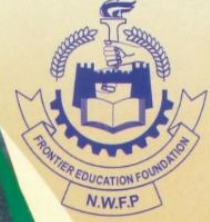




آؤمل كر علم پھللا سئس



# Workshop Report

## Education System in Pakistan & 21st Century

JUNE 12-14, 2006, Peshawar

**FRONTIER EDUCATION FOUNDATION  
PESHAWAR, NWFP, PAKISTAN  
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### **List of Abbreviations**

BISE	Board of Intermediate and Secondary Education
CM	Chief Minister
DCO	District Coordination Officer
DO	District Officer
EATA	Evaluation & Testing Authority
ERIC	Educational Resource & Information Center
FATA	Federally Administrated Tribal Area
FEF	Frontier Education Foundation
GDC	Government Degree College
GDP	Gross Domestic Product
GGDC	Govt. Girls Degree Colleges
GGHS	Govt. Girls High School
GHS	Govt. High School
GIKIS	Ghulam Ishaq Khan Institute Sawabi
GRE	Graduate Record Examination
HEC	Higher Education Commission
HED	Higher education Department
HERA	Higher Education Regulatory Authority
HSSC	Higher Secondary School Certificate
HUK	Humdard University Karachi
IR	International Relations
ICT	Institute of Computer Technology
IGFC	Inspector General Frontier Corps

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IT	Information Technology
KMC	Khyber Medical College
KUST	Kohat University of Science & Technology
LIMS	Learning Institute of Management Sciences
MD	Managing Director
MDG	Millennium Development Goals
NBP	National Bank of Pakistan
NGO	Non Governmental Organization
NIPA	National Institute of Public Administration
NWFP	North West Frontier Province
P&D	Planning and Development
PARD	Pakistan Academy for Rural Development
PDCW	Pakistan Development & Construction Work
PITE	Provincial Institute for Teachers Education
PM	Prime Minister
PMDC	Pakistan Medical & Dental Council
RITE	Regional Institute for Teachers Education
SAARC	South Asian Association for Regional Cooperation
SAT	Scholastic Aptitude/Assessment Test
SSC	Secondary School Certificate
STI	Staff Training Institute
UET	University of Engineering and Technology
UPS	University Public School
VC	Vice Chancellor

## Summary

A three days national level workshop on “Education System in Pakistan and 21<sup>st</sup> Century” was organized by Frontier Education Foundation at Pearl Continental Hotel, Peshawar on 12<sup>th</sup> – 14<sup>th</sup> June 2006. More than 600 persons including renowned Educationists from all parts of the country attended the event. Detailed work was carried out under seven Major Working Groups, which produced information in the form of recommendations for education planners of Pakistan in human resource development.

The workshop was focused on Education system in Pakistan and 21<sup>st</sup> century.

Main topics were as under:-

- Goals and objectives of Education and Curriculum Development.
- Examination System,
- Conducive Learning Environment,
- Teacher’s Training,
- The Role of Private Sector in Education,
- Foreign Aid and Education,
- 21<sup>st</sup> Century Education Needs.

This workshop report is presented as a stimulant to evoke honest and dedicated response in education system in Pakistan to successfully meet the challenges of 21<sup>st</sup> Century world. The workshop was the first of its kind in Pakistan which was much participated from all the four provinces, Federal Capital, FATA, Azad Kashmir and Northern Areas. Beside the concerned government functionaries, eminent educationists, representatives of private sector. Army Education Institutions, NGO’s. Teachers and Students including Special Education actively participated in the workshop.

## **Acknowledgments**

Frontier Education Foundation owes its success in organizing this important national level workshop to the unflinching support encouragement of Mr. Akram Khan Durrani, the Chief Minister NWFP/Chairman Board of Directors of FEF and Mulana Fazal-Ali Haqani Minister Education NWFP.

We are grateful to Lt.General Ali Muhammad Jan Orakzai, Governor NWFP who despite his busy schedule graced the conceding ceremony on 14<sup>th</sup> June 2006 as Chief Guest.

