rate shall be increased up to 86% by 2015.	This provision has not been implemented.
Government shall develop a national literacy curriculum.	This provision has not been implemented.
A system shall be developed to mainstream the students in non-formal programmes into regular education system,	This provision has been implemented.
Provinces and district governments shall allocate a minimum of 3% of education budget for literacy and non formal basic education (NFBE).	This action has not been implemented.
Linkages of non-formal education with industry and internship programmes shall be developed to enhance economic benefits of participation.	This action has not been implemented.

Horizontal linkages between schools and vocational/skills training centers shall be established.	This action has not been implemented.
Arrangements shall be made to use school buildings (where available) for adult literacy after school hours.	

### **Improving Teachers Quality**

Government has established teachers training colleges and Education Extension Centers. Total annual budget for ECE is 180,000/- which is insufficient for improving the quality of government teachers. New rules are being framed. By organizing refresher course for teachers, teaching qualities are improving in the Azad Jammu and Kashmir. The service structure of teaching staff is improved. Head teachers training is going on with the coordination of CIDA Project. A bridge course such as Associate Degree in Education (ADE) in-service is also introduced for purpose in Azad Jammu and Kashmir. Quality Enhancement Cell (QEC) has been established in the Azad Jammu and Kashmir. In the Azad Jammu and Kashmir Education Department like other provinces the professional qualification of CT and PTC is being replaced with Associate Degree in Education (ADE) and B.Ed honors which will hopefully improve the quality of education. Refresher courses for elementary and secondary school teachers are arranged on regular basis. There is pre-service and in-service Subject based training in the field of teaching of science, math's, English and educational management by Elementary Teacher Training Colleges. No incentives are provided to female teachers particularly serving in rural areas.

### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A Bachelors degree, with a B.Ed., shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed., shall be ensured by 2018.	This provision has been implemented.

Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.	This provision has not been implemented.
Teacher education curriculum shall be adjusted to the needs of the school Curriculum and scheme of studies.	This provision has been implemented.
A separate cadre of specialized teacher trainers shall be developed	This action has not been implemented.
Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.	This action has been implemented.
All teachers shall have opportunities for professional development through a programme organized on a three-year cyclic basis.	This provision has not been implemented.
Arrangements shall be made to use school buildings (where available) for adult Literacy after school hours.	This action has not been implemented.
In service teachers training in mathematics shall be given with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.	This action has been implemented.
In service teacher training in science shall be based on real life situations, use of science kits and provision of science kits to all primary and middle schools.	This provision has been implemented.

### **Quality in Textbook and Learning Material**

Azad Jammu and Kashmir Textbook Board and teacher foundation are two institutions responsible for the publishing and printing of textbooks. Azad Jammu and Kashmir Textbook Board have been established from 2012 with collaboration of DCRD but due to lack of funds it is not working properly. Textbook board developed textbooks through registered

publishers, market these textbooks/ teaching learning material. Curriculum review criteria have been developed by the assistance of GIZ for the Azad Jammu and Kashmir. Curriculum implementation framework has been developed for the Azad Jammu and Kashmir education system. Textbooks are reviewed and revised in three steps i.e Step one through textbook boards, Step two and three textbooks are reviewed/revised with the approval of bodies according to prescribed criteria.

### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A well regulated system of competitive publishing of textbooks and learning materials shall be introduced.	This provision has not been implemented.
Federal and Provincial / Area Governments shall increase investments in school libraries and supplementary reading, teacher guides, teachers' training and learning materials.	This action has been implemented.
Implementation of the new system of regulated competitive publishing of textbooks and learning materials shall start with the introduction of revised National Curricula 2006.	This action has not been implemented. Government of Azad Jammu and Kashmir the education department adopted National Curriculum 2006.
Textbooks at primary level shall be developed within the context of local cultures.	This action has not been implemented.

### **Improving Student Assessment**

The Azad Jammu and Kashmir government have established District Elementary Boards for student assessment. Azad Jammu and Kashmir government has established Board of Intermediate and Secondary Education in Mirpur District. For student assessment Kashmir Education Assessment Centre is working. Kashmir Education Assessment Centre, assess student curriculum achievement and general assessment is done through BISE and District Elementary Boards for class V and VIII. Weekly



class test, monthly assessment and mid term examinations are also conducted in schools by school management. Questionnaires (question papers) are subjective and objective type. Kashmir Education Assessment Centre occasionally assesses the curriculum objective achievement. Kashmir Education Assessment Centre is working on student assessment.

### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stakes examinations.	This provision has been implemented.
Examination systems shall be standardized to reduce differentials across students appearing in different boards of examinations, either through gradual reduction of the number of boards.	This provision has not been implemented.
The Examination boards shall be responsible for capacity building of paper setters and examiners.	This action has been implemented.
A comprehensive plan shall be prepared to eliminate cheating and use of other unfair means from examinations.	This provision has been implemented.
A quality cycle management shall link the various systems of assessment and institutions involved in assessment (examinations, NEAS/PEACE, continuous assessment) to provide feedback to curriculum development, textbooks development and teacher education and professional development.	This action has not been implemented.

## Co-curricular and Extra Curricular Activities

### Implementation Status of Policy Actions of NEP 2009

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Standards shall be developed for co-curricular and extra-curricular activities, including scouting, for all levels of education.	This provision has not been implemented.
Sports activities shall be organized at the Secondary, Higher Secondary, College and University levels.	This provision has not been implemented.
A system for monitoring of sports and co-curricular/extra-curricular activities shall be established by all provincial and area governments.	This provision has not been implemented.
All schools to organize Sports/PT periods in line with approved scheme of studies 2006.	This action has not been implemented.
Regular summer camps in various sports disciplines shall be arranged by educational institutions, during the summer vacations.	This provision has not been implemented.
Annual inter-schools, inter-colleges and inter-universities sports competitions shall be held regularly in all Provinces/Areas.	This action has not been implemented
Performance and interest in sports and other co-curricular activities to be reflected in annual confidential reports (ACRs) of Heads of Educational Institutions.	This action has not been implemented.
Incentives would be offered to Heads of Institutions, performing well in sports and other co-curricular activities at all levels.	This provision has not been implemented.