We extend our sincere appreciations and thanks to Lt.General Javed Ashraf Qazi, Federal Minister for Education for presiding the concluding session of the workshop and delivering a thought provoking policy speech on the occasion.

We must acknowledge the continued interest, support and all time availability to FEF for the workshop of Ms.Anisa Zeb Tahirkheli, Minister of State for Education.

We express our thanks to Mr.Sajid Hassan, Federal Secretary Education who gave a detailed policy speech at the inaugural session of the workshop and stayed with us throughout the day.

Management Academy for education Planning and Management, Islamabad, fully cooperated and Mr.Habib Rehman Research officer of the Academy shared detailed information with the group on Foreign Aid in Education.

We are thankful to the key note speakers Dr.Tariq Rehman, Quaid-e-Azam University, Dr.Abdullah Sadiq, Rector Ghulam Ishaq institute, Dr Arif Ali Zaidi,Agha Khan University, Karachi, Prof.Abbas Hussain, Director Teachers Development Centre, Lahore, Mr.Hussain Ahamad Kanjo, Minister Information Technology and Dr Hussain Ahmad Paracha, Associate Professor Department of International Relation, International Islamic University Islamabad for sharing their expertise and knowledge with the participants on given topics.

We also express our deep gratitude to the Vice Chancellors of Peshawar University, Kohat University, UET Peshawar, Rector Ghulam Ishaq Khan Institute Swabi, Hamdarad University Karachi, Agha Khan University Karachi, Gomal University D.I.Khan, Khyber Medical College

Peshawar, Karachi University, Secretary Education of Northern Area and Government of Azad Jammu and Kashmir for their useful participation and available contribution in the workshop.

We also take this opportunity to thank IGFC, Lt.General Alam Khan Khattak for facilitating a pleasant evening at Balahisar Fort for our guests from other parts of the country. We are highly obliged to Major General Akbar Saeed Awan, Director General PARD/NIPA, and Peshawar for his generous help that allowed many of the workshop participants a very comfortable stay in the hostel of excellent institute.

All departments of Government of NWFP, especially planning and Development, Administration as well as EDUCATION Department deserve our special thanks. Elementary Education Foundation and NWFP Secretariat extended tremendous help in providing transport facility for the workshop. Corps Head Quarter offered liberal helps in accommodating certain participants. The workshop exhibited the true spirit of NWFP traditional hospitality.

Last but not the least: we are grateful to bank of Khyber for their financial assistance which made it possible for FEF to hold this workshop. Ms Salama Masood, Director LIMS and Sarwat Jehan Principal Rite, Peshawar were great help during and after the workshop. Syed Awlad Hussain worked on compilation of the report. I am proud of my FEF team. Officers and staff who despite being in a very small number. Devoted their full time and energies day and night for three months, working tirelessly in organizing and holding this very important national level workshop. I hope and pray that the report, being collective wisdom of so experts and stake holders, is taken seriously.

**Ali Begum**  
(Managing Director FEF)

## **EDUCATION SYSTEM IN PAKISTAN AND 21<sup>ST</sup> CENTURY**

### **Introduction**

Since independence, attempts have been made to relate our education system to the needs aspirations of Pakistan. Quaid-e-Azam Muhammad Ali Jinnah Provided the basic guidelines for education by emphasizing among other things, that our education system should suit the genesis of our people., culture, history and instill the highest sense of honor, integrity, responsibility ,and selfless service to the nation.

World in 21<sup>st</sup> century appears to be fraught with many dangers, many challenges and also opportunities. What do Pakistanis expect of the +of the 21st century opportunities when the world would cease to be bounded and protected by geographical boundaries, when only those equipped with appropriate knowledge and skill will survive rather thrive. Others will be left behind or perish as father of the nation Quaid-e-Azam Muhammad Ali Jinnah said “Without requisite advance in education, not only shall we be left behind but will be wiped out altogether”. (Sep, 1947 Karachi)

Pakistan is a free nation since 1947, a nuclear power with considerable size of land & population, with potential of achieving high development goals, but suffering from very bad education levels. Literacy as low as 53% and female literacy 29% which is less than 2% in some area like FATA, majority is left unprepared to survive in 21st century.

FEF decided to hold a national level workshop on Education System in Pakistan and 21<sup>st</sup> Century challenges. For careful assessment as to how concerned the people in general were on the issue; advertisements were floated in Urdu and English press inviting suggestions/articles on 21<sup>st</sup> century education needs. More than 60 articles were received from individuals across the country, including journalists, Educationists, Students, Teachers, and Individuals from various segments of so society. These Articles indicated that people were very much concerned about the state of affairs in public sector education



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in Pakistan. Every individual writer expressed very strongly that something had to be done very urgently to catch up with marching forwarded nations of the world.

Next question was how to approach the concerned quarters which the country in order to bring relevant persons/experts together under one roof along with all the stakeholders in education to discuss the important issue of our lag in education while the global society was becoming more and more technological and competitive which requires that besides ideologies, our students achievement must include the needs 21<sup>st</sup> century knowledge and skills. List of persons were prepared after extended consultations.

The three days program commenced on 12<sup>th</sup> June 2006 with recitation from the holly Quran followed by an emotional speech by special child, Mr Masroor which moved every heart, son of a poor soldier, he appealed for providing education opportunities for children like him who had the potential of high achievements except the ability to hear and speak. The sign and body language of the student spoke volumes and the Chief Minister later responded to his demand to raise the status of the “School for Deaf children, Gulbahar Peshawar” to high level and to gradually further upgrade it into

Centre of Excellence for such special children in due course of time. After introducing note by the Managing Director of FEF, and a welcome note by Minister Education, Mr Fazle Ali Haqani, the Chief Minister NWFP/chairman FEF Board of Directors, Mr Akram Khan Durrani, inaugurated the three days National Education workshop. He emphasized the importance of education of education in 21<sup>st</sup> century for harnessing human resource for information, communication, investigation research and exchange of information. He emphasized that education has to be given top priority in order to facilitate growth and development in our country. It has been proved that greater the investment in education brighter is the future of the nation.

In the working station, Mr.Sajjad Hassan, Federal Secretary Ministry of Education Islamabad, delivered a detailed speech on Education Policy and affairs of education sector in Pakistan. Printed material on education policy and statistics were provided to all participants of the workshop. Federal secretary stated that the level of literacy, which was

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43% in 1998, had gone of to 53% in 2005, but this spread of education is belittled by persistent increase in number of illiterates due to a high rate of population growth. He observed that in comparison to seven SAARC countries we happen to be at the 2<sup>nd</sup> lowest position. Our drop out rate is as high as 45% a school level before completing primary education, which needs to be arrested on priority .he said that 60% of our schools were without electricity, 47% have no latrines, 35% lacked drinking water facility, and 5% Schools of our country are without buildings. Over and above this, well trained and well qualified teachers are not available where needed and seats in thousands were lying vacant in the provinces.

Dr.Tariq Rehman from Quaid-e-Azam University, the writer of many books on Quality Education, with reference to Higher Education, expressed his views on Quality Education. He said that quality referred to acquiring values, leading to peace, tolerance, sensitiveness to human rights, woman rights, animal rights and preservation of biodiversity. he quote Henry A. Giroux who said that if schools were to fulfill their obligations to educate students to assume the demands of social citizenship and democratic leadership while living in a global economy, educators needed to redefine the meaning and purpose of schooling in ways that both strengthen. The practice of critical education & Energize & deepens the possibilities of a radical democracy.

Dr. Abdullah Sadiq, Rector Ghulam Ishaq khan institute shared his precious ideas on the priorities on the education showing up pyramid of priorities. He said “Education must be relevant, what was being taught and for what purpose,” while explaining survival skills leisure entertainment and im-mortality salvation, he also emphasized on carry and sharing attitude in teaching. He stress upon categorization of universities into research in teaching universities. After question answer session, the participant works in groups of their expertise and interest till late in the evening.

On the 2<sup>nd</sup> day of the national workshop on 13<sup>th</sup> June 2006, Miss Anisa Zaib Tahirkhili Federal Minister of State for Education and Minister Education NWFP, Mr. Fazle-Aki

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Haqani gave detail of the federal and provincial Govt. effort for the cause of education. the allocation of budgets and certain steps being taken for improvement of education.