## ISLAMABAD CAPITAL TERRITORY

### Early Childhood Education (ECE)

All Junior Model School are offering ECE to the Children attaining the age of 3-4 years. One section of Prep has been established in all School in ICT. It was absorbed informed that 41-60% schools have separately appointed ECE teachers on self help basis. Training wing of FDE conducts training for ECE teachers in collaboration with Plan Pakistan. Last year, FDE provided mobile technology to ECE Teachers in 75 schools to promote ECE Education. Special ECE training was organized for this purpose.

### Implementation Status of Policy Actions of NEP 2009

Proposed policy actions	Implementation Status
ECE age group is 3 to 5 years.	This action has been implemented.
Provision of ECE shall be attached to Primary schools which shall be provided with additional budget, teachers and assistants for this purpose.	This action has been implemented.
Two yeas specialized training for ECE teachers.	This action has not been implemented.

### Elementary Education

In ICT Elementary Education is compulsory. The school management is responsible for completion of education of the students enrolled in class-I up to Matriculation level. In ICT 391 Institutions are providing elementary education to all boys and girls living in ICT neighborhood. Corporal punishment has been banded. Education is free and compulsory. There is retention and good quality education which is reflecting through SSC and centralized examinations. Free textbooks are

provided to students. Co-curricular activities are also done in schools. In ICT, Female student's participation is encouraging. The enrollment of girls at all level of education is more than enrolment boys.

### **Implementation Status of Policy Actions of NEP 2009:**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
All children shall be brought inside school by the year 2015.	This provision has not been implemented.
Official age for primary education shall be 6 to 10 years.	This provision has not been implemented.
Government shall make efforts to provide necessary financial resources to achieve the EFA goals.	Efforts are done to achieve this goal but EFA goals have not been achieved.
Wherever feasible, Primary schools shall be upgraded to Middle schools.	This action has been implemented.
High priority to reduce the dropout rate by providing financial and food support to children.	The government has made efforts to reduce drop out rate but did not implement in letter and spirit. Free textbooks have been provided to all students' upto Matric level in all public schools.
Apna Ghar residential schools to provide free quality education to poor students	This action has not been implemented.
Every child on admission in Grade I shall be allocated a ID.	This action has not been implemented

### **Secondary Education**

In ICT article 25-A is in the process of implementation process of (Free and Compulsory Education). Any kind of capitation fee or charges are not taken from the students. Almost free education is provided. Qualified staff and lab facilities are provided in Secondary Schools. Clothing a textile, Food and nutrition, Fashion designing, Technical and Electrical subject are also offered to girls students in secondary schools.

FDE is trying to provide missing facilities in majority of the schools. In ICT institutions are affiliated with FBISE and metric results are very much encouraging.

### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Secondary schools particularly Girls Secondary schools have been established in rural areas where the ratio of Secondary Schools is low.	This action has been implemented.
Students support shall be increased to prevent students from dropping out of school for financial reasons.	Students have been provided free textbooks up to class X in all the public schools to prevent students from dropping out of school.
Counseling facilities shall be made available to students from the elementary level onwards.	This provision has not been implemented so far.
Grades XI and XII shall not be part of the college level.	This provision has not been implemented.
A system for ranking of primary and secondary educational institutions across the country shall be introduced with rankings based on result outcomes, extracurricular activities and facilities provided to the students.	This provision has not been implemented.

### **Literacy and Non-formal Education**

Literacy rate in Islamabad is almost close to 80% but correct data is not available. National Training Bureau has affiliated Technical Institutes to impart training in different 103 words CNC, Welding, TIG/MIS, DLC AutoCAD and Auto Cam etc. Hotel industry, Manufacturing, Construction, Mechanical and Civil technologies are introduced for students of non formal education. Education Department developed National Literacy curriculum and identification of instructional material, teacher training module & professional development programme.

### Implementation Status of Policy Actions of NEP 2009

Proposed policy actions	Implementation Status
Literacy rate shall be increased up to 86% by 2015.	This provision has not been implemented.
Government shall develop a national literacy curriculum.	This action has been implemented.
A system shall be developed to mainstream the students in non-formal programmes into regular education system,	This provision has been implemented.
Provinces and district governments shall allocate a minimum of 3% of education budget for literacy and non formal basic education (NFBE).	This action has not been implemented.
Linkages of non-formal education with industry and internship programmes shall be developed to enhance economic benefits of participation.	Linkage of non-formal education with industry and internship programs has been developed to some extent to enhance economic benefits of participation.
Horizontal linkages between schools and vocational/skills training centers shall be established.	Linkages between schools and vocational training centre have been established to some extent.
Arrangements shall be made to use school buildings (where available) for adult literacy after school hours.	This action has not been implemented.

### Improving Teachers Quality

In FDE there is proper training cell for training in service teachers. A well established training wing under supervision of Director and well rained team of resource persons is working. Twenty resource centers were established in ICT for teachers training. Resource person of different subjects and areas provide training to almost 700 plus teachers yearly according to modern trends and needs. Management Training is also provided to education managers. In ICT BS. Ed (4years), B.Ed, M. Ed and MA Education is also offered to in service teachers.

### Implementation Status of Policy Actions of NEP 2009:

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A Bachelors degree, with a B.Ed., shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed., shall be ensured by 2018.	This provision has been implemented.
Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.	This provision has not been implemented.
Teacher education curriculum shall be adjusted to the needs of the school Curriculum and scheme of studies.	This provision has been implemented.
A separate cadre of specialized teacher trainers shall be developed.	This action has not been implemented.
Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.	This action has been implemented.
All teachers shall have opportunities for professional development through a programme organized on a three-year cyclic basis.	This provision has not been implemented.
Arrangements shall be made to use school buildings (where available) for adult Literacy after school hours.	This action has been implemented.
In service teachers training in mathematics shall be given with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.	This action has been implemented.
In service teacher training in science shall be based on real life situations, use of science kits and provision of science kits to all primary and middle schools.	This provision has been implemented.