It was followed by key note speeches of Dr. Arif Ali Zaidi from Aga Khan University Karachi. Prof. Abbas Hussain Director Teacher Development Centre Lahore & Mr. Hussain Ahmad Kaanju Minister Information & Technology N.W.F.P Spoke on subjects such as teachers training programs, education related issues, challenges, problems and solution. Again group continued till late in the evening.

On the 3<sup>rd</sup> Day of workshop on 14<sup>th</sup> June 2006 group co-coordinators presented group reports in the morning session. MD of FEF presented the workshop report.

General (R) Javed Ashraf Qazi, Federal Education Minister presented a comprehensive report on the new education policy of federal Govt.: comprising examination system, curriculum, & infrastructure, the status of Teachers and the importance of modern sciences & IT. The Federal Govt.: plans and visions to take education on the Futuristic path were highlighted. The minister responded various points raised by the participant. The federal minister agreed with most of the workshop recommendation and assured there 99% of the recommendation will be implemented.

In the end, the chief guest Gen® Ali Muhammad Jan Orakzai. Governor N.W.F.P addressed the closing ceremony. He appreciated FEF services and highlighted his views on education in remote areas particularly FATA.

The workshop participation from all parts of the Pakistan, continuous and long working sessions, participants enthusiasm, truly manifested the determination of our people to be counted in 21<sup>st</sup> century.

## **Workshop Objectives**

The key objectives of the three day National workshop were:-

- Providing of platform to educationist, policy makers, practitioners, and beneficiaries, officials of planning and education ministries and departments, to focus upon 21<sup>st</sup> century education needs.
- Critically analyzing, identifying and interpreting the strengths and weaknesses of education system in Pakistan, with active participation of all stakeholders and to suggest suitable remedies.
- Enabling all delegates to benefit from each others experience, frame dialogue with renowned scholars & educationist, keynote speakers as well as education depts. And ministries high up regarding policies & plans.
- Enabling teachers & students of both public & private sectors to play an active role in the analytical activities leading to development of education policies.
- Involving actively and respectfully the students and teachers with special needs.
- Sharing the educational achievements of N.W.F.P with delegates of other three provinces and all parts of the country & Vice Versa.
- Stimulating all stakeholders to prepare for the 21<sup>st</sup> century education needs through brain storming and joint wisdom.
- Documenting the deliberations & recommendations of the workshop for use by all concerned.

## **Major Working Groups**

- Goals & Objectives of Education  
& Curriculum Development
- Examinations System
- Learning Conducive Environment
- Teachers Training
- The Role of Private Sector in Education
- Foreign Aid & Education
- 21<sup>st</sup> Century Education Needs

## **Workshop Recommendations**

### **GROUP 01**

#### **Goals Objectives of Education &Curriculum Development**

##### **Summery**

The group discussed the topic at length. The members agreed that objectives being the intended outcomes of the process, Goals are set according to national and international demands. They are achieved after a long and thoughtful process. Our goal should be to produce our constructive citizens that are proactive and emotionally stable. For this purpose our students should be creative minded and expressive. There is need to analyze as to why ideological goals have not been achieved. The targets should be achievable and quantifiable. These should be monitored on regular basis & evaluated at proper time.

In the present era, objective of education should be to boost the economy of the country & for this purpose skilled man power of various trades are required to be produced to meet the market demands of knowledge economy. In order to achieve these objectives, curricula, needs changes to cater to aspirations of people to survive and thrive in 21<sup>st</sup> century.

The group consensus that objective of education is to make the whole nation a literate & developed society. however, it was complained that inspire of aiming 86% literacy to be achieved by the year 2012 in universal literacy by 2015, funds allocation is inadequate. The group strongly recommended allocation of 4% GDP for education.

## **Recommendations**

- Our education should reflect our culture and ideologies with due respect for religious & cultural diversity.
- Development of sound and balanced personalities. Cultivation of creative, reflective and critical minds. Learning to have tolerance, to share, and leave together. Development of constructive proactive & emotionally stable and responsible citizens for which appropriate curriculum needs to be developed.
- To achieve goals & objectives of education, the GDP allocation should be increased to 4% to achieve universal literacy level by 2015 & all MDG's targets. Every Pakistani must be educated up to secondary level after achieving universal primary education by 2015.
- Textbooks should be designed to develop student's conceptual understanding & critical thinking.
- To achieve universal literacy rate in the country, Two years mandatory field work by every graduate and post graduate students should be enforced.
- Technical minded people should be trained specially for creative and technical education. Suitable enhancement in the operational non-salary budget of education institutions especially in the field of special education.
- Creativity should be developed consciously through free writing and research projects. This will help and inspire individuals to have goals worth devoting their whole life for research, discoveries and writings.

## **Workshop Recommendations**

### **GROUP 02**

#### **Examination System**

##### **Summary**

The group, after lengthy deliberations opened with consensus that students evaluated regularly. for this purpose, the system of internal examination should be permanent teacher of the school/colleges system. The result should be communicated to parents. The scores of these exams should be given due weight in the external exams. In order to meet the challenges of the 21<sup>st</sup> century, the teachers and students must work hard in order to reach minimum bench mark of achievement prevalent on the world. Therefore, 33% passing marks should be enhanced to 40%.The group also recommended abolition of grace marks system in internal as well as external exams.

There was a hot debate on 2 issues that is academic year and composite annual exam of 9<sup>th</sup> & 10<sup>th</sup> being a current issue.After enthusiastic discussion, the group agreed to suggest academic year to start from March to April as it suited both the hilly as well as plain areas. Composite exams of 9<sup>th</sup> & 10<sup>th</sup> were not recommended. The group was of the view that the syllabus books are now too bulky & composite exams encouraged rote learning. The federal minister education, Lt.Gen® Javed Ashraf Qazi in his concluded speech on 14<sup>th</sup> June 2006, responded to these two recommendations in details. According to him, when exams are held in February and March, first the teachers get busy in performing exams duties under various boards.

After that, teachers are involved in checking answer papers and then the summer vacations start. Thus student's precious time was wasted. Therefore, He said that it was decided to start academic session from first September; however the provinces could decide on their own regarding code areas having winter vacation, where academic session could be started from 1<sup>st</sup> January. The composite exams for 9<sup>th</sup> & 10<sup>th</sup> were introduced because it tested student's knowledge as a whole instead of memorizing only 50% of the text books and get good marks.



The role of EATA also came under discussion. The group recommended that it should be further strengthened and it should also be entrusted the responsibility capacity building in testing and evaluation abilities of teachers. The examination system needed necessarily changes in order to make these more objective, transparent and credible. It was recommended to establish a National Education Testing Authority Which should be established and run for the initial 4-5 years by some foreign experts to establish standards and healthy work culture.

### **Recommendations**

- Academic Session should be from April to March.
- Annual system of examination for 9<sup>th</sup> & 10<sup>th</sup> should be reinforced instead of consolidated 2 years exams.
- Passing marks for Matriculation & Intermediate should be enhanced to 40%.
- Syllabus ought to be covered & revised well in time in the class.
- Internal examination should be a normal practice in schools & colleges with due weight age by the BISE & University.
- ETEA should be strengthening for capacity building in teachers for good testing & evaluation capabilities.
- Giving grace marks in SSC & HSSC should be abolished by the Board.
- The Pattern of the Question papers decided in the federal government level on the following criteria was acceptable for the time being:-

Objective questions	20%
Short Answer Questions	50%
Descriptive Questions	30%
- The format of the question papers should discourage Rote learning & cramming to the maximum. It should not give wide choice of selection of questions.
- Practical exams should value the real practical work carried out through out the year and duly checked and marked by the teachers.
- National education testing authority should be established on the pattern of SAT & GRE testing according to global benchmark.