## Quality in Textbook and Learning Material

National Book Foundation has been authorized to publish book for ICT Level. Presently Grade I-IV textbooks have been developed and published; work is in progress on remaining textbooks. No change in subjects has been recommended except in Social Studies in which accounts of local heroes and highlighting of local cultural values have been added. Books are provided according to new curriculum. These books meet all standards and benchmarked. FDE is providing free Textbooks to all students up to Matric level. FDE also plans to provide free textbooks to students of inter classes in near future.

## Implementation Status of Policy Actions of NEP 2009

Proposed policy actions	Implementation Status
A well regulated system of competitive publishing of textbooks and learning materials shall be introduced.	This provision has been implemented.
Federal and Provincial / Area Governments shall increase investments in school libraries and supplementary reading, teacher guides, teachers' training and learning materials.	This action has been implemented.
Implementation of the new system of regulated competitive publishing of textbooks and learning materials shall start with the introduction of revised National Curricula 2006.	ICT education department adopted National Curriculum 2006.
Textbooks at primary level shall be developed within the context of local cultures.	This action has been implemented.

## Improving Student Assessment

The Federal Board of Intermediate and Secondary Education (FBISE) Islamabad is an autonomous body of Federal Ministry of Education and Professional Training It is empowered with administrative



and financial authority to organize and conduct SSC and inter examinations. The Federal Board of Intermediate and Secondary Education (FBISE) Islamabad is not only operating within the country but also serving in other countries for conducting exams of Pakistani students at SSC & HSSC. FBISE has resorted to centralized marking technique in which examiners assess the answer scripts in FBISE main office under the direct supervision of FBISE Management.

Schools Management conducts regular midterm and end term examinations. Proper rules and standards are followed for assessment. Assessment framework has been developed for each subject curriculum. Moreover, SLOs are developed, piloted and finally administered. Question papers comprise on subjective and objective type questions. Written examination and assessment tool is being used in the FBISE in SSC and HISE levels exams where the students are assessed in the already provided prescribed syllabi of various subjects. NEAS has so far conducted five national level assessments in five subjects (Urdu, English and Math, Science and Social studies) for both grade 8 and Grade-4. Training wing organized training for paper setters and examiners. The present Government has taken steps in this regard by earmarking a project worth Rs. 5million on “Standardization and Modernization of examination which will be implemented by the FBISE.

### **Implementation Status of Policy Actions of NEP 2009**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stakes examinations.	This provision has been implemented.
Examination systems shall be standardized to reduce differentials across students appearing in different boards of examinations, either through gradual reduction of the number of boards.	This provision has not been implemented.

The Examination boards shall be responsible for capacity building of paper setters and examiners.	This action has been implemented.
A comprehensive plan shall be prepared to eliminate cheating and use of other unfair means from examinations.	This provision has been implemented.
A quality cycle management shall link the various systems of assessment and institutions involved in assessment (examinations, NEAS/PEACE, continuous assessment) to provide feedback to curriculum development, textbooks development and teacher education and professional development.	This action has not been implemented.

### Co-curricular and Extra Curricular Activities

#### Implementation Status of Policy Actions of NEP 2009:

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Standards shall be developed for co-curricular and extra-curricular activities, including scouting, for all levels of education.	This provision has not been implemented.
Sports activities shall be organized at the Secondary, Higher Secondary, College and University levels.	This provision has been implemented.
A system for monitoring of sports and co-curricular/extra-curricular activities shall be established by all provincial and area governments.	This provision has not been implemented .
All schools to organize Sports/PT periods in line with approved scheme of studies 2006.	This action has been implemented.
Regular summer camps in various sports disciplines shall be arranged by educational institutions, during the	This provision has not been implemented.

summer vacations.	
Annual inter-schools, inter-colleges and inter-universities sports competitions shall be held regularly in all Provinces/Areas.	This action has been implemented.
Performance and interest in sports and other co-curricular activities to be reflected in annual confidential reports (ACRs) of Heads of Educational Institutions.	This action has not been implemented.
Incentives would be offered to Heads of Institutions, performing well in sports and other co-curricular activities at all levels.	This provision has not been implemented.

## Progress towards Education for All (EFA) Goals in Pakistan

### EFA Goal 1: Early Childhood Education

#### Indicator 1.1: Gross Enrolment Ratio (GER) in Pre-Primary

Regions	2009-10	2013-14
Pakistan	70.5%	71%
Punjab	80.2%	79%
Sindh	49%	52%
Khyber Pakhtunkhwa	75.5%	82%
Balochistan	72.9%	71%
AZAD JAMMU AND KASHMIR	64.8%	72%
Gilgit Baltistan	60.6%	35%
ICT	45%	58%

*Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad*

#### Indicator 1.2: Percentage of New Entrants

Regions	2009-10	2013-14
Pakistan	100%	100%
Punjab	100%	100%
Sindh	88.9%	100%
Khyber Pakhtunkhwa	100%	100%
Balochistan	100%	100%
AJ&K	100%	100%
Gilgit Baltistan	73.5%	100%
ICT	100%	100%

*Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad*

**Indicator 1.3: Percentage of ECE in Private Sector**

Regions	2009-10	2013-14
Pakistan	41.9%	28%
Punjab	44.9%	29%
Sindh	47.8%	40%
Khyber Pakhtunkhwa	34.3%	18%
Balochistan	14.5%	12%
AJ&K	46.8%	38%
Gilgit Baltistan	50.7%	20%
ICT	75%	57%

Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad

**Indicator 1.4: Percentage of Trained Teachers in ECE**

Regions	2009-10	2013-14
Pakistan	45.6%	49%
Punjab	42.8%	-
Sindh	43%	46%
Khyber Pakhtunkhwa	46.4%	-
Balochistan	73.5%	74%
AJ&K	59.8%	60%
Gilgit Baltistan	47.2%	-
ICT	73.9%	74%

Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad

**Indicator 1.5: Public Expenditure on Pre-Primary**

Public Expenditure on Pre-Primary	Included in Public Expenditure on Primary Education
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**Indicator 1.6: Pupil Teacher Ratio (PTR)**

<b>Regions</b>	<b>2009-10</b>	<b>2013-14</b>
Pakistan	18	23
Punjab	18	56
Sindh	16	19
Khyber Pakhtunkhwa	27	-
Balochistan	34	108
AJ&K	28	30
Gilgit Baltistan	17	-
ICT	15	16

*Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad*

## EFA Goal 2: Universal Primary Education

### Indicator 2.1: Gross Intake Ratio (GIR) in Primary Education

Regions	2009-10	2013-14
Pakistan	103.2%	99%
Punjab	102.7%	102%
Sindh	105.5%	92%
Khyber Pakhtunkhwa	109.7%	119%
Balochistan	85.0%	73%
AJ&K	73.4%	69%
Gilgit Baltistan	155.2%	52%
ICT	81.3%	80%

Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad

### Indicator 2.2: Net Intake Ratio (NIR)

Regions	2009-10	2013-14
Pakistan	82.6%	79%
Punjab	82.2%	82%
Sindh	84.4%	74%
Khyber Pakhtunkhwa	87.8%	95%
Balochistan	68%	59%
AJ&K	58.7%	55%
Gilgit Baltistan	124.2%	41%
ICT	74.1%	64%

Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad

### Indicator 2.3: Gross Enrolment Ratio (GER) in Primary Education

Regions	2009-10	2013-14
Pakistan	85.9%	90%
Punjab	86.4%	92%
Sindh	80%	81%
Khyber Pakhtunkhwa	100.6%	109%
Balochistan	64.2%	66%
AJ&K	73%	76%
Gilgit Baltistan	153.3%	85%
ICT	92.6%	92%

Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad

### Indicator 2.4: Net Enrolment Ratio

Regions	2009-10	2013-14
Pakistan	68.7%	72%
Punjab	69.1%	73%
Sindh	64%	65%
Khyber Pakhtunkhwa	80.5%	85%
Balochistan	51.3%	53%
AJ&K	58.4%	61%
Gilgit Baltistan	122.6%	68%
ICT	74.1%	74%

Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad



**Indicator 2.5: Adjusted Net Enrolment Ratio (ANER)**

<b>Regions</b>	<b>2009-10</b>	<b>2013-14</b>
Pakistan	68.7%	72%
Punjab	69.1%	73%
Sindh	64%	65%
Khyber Pakhtunkhwa	80.5%	85%
Balochistan	51.3%	53%
AJ&K	58.4%	61%
Gilgit Baltistan	122.6%	68%
ICT	74.1%	74%

*Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad*

**Indicator 2.6: Percentage of Primary School Repeaters**

<b>Regions</b>	<b>2009-10</b>	<b>2013-14</b>
Pakistan	4.1%	2%
Punjab	2.6%	2%
Sindh	3.8%	0%
Khyber Pakhtunkhwa	6.7%	5%
Balochistan	10.9%	11%
AJ&K	4.8%	4%
Gilgit Baltistan	7.7%	12%
ICT	13.8%	10%

*Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad*

### EFA Goal 3: Learning Needs of Youth and Adults

#### Indicator 3.1: Youth Literacy Rate (15-24 Years)

Regions	2009-10	2013-14
Pakistan	70%	72%
Punjab	73.2%	75%
Sindh	67%	70%
Khyber Pakhtunkhwa	64.4%	67%
Balochistan	60.6%	56%
AJ&K	N/A	N/A
Gilgit Baltistan	N/A	N/A
ICT	N/A	N/A

Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad

#### Indicator 3.3: Gross Enrolment Ratio (GER) in Secondary Education

Regions	2009-10	2013-14
Pakistan	31%	37.6%
Punjab	33.2%	41.0%
Sindh	28.9%	28.2%
Khyber Pakhtunkhwa	33.3%	48.5%
Balochistan	14%	17.9%
AJ&K	39.2%	43.7%
Gilgit Baltistan	49.4%	46.3%
ICT	60.9%	69.4%

Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad

**Indicator 3.3: Adjusted Net Enrolment Ratio (ANER) Secondary**

<b>Regions</b>	<b>2009-10</b>	<b>2013-14</b>
Pakistan	24.8%	43.7%
Punjab	26.5%	46.3%
Sindh	23.1%	35%
Khyber Pakhtunkhwa	26.6%	55.2%
Balochistan	11.2%	24.5%
AJ&K	31.3%	47.7%
Gilgit Baltistan	39.5%	58.6%
ICT	48.7%	70.3%

*Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad*

**Indicator 3.4: No. & Percentage of TVET Centers**

<b>Regions</b>	<b>2009-10</b>	<b>2013-14</b>
Pakistan	1,519	3,323
Punjab	N/A	1,587
Sindh	N/A	493
Khyber Pakhtunkhwa	N/A	793
Balochistan	N/A	49
AJ&K	N/A	108
Gilgit Baltistan	N/A	36
ICT	N/A	55

*Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad*

**Indicator 3.5: Enrolment in TVET Centers & Programs for Youth & Adults**

<b>Regions</b>	<b>2009-10</b>	<b>2013-14</b>
Pakistan	116,412	308,613
Punjab	N/A	150,494
Sindh	N/A	67,029
Khyber Pakhtunkhwa	N/A	62,449
Balochistan	N/A	5,866
AJ&K	N/A	6,546
Gilgit Baltistan	N/A	1,971
ICT	N/A	4,680

*Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad*

## EFA Goal 4: Improving Adult Literacy Level

### Indicator 4.1: Adult (15+) + year old Literacy Rate

Regions	2009-10	2013-14
Pakistan	N/A	56%
Punjab	N/A	58%
Sindh	N/A	58%
Khyber Pakhtunkhwa	N/A	49%
Balochistan	N/A	44%

Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad

### Indicator 4.2: Literate Adults (15+)

Regions	2009-10	2013-14
Pakistan	N/A	68,533,42
Punjab	N/A	39,077,709
Sindh	N/A	16,611,590
Khyber Pakhtunkhwa	N/A	7,989,435
Balochistan	N/A	2,600,440

Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad

## EFA Goal 5: Gender Parity and Quality in Education

### Indicator 5.1: Female Enrolled as Percentage of Total Enrolment

	2009-10				2013-14			
	Pre-Primary	Primary	Middle	Secondary	Pre-Primary	Primary	Middle	Secondary
<b>Pakistan</b>	44.8%	44.5%	42.5%	41.9%	45%	44%	43%	41%
<b>Punjab</b>	47.2%	47.2%	45.9%	45.6%	47%	47%	46%	47%
<b>Sindh</b>	44.8%	41.8%	42.6%	40.6%	44%	42%	44%	41%
<b>Khyber Pakhtunkhwa</b>	39.6%	40.1%	32.4%	32%	45%	40%	34%	27%
<b>Balochistan</b>	38%	40.2%	34.6%	33.1%	37%	39%	36%	35%
<b>AJ&amp;K</b>	47.4%	48.8%	46.6%	44.5%	48%	48%	48%	40%
<b>Gilgit Baltistan</b>	45.1%	54.1%	41.9%	46.1%	37%	32%	43%	17%
<b>ICT</b>	47.2%	50.4%	50.3%	51.7%	50%	50%		55%

Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad

### Indicator 5.2: Female Teachers Percentage of Total No. of Teachers

Regions	2009-10			2013-14		
	Primary	Middle	Secondary	Primary	Middle	Secondary
Pakistan	47%	65.3%	54.7%	49%	67%	58%
Punjab	58.8%	71.5%	58.5%	63%	72%	64%
Sindh	37.8%	69.5%	63.7%	37%	68%	63%
Khyber Pakhtunkhwa	38.3%	45.0%	35.0%	40%	49%	41%
Balochistan	32.7%	41.3%	35.7%	31%	44%	39%
AJ&K	47.3%	52.9%	46.1%	51%	54%	48%
Gilgit Baltistan	47.7%	40.8%	39.6%	41%	40%	37%
<b>ICT</b>	79.6%	76.5%	65.8%	81%	8%	66%

Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad

**Indicator 5.5: Gender Parity Index, GER in Basic Education (Primary & Lower Secondary)**

<b>Regions</b>	<b>2009-10</b>	<b>2013-14</b>
Pakistan	0.87	0.85
Punjab	0.96	0.93
Sindh	0.80	0.82
Khyber Pakhtunkhwa	0.72	0.68
Balochistan	0.78	0.73
AJ&K	1.0	0.98
Gilgit Baltistan	1.27	0.46
ICT	1.12	1.10

*Source: Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education & Professional Training, Islamabad*

# Chapter 5

## **FINDINGS, CONCLUSIONS AND WAY FORWARD**

### 5.1 Findings

On the basis of the data analysis, the following findings were drawn:

#### Early Childhood Education (ECE)

<b>Proposed policy actions</b>	<b>Implementation Status</b>
ECE age group is 3 to 5 years.	ECE age group is 3 to 5 years in all provinces whereas in Azad Jammu and Kashmir and Islamabad Capital Territory the ECE age is 3 to 4 years.
Provision of ECE shall be attached to Primary schools which shall be provided with additional budget, teachers and assistance for this purpose.	Provision of ECE has been attached with Primary schools in a few provinces. However, no additional budget has been provided for employment of specified ECE teachers and other assistance i.e. Learning material and A.V. aids, etc.
Two years specialized training for ECE teachers.	Two years specialized training for ECE teachers has not been provided. As far as teachers training was concerned, one or two weeks ECE teachers training programs were organized for ECE teachers in collaboration with NGOs and International Donor Agencies in public sector in almost all provinces/regions.



## Elementary Education

<b>Proposed policy actions</b>	<b>Implementation Status</b>
All children shall be brought inside school by the year 2015.	The provincial/regional and federal governments have made efforts to bring all children, irrespective of gender, in schools as per policy actions but lack of infrastructure and financial resources are hurdles to implement this policy provision.
Official age for primary education shall be 6 to 10 years.	This provision has not been implemented.
Government shall make efforts to provide necessary financial resources to achieve the EFA goals.	UNICEF, UNESCO, JICA, UNDP and different Governmental and Non-Governmental Organizations are facilitating Education Departments to achieve EFA goals. This policy provision could not be implemented in letter and spirit due to financial constraints.
Wherever feasible Primary schools shall be upgraded to Middle schools.	This action has been implemented. Primary schools were upgraded to middle schools.
High priority to reduce the dropout rate by providing financial and food support to children.	All the provincial/regional/federal Education Departments striving to provide conducive environment and basic missing facilities in schools. However, sufficient funding is required to provide complete infrastructural facilities.
Apna Ghar residential schools to provide free quality education to poor students.	“Apna Ghar” residential schools couldn’t be established in any province/regions. However, 14 Danish residential schools were established in seven districts of Punjab on the same principles to

	provide quality education to poor children.
Every child on admission in Grade I shall be allocated an ID.	Unique ID has not been allocated to children on admission in Grade-I in schools in provinces/regions except Punjab Province. In Punjab ID is allocated to the children enrolled in schools