## **Workshop Recommendations**

### **Group 03**

#### **Conducive Learning Environment**

##### **Summary**

The most important but the most commonly neglected aspect in our education system is the conducive teaching learning environment. It is based upon teaching alone. Absence in conducive learning environment causes low participation, high drop out rate and low level of learning. The ethos of all educational institution should reflect maximum encouragement, depreciation and motivation to students of all levels, which in general is missing in our public sector education system. The infrastructure, class room environment, and teacher's attitude In general a. curricula, which play an important role in learning environment, are mostly in bad shape in our public sector education system. The group therefore, after long deliberations recommended that infrastructure should be learning friendly. Access to library, laboratory, computer, sports facilities and other co-curricular activities should be ensured to enhanced interest and standards.

Democratic class room discipline should be maintained with ability for academic noise in teacher mobility. Class room +school activities should include project work to promote team working and hand on work type activities. There should be room for children watching good documentaries, discovery channel, singing, drawing, painting, etc. to develop child interest in work. Learning should be student centre, promoted through improved teacher training programs; textbooks should be designed to develop student's conceptual understanding and critical thinking. Every unit of the text book must include activities from real life. Most encouraging and motivating teachers should be recognized, projected and rewarded at the district, province and national level. The president, prime minister, chief ministers, governors of the provinces should periodically visit high achiever public sector education institutions. It will not only inspire the students but will also boost the moral of the teachers. It will also tend to improve physical condition of government education institution.

## **Recommendations**

- The ethos of all educational institutions should reflect maximum encouragement, appreciation and motivation to students at all levels.
- Punishment of all types should be totally abolished.
- Teacher student ratio should be 1:30 at school level.
- Primary schools should be common for boys and girls with female teachers.
- Physical facilities should be learning friendly. Access to computer, library and laboratory, Qirat, drawing, painting, singing and other co-curricular activities should be ensured to enhance students' interest and standards. This can be made possible by providing one model school with all facilities at the centre in a cluster of schools, at least at sub-divisional level if resources do not allow all these facilities in all the schools.
- Democratic class room discipline to be maintained with flexibility for academic noise and teacher mobility.
- Use of low cost and indigenous teaching aids should be made compulsory.
- Learning should be as student centred as possible, promoted through improved teacher training program.
  - Every unit of text books must include activities from real life.
- Co-operative learning in the class should be practiced.
- Awareness and activity based program should be organized regularly.
- Maximum involvement of students in the learning process must be ensured.
- Critical thinking and innovative activities should be regular feature of class room + school activity.
- Class room environment should be made as attractive and educative as possible.
- A variety of teaching methods should be used.
- Most encouraging and motivating teachers should be recognized, projected and rewarded.
- Most participative and academically contributive classes and schools should be promoted, projected and appreciated at all levels.

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- Regular in service training for teachers should import psychological techniques for involving all students for their best input all the time.
- Star of the month student and star of the month teacher should be introduced at all levels to acknowledge the role of best teacher and best students.
- Play grounds and library should be available and be usefully utilized.
- Healthy competitions on inter class level + amongst institutions should be compulsory part of school/college activity.
- Student presentation, projects, discussions and questioning by the students must be ensured.
- Last day of the month should be for healthy student's activities such as PT, debates and sports etc.
- President, PM, CMs, and ministers for educations, science & technology should pay special visits to high achievers government sector schools to recognize good work and inspire the students

## **Workshop Recommendations**

### **Group 04**

#### **Teacher Training**

##### **Summary**

Teacher is the backbone of education which is directly related to the development of the society and economy. Only well educated, motivated, well trained and competent teachers can promote education. There was a general feeling that intake qualification of teachers needs to be enhanced and also teachers training institutes to be revamped. The group felt that appropriate formal institutes of good quality for free service teacher training are lacking. Professionally competent master trainers should be developed. Funds are also insufficient. Infrastructure is generally is not inviting and enabling.

To address these issues, the group recommended that the budget allocation should be adequate to meet the demands of quality education. The training institutes should be properly equipped to enhance standards. Computer learning should be essential component of all teachers training program. Training needs should be assessed. Curriculum should be revised and training courses should be designed according to the changing needs of the 21<sup>st</sup> century refresher courses after 3-5 years should be made obligatory and linked with promotion. One laboratory school with each training college should be established. In order to ensure maximum impact, the system of affective and regular follow up should be introduced.

## **Recommendations**

- Straightening, capacity building and standard enhancement of training designs in training institutes for teacher.
- Development of modern and culturally relevant free service and in-service programs.
- Adequate budgetary provision for training of teachers of all levels.
- Trainings of adequate duration preferably of residential nature to be introduced for college teachers in the country. Establishment of more and good standard training institutes for pre-service and refresher courses for college lecturers. Executive management and leadership training programs to be developed for college faculty.
- Training programs for both male and female teacher to be designed and organized regularly for continuous learning and improvement.
- Dedicated and competent professionals from all disciplines for all levels to be trained locally and internationally as trainers and master trainers on priority and urgent basis.
- HEC, federal and provincial governments should sponsor training of teacher and lecturers of both public and private sectors.
- Effective evaluation and monitoring system of trainings to be developed along with proper follow up in institutionalized. Way for continuous improvement in training.
- Effective follow ups of post training performance of teachers.
- Pedagogical, moral and interpersonal components of teachers training included in all teaching programs.
- Refresher courses of appropriate duration after every 3-5 years must be made obligatory and linked up with up promotions.
- Education Departments should be given recurring budget to facilitate filling up training vacancies through their heads of education institutes so that teachers are allowed to avail training opportunities.

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- Special training for conducting and supervising research programs to be development and implemented.
- Presence of Multimedia, Computers and other modern equipment to be ensured at all training institutes.
- Training programs to be designed on scientific lines to enhance self esteem and confidence in teacher's personalities.
- Writing and research skills should be encouraged among teachers through training courses.

## **Workshop Recommendations**

### **GROUP 05**

#### **The Role of Private Sector in Education**

##### **Summary**

The role of private sector in education cannot be ignored or underestimated. It has grown considerably during the last two decades and would certainly expand in future. About 25% school students are enrolled in private institutes. Private sector partnership with the public sector is need of the hour because Govt. alone cannot cater to education needs of our growing population. The group recommended that only registered parties with education expertise should be allowed to open private education institutions. Govt., financial and expert support to be made available. Curriculum should be uniform for both public and private institutions. Private schools should be exempted from taxes subject to provision of safety net for deserving students in their institutions. There should be a regulatory body at national level to remove discrepancies in the private school education system. Soft loan and expert technical support should be providing to private sector through education foundation. For this purpose standard procedure should be developed to ensure proper utilization and recovery of these loans. Government should pay attentions to the Training needs of teachers in private sector.



## **Recommendations**

- There must be research universities and teaching universities in both public and private sectors and to be properly supported financially and other wise by the Govt.
- Public private Collaboration should be in letter and spirit.
- Only registered parties with education expertise should be allowed to open private education institutes.
- Govt. should extend loan facilities for deserving students and private sector institutes of high repute.
- Curriculum should be uniform for public and private schools.
- Private schools should be encouraged and supported to offer vocational training, particularly to girls. Private sector should be strengthening revitalized and encouraged to go to rural areas.
- There should be an independent regulatory body at national level to remove discrepancies in the private sector education system.
- Private schools should be exempted from taxes subject to provision of safety net for deserving students.
- Registration and affiliation procedure must be consolidated as one window operation.
- More teacher training institutes should be established also accommodating private sector teachers for training.
- Private schools should be forced to follow given infrastructure and teaching faculty standards in urban and rural areas.
- Soft loans and expert technical support should be provided to private institutions through education foundations for providing quality education.
- Proper standard procedures should be developed by the foundation to ensure proper utilization and recovery of loans to private parties.

## **Workshop Recommendations**

### **Group 06**

#### **Foreign AID and Education**

##### **Summary**

The world recognizes the unimportance of education in order to make the planet a better place to live. Illiteracy is recognized global issue. Education for all in millennium development goals are some of the examples. Due to its established linkage with other social sectors as well as its significance, education for all is the pivot of human capital formation in Pakistan as well. Besides the countries own resources, foreign aid agencies are also assisting the govt. through technical and financial inputs in education. Representative of the ministry of education give detail briefing to the group on foreign aid in education. FEF team in the group also has detail of a long list of foreign aided projects in NWFP. Members of the group who in one way or the other were somehow concerned with foreign aid held detail discussion on the issue.