### Secondary Education

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Secondary schools particularly Girls Secondary schools shall be established in rural areas where the ratio of Secondary Schools is low.	This provision has been implemented wherever, it was possible /feasible.
Students support shall be increased to prevent students from dropping out of school for financial reasons.	Only free textbooks up to class X are being provided in all the provinces in public schools except Gilgit Baltistan and Azad Jammu and Kashmir to reduce drop out rate, but still there is need to support financially to non-affording poor students.
Counseling facilities shall be made available to students from the elementary level onwards.	No systematic counseling facilities are available to students in any of the provinces/regions from the elementary level as enshrined in the NEP, 2009.
Grades XI and XII shall not be part of the college level	Only in a few Higher Secondary Schools Grade XI and XII classes are taught. Otherwise, grade XI & XII are part of college level education.
A system for ranking of primary and secondary educational institutions across the country shall be introduced	This provision has not been implemented.

with rankings based on result outcomes, extracurricular activities and facilities provided to the students	
Schools shall introduce more student centred pedagogies.	This provision has not been implemented.
Schooling shall also be made more attractive by adding community service programs.	Community service programmes yet not devised and implemented in any of the provinces/regions.

### **Literacy and Non-formal Education**

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Literacy rate shall be increased up to 86% by 2015.	The target is not yet achieved.
Government shall develop a national literacy curriculum.	Literacy Curriculum has been developed in Punjab, Sindh and ICT to improve literacy skills. Whereas, there is still need to work for designing National Literacy Curriculum in Khyber Pakhtunkhwa, Balochistan, Azad Jammu and Kashmir and Gilgit Baltistan.
A system shall be developed to mainstream the students in non-formal programmes into regular education system,	A system to mainstream the students of non-formal programs into the regular education system has been developed in Punjab, Sindh and ICT. Whereas, no such system has been developed in other provinces/regions so far.
Provinces and district governments shall allocate a minimum of 4% of education budget for literacy and non formal basic education (NFBE).	Four percent of the total education budget for literacy and NFE has not been allocated till yet.
Linkages of non-formal education with industry and internship programmes shall be developed to enhance economic benefits of	This provision has not been implemented.

participation.	
Horizontal linkages between schools and vocational/skills training centers shall be established.	Linkages of non-formal education with industry and internship programs have not been evolved in the provinces.
Arrangements shall be made to use school buildings (where available) for adult literacy after school hours.	Existing school buildings are not used for adult literacy after school hours in any part of the country.

### Improving Teachers Quality

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A Bachelors degree, with a B.Ed shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed shall be ensured by 2018.	A Bachelor's degree with B.Ed/A.D.E is minimum required qualification for teaching at school level in provinces/regions
Teachers training arrangements, accreditation and certification procedures shall be standardized and institutionalized.	Teachers Training arrangement, accreditation and certification procedures have yet not been standardized and institutionalized.
Teachers education curriculum shall be adjusted to the needs of the school Curriculum and scheme of studies.	This provision has not been implemented.
A separate cadre of specialized teachers' trainers shall be developed	Specialized Teachers Trainers cadre is still not established.
Governments shall take steps to ensure that teacher's recruitment, professional development, promotions and postings are based on merit alone.	Teachers' recruitment, professional development, promotion & posting/transfers are being made on merit.
All teachers shall have opportunities for professional development through a programme organized on a three-year cyclic basis.	Teachers Development Programs have not been developed on three years cyclic basis.

In-service teachers training in the Mathematics and Science shall be given with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.	In-service Teachers' Training in Mathematics and Science including pedagogical contents, subject knowledge contents is being provided in provinces/regions from time to time.
In-service training shall cover a wide range of areas: pedagogy and pedagogical content knowledge; subject content knowledge; assessment and Information Communication Technology (ICT).	This policy provision is being implemented in provinces/regions.

### Co-curricular and Extra Curricular Activities

<b>Proposed policy actions</b>	<b>Implementation Status</b>
Co-curricular and extra-curricular activities shall be made a mandatory part of the entire learning process.	Co-curricular and extra-curricular activities are mandatory component of the entire learning process.
Sports activities shall be organized at the Secondary, Higher Secondary, College and University levels.	Sports activities are organized at Secondary, Higher Secondary and College levels in the country. However, sports grounds facilities are not available in each and every school.
To provide incentive and to encourage development of Sports at grassroots level, quota for admission to educational institutions on sports basis shall be enforced	There is quota for admission in educational institutions on sports basis.
All schools to organize Sports/PT periods in line with approved scheme of studies 2006.	This action has been implemented.
Regular summer camps in various sports disciplines shall be arranged by educational institutions, during the	Yet to be implemented.

summer vacations.	
Annual inter-schools, inter-colleges and inter-universities sports competitions shall be held regularly in all Provinces/Areas.	Inter-schools, inter college sports competitions are held annually on regular basis.
Performance and interest in sports and other co-curricular activities to be reflected in annual confidential reports (ACRs) of Heads of Educational Institutions.	This policy action has not been implemented.
Incentives would be offered to Heads of Institutions, performing well in sports and other co-curricular activities at all levels.	No incentive is given to school managers on the basis of sports activities.

### Quality in Textbook and Learning Material

<b>Proposed policy actions</b>	<b>Implementation Status</b>
A well regulated system of competitive publishing of textbooks and learning materials shall be introduced.	Yet to be implemented.
Federal and Provincial / Area Governments shall increase investments in school libraries and supplementary reading, teacher guides, teachers' training and learning materials.	This action has not been implemented.
Implementation of the new system of regulated competitive publishing of textbooks and learning materials shall start with the introduction of revised National Curricula 2006.	This action is to be implemented
Textbooks at primary level shall be developed within the context of local cultures.	Yet to be implemented.

## Improving Student Assessment

It was found that proposed policy actions regarding students' assessment have not been implemented. It was found that students' assessment is contents based instead of conceptual based as proposed in the policy. However, multiple assessment tools i.e. short-answer type, essay type and objective type assessment is made by Boards of Intermediate and Secondary Education.

<b>Proposed policy actions</b>	<b>Implementation</b>
Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stakes examinations.	Multiple assessment tools i.e. short-answer type, essay type and objective type assessment is being made. Still there is need to ensure the balance between formative and summative approach as was proposed in the policy.
Examination systems shall be standardized to reduce differentials across students appearing in different Boards of examinations, either through gradual reduction of the number of boards or any other mechanism deemed workable.	This provision has not been implemented.
The Examination boards shall be responsible for capacity building of paper setters and examiners.	This provision is being implemented by all Boards.
A comprehensive plan shall be prepared to eliminate cheating and use of other unfair means from examinations.	This provision is being implemented as and when required.

A quality cycle management shall link the various systems of assessment and institutions involved in assessment (examinations, NEAS/PEACE, continuous assessment) to provide feedback to curriculum development, textbooks development and teacher education and professional development.	This action has not been implemented.
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## Conclusions

Salient proposed actions of NEP 2009	Implementation Status
<b>Access &amp; Equity</b>	
Introduction of Early Childhood Education (3-5 years) and encouraging inclusive and child-friendly education	Early Childhood Education is being partially implemented. However as per policy provisions, all proposed policy actions have not been implemented in letter and spirit.
Primary education official age shall be 6 to 10 years.	Primary education official age 6 to 10 years has not been notified so far.
Equity in Education (gender, geographical Urban-Rural areas) shall be promoted	Equity in Education (gender, geographical Urban-Rural areas) is being promoted.
Grades 11 and 12 shall not be part of the college education and merged into the school education.	Grades 11 and 12 still form part of college education.
Governments shall establish “Apna Ghar” residential schools in each province to provide free high quality educational facilities to poor students.	“Apna Ghar” residential schools have not been established. However, Danish Schools (14) have been established in Punjab province in a few districts only. Both “Apna Ghar” & Danish Schools are for poor and needy students
Every child, on admission in Grade I, shall be allotted a unique ID that will continue throughout his or her academic career.	Every child has not been allocated a unique ID except in Punjab.
The definition of “free education” shall include all education related	Textbooks are being provided free in all provinces but not in the regions.



costs.	
Waiver of maximum age limit for recruitment of female teachers, wherever required	Waiver of Maximum age limit for recruitment of female teachers is given wherever it is required.
<b>Governance, Quality &amp; Relevance</b>	
The Government shall allocate 7% of GDP to education by 2015 and necessary enactment shall be made for this purpose.	Government is static around 2% of GDP on education since last two decades.
Sector Planning in Education shall be promoted and each Provincial/ Area Education Department shall develop its sector/ sub-sector plan, with facilitation and coordination at federal level.	Each Provincial/Regional Education Department has developed its own Education Sector Plan as per proposed policy actions.
Separate academic & educational management cadres with specified training and qualification requirements shall be introduced.	Separate Management Cadres has been established only in KPK and Sindh. Whereas realization to establish separate academic & educational cadres exists in other provinces/regions.
Teachers training arrangements, accreditation and certification procedures shall be standardized and institutionalized.	Teachers training arrangements, accreditation and certification procedures have not been standardized and institutionalized in any of the provinces/regions.
Governments shall take steps to ensure that teachers' recruitment, professional development, promotions and postings are based on merit alone.	Governments have adopted steps to ensure that teachers' recruitment, professional development, promotions and postings are based on merit.
The curriculum development and review process shall be standardized and institutionalized.	All provinces adopted National Curriculum 2006 with minor changes in Social studies subject.
Use of Information Communication Technologies in Education shall be promoted.	Use of Information Communication Technologies in Education is in vogue through out the Pakistan.
A well regulated system of competitive publishing of textbooks and learning materials shall be	Yet to be established

introduced.	
Examinations systems shall be standardized to reduce differentials across students appearing in different boards of examinations.	There is dire need to seriously work on implementation of this policy provision.
Career Counseling at secondary and higher secondary level shall be initiated.	Has not done yet.
Matric-Tech stream shall be re-introduced and scheme of studies revised accordingly.	Matric-Tech stream has not been introduced.
Sports activities shall be organized at the Secondary, Higher Secondary, College and University levels.	Sports activities are being done at all tiers.
Matching with labour market, develop linkages with industry, innovation and promotion of research and development (R&D) culture are hall marks of NEP 2009.	Necessary Linkages with industries and labour market have not been developed.
Provinces and District governments shall allocate 4% of education budget for literacy.	This action has not been implemented.
A Bachelor's degree with a B.Ed shall be the minimum requirement for teaching at elementary level and Master's degree with B.Ed for teaching at secondary level.	It has been implemented in all provinces/regions

### Way Forward

- There is need for infrastructure development for the promotion of ECE by provinces/regions, therefore, more financial and other resources are required to be allocated either from Governments own kitty or with the collaboration of NGOs and International Donor Agencies to provide infrastructural facilities for ECE and teachers training programs.

- Evolve/develop strong implementation mechanism to ensure proper implementation of NEP 2009 in collaboration of all stakeholders.
- Do away with the practice of establishing primary and middle separate schools instead of establishing elementary schools
- Strategy is to be developed to reduce the dropout rate. There is need to launch various schemes for girls' stipends, uniform, stationary, and school bags for needy and poor students. Missing facilities in schools may also be provided in order to maintain child friendly environment.
- Gender disparities still exist in education sector in rural as well as urban areas. There is need to provide financial assistance (stipends) to poor students for reducing gender disparities.
- Professional Development programs for teachers are to be developed on three years cyclic basis as proposed in NEP, 2009. Professional Development program may cover pedagogical, pedagogical contents knowledge, subject contents knowledge and use of ICT to facilitate teaching and learning process in the classroom?
- There is need for providing technical and vocational education. Matric-Tech scheme has been introduced at secondary level only in a few districts of Punjab. It may also be introduced in all districts remaining of Punjab and other provinces as well as regions.
- Free textbooks may be provided upto Secondary level in Gilgit Baltistan and Azad Jammu and Kashmir regions.
- Review of National Education Policy may be made in the light of Education Sector Plans prepared by provinces/areas.
- Inter classes may be detached from college level of education and be attached with Higher Secondary Schools in all over the country.