The group recommended that the govt. of Pakistan as well as the Provinces should prepare a comprehensive action plan for at least 20 years for promotion and development of education sector and present the same to the donors/lenders. The govt. should make the aid giving agencies coordinate among them so that timely completion of the project was ensured and also to avoid duplication. Direct approach of foreign aid agencies to NGO's and vice versa should be discouraged. Commitments of funding should be firm. Since all the tiers of education are inter related and equally important, funds should be allocated within the system. Ignoring any of the education tiers (at present college education especially for girls) will cause imbalances, making the situation more critical.

## **Recommendations**

- The govt. should have a well designed policy and plan for extend and utilization and foreign aid with in the overall umbrella plan for education in the next 20 to 30 years.
- Aid giving agencies should support Govt. agenda and priorities through budgetary support.
- Instead of project approach in isolation, foreign aid in education should be a part of the overall education system with flexibility for selection of agency for implementation and location.
- Aid giving agencies visits should be a few, approved by the govt. of Pakistan should be planed and forecasted.
- Aid giving agencies coordination must be done by the govt. of Pakistan at federal and provincial level under institutionalized arrangement.
- Independent and holistic review of the foreign aided activities in education need to be conducted at national level as well as provincial level to measure their impact on education in terms of access, quality and relevance.

## **Workshop Recommendations**

### **Group 07**

#### **21st` century education needs.**

#### **Summary**

The globe has entered new era, i.e. the 21st century. It is challenging, creative, flexible yet complex, it is rapidly changing world filled with emerging problems and issues as well as emerging new possibilities and opportunities. It was there for the focal area to be deliberated upon in the workshop. The group debated it thoroughly and agreed that the 21st century Pakistani should have interactive skills, ability to create link between world knowledge and Quran, civic sense, tolerance for diversified cultures/negligence, the ability to analyze, synthesize and evaluate, have knowledge and opportunities for application of knowledge for betterment of humanity. To bring Pakistani individuals to this level, it was recommended that IT knowledge should be an integral part of teacher training. Research should be conducted at two levels i.e. in the classroom, encouraging the students to ask questions, to look for physical evidences of the knowledge they receive and at advance level i.e. PhD and Post Doctoral degrees. To discourage the learning, the teaching/learning system should be changed to provide room for reflective thinking. The group also recommended appointment of female teacher in all the schools at primary level.

## **Recommendations**

- 21st century Pakistani should have strategic and interactive skills, ability to create link between world knowledge and Quran, civic sense, tolerance for diversified cultures and religions the ability analyze, synthesize and evaluate, have knowledge and opportunities for application of knowledge for betterment of humanity.
- Research culture to be encouraged. Research should be conducted at two levels. at advanced level i.e. PhD and post doctoral degrees and class room level(encouraging students to ask questions, research and technical projects competitions, group projects and other creative work.
- Focus on software development being the necessity of ICT, design engineering, other industries processing and all the emerging fields. Computer education should start from primary education level.
- Scope of virtual education will widen up with the passage of time. Computer learning should be made basic ingredient of teacher training.
- To discourage rote learning, examination system should be changed to properly assess students' achievements.
- Only female's teachers should be appointed at primary education level to provide psychological relief and conducive learning environment to children.
- Education qualification at teacher's intake levels should be enhanced.
- Creating awareness on international ethical concepts, issues, and new development at global level.

## EDUCATION SYSTEM IN PAKISTAN AND 21<sup>ST</sup> CENTURY

- Involving Pakistani Diasporas in institutionalized way through Pakistan embassies in improving, spreading and achieving higher standards in education.
- Strengthen links between education and R&D institutions and industry specific employees.
- Special attention to gender gaps in education, training and employment.
- Imparting skills for skills survivals, self employment and capability to compete in human resource globally.
- Vocational guidance program at various levels to match abilities with jobs in orientation on future scope/job market and prospective countries.
- Public private partnership for skills development and internship for students of vocational and technical education in relevant industries in public and private sector.

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