- Career counseling may be provided in the schools to all students from elementary to secondary level to improve quality of education.
- Multipronged strategy to reduce poverty, provide physical facilities, teacher absenteeism may be evolved to wrest the high dropout rate at primary level.

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#### **WEBLIOGRAPHY**

<http://learndat.tech.msu.edu/teach/student> assessment

**Annexure**

## **QUESTIONNAIRE**

**Implementation Status of NEP 2009**  
**Interview Schedule for Secretaries/DPIs/Senior Provincial**  
**Officials**

Name \_\_\_\_\_

Address: \_\_\_\_\_

Qualification: (i) Academic \_\_\_\_\_ (ii) Professional \_\_\_\_\_

**1. Early Childhood Education (ECE)**

i) What strategy has been adopted to promote ECE in your Province? Would you like to explain?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ii) Would you like to inform us that what types of steps taken in your Province for promoting ECE after 2009?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

iii) Would you like to share with us the achievement made in ECE in your Province after 2009?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

iv) How many schools have separately appointed ECE teachers?

1-10%	11-20%	21-40%	41-60%
61-70%	71-80%	80-90%	91-100%

- v) Have the ECE teachers been provided 2 year specialized training to deal with young children as required in NEP 2009? Please explain type of training.

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If No, what are hurdles in providing ECE training to teachers?

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**2. Elementary Education**

- i) What is the strategy of your Province for providing Elementary Education to all the children (Boys & Girls) to achieve EFA Goals? Please elaborate.

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- ii) Would you like to share with us the provincial strategy to reduce drop-out at Elementary Education?

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- iii) Would you like to inform us about the achievement made in Elementary Education in your Province after 2009?

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- iv) Would you like to share with us about your government incentives policy to increase enrollment and improve retention rate especially for girls in Province? Please elaborate in detailed.

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**3. Secondary Education**

- i) Would you like to share about provincial government strategy of providing Secondary Education especially in rural areas?

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- ii) Did your Province adopt any student support policy to the poor student to prevent them from dropping out of school for only financial reasons?

1. Yes  2. No

If yes, please mention the steps taken , if No what were the hurdles?

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- iii) NEP 2009 suggested life skill base education at Secondary level will be provided. Has what steps your Province has taken steps in this regard? Please elaborate in order of priority.

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- iv) Please elaborate the steps taken by your province for providing missing facilities in Secondary School.

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- v) Would you like to share about achievement of Secondary Education in the Province after NEP 2009?

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**4. Literacy and Non-formal Education**

- i) What steps have been taken to increase Literacy rate 86% by 2015 as proposed in 2009? Please elaborate.

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- ii) Have your Province adopted National Literacy Curriculum as per provision of NEP 2009 in order to impart training skills as per local needs and job market requirement/demand?

1. Yes  2. No

If yes, please elaborate the steps which have been taken so far.

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If No, please explain reasons

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- iii) NEP 2009 suggested that provincial governments shall allocate 4% of education budget for literacy and Non-Formal Basic Education (NFBE) what percentage of education has been allocated for literacy and non-formal Education.

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iv) Did Provincial government adopted any policy to develop linkages among Non-formal Education with industry regarding internship program?

1. Yes  2. No

If yes, please elaborate

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v) Has your government taken any initiative regarding Non-formal Education to bring child laborer in school as suggested in NEP 2009?

1. Yes  2. No

vi) Do you have any literacy skill program for child laborer (boys & girls) in your province?

1. Yes  2. No

vii) Has your provincial government adopted any policy to provide training to literacy teachers as suggested in 2009 policy? Please elaborate.

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viii) What are the achievement of literacy improvement from 2009-2014 in your provinces?

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**5. Improving Teachers Quality**

i) What is the strategy of your government for improving Teachers Quality in the Province? Please elaborate.

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ii) Have your government enhanced professional qualifications for recruitment at elementary teachers to B.Ed?

1. Yes  2. No

iii) Have your government increased professional qualification of teacher B.Ed for Secondary teachers?

1. Yes  2. No

iv) Has your province created separate cadre of specialized trainers to train the teachers?

1. Yes  2. No

v) What type of in-service teacher training is organized for school teacher in your Province? Please elaborate.

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vi) Has your government developed professional development program for teacher on three year cycle basis? If yes, please explain.

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If No, please elaborate reason.

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vii) Has your government adopted any incentive policy for teachers in rural and hard areas?

1. Yes  2. No

viii) What types of incentives are provided to female teachers particularly serving in rural areas? Please explain.

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**6. Curriculum Reforms**

i) What kinds of steps have been taken to introduce curriculum reforms in your Province?

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ii) Do you have any policy regarding use of ICT in education to enhance quality of education in the Province?

1. Yes  2. No

**7. Quality in Textbook and Learning Material**

i) What is the mechanism to publish Textbooks and Learning Material in your Province? Please elaborate.

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ii) What type of strategy is adopted to maintain quality of Textbook and Learning Material in your Province?

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iii) Did your province develop Matric tech scheme at secondary level?

1. Yes  2. No

**8. Improving Student Assessment**

i) What is the mechanism of Student Assessment in your Province? Please elaborate.

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ii) What type of assessment tools are being used in the examination?

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iii) Has your province established any standardized examination system at elementary level?

1. Yes  2. No

iv) What is the status of assessment of student's achievement by PEAS?

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v) Have your government taken steps for improving student assessment? Please elaborate.

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*The End